

# General Education Review Committee Agenda

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March 21, 2008  
ADM 201  
12:30 p.m. – 1:30 p.m.

## I. Call to Order

### Roll

( ) Erik Hirschman	Mat-Su/ <b>UAB</b>	Humanities/ Social Sciences
( ) Caedmon Liburd	<b>UAB</b>	
( ) Patricia Fagan	CAS	Humanities
( ) Bob Capuozzo	COE	
( ) Fred Barbee	<b>CBPP/UAB</b>	
( ) Jeane Breinig	CAS	Written Communication
( ) Len Smiley	<b>CAS/UAB</b>	Quantitative Skills
( ) Suzanne Forster	<b>CAS/UAB</b>	
( ) Robin Wahto	<b>CTC/UAB</b>	
( ) Walter Olivares	CAS	Fine Arts
( ) Tom Miller	OAA	Guest
( ) Gail Holtzman	<b>CHSW/UAB</b>	Social Sciences
( ) Grant Baker	<b>SOENGR/ UAB</b>	
( ) Barbara Harville	CAS	Oral Communication
( ) vacant		Natural Science
( ) 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	SWK A243	Cultural Diversity and Community Service Learning (3 cr) (3+0) (pg. 4-9)
Chg	SWK A431	Social Work Practice IV: Integrative Capstone (3 cr) (3+0) (pg. 10-14)
Chg	EDEC A105	Introduction to the Field of Early Childhood (3 cr) (3+0) (pg. 15-20)
Chg	WS A200	Introduction to Women's & Gender Studies (3 cr) (3+0) (pg. 21-26)

## VI. Old Business

## VII. New Business

## VIII. Informational Items and Adjournment

A. Centers and Institutes in Academic Units (pg. 27-29)

B. Updated GER List (pg. 30-33)

# General Education Review Committee Summary

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February 29, 2008  
ADM 201  
1:00 p.m. – 1:30 p.m.

## I. Call to Order

### Roll

(x) Erik Hirschman	Mat-Su/ <b>UAB</b>	Humanities/ Social Sciences
(x) Caedmon Liburd	<b>UAB</b>	
(x) Patricia Fagan	CAS	Humanities
(x) Bob Capuozzo	COE	
( ) Fred Barbee	CBPP/ <b>UAB</b>	
(x) Jeane Breinig	CAS	Written Communication
(x) Len Smiley	CAS/ <b>UAB</b>	Quantitative Skills
(x) Suzanne Forster	CAS/ <b>UAB</b>	
(x) Robin Wahto	CTC/ <b>UAB</b>	
( ) Walter Olivares	CAS	Fine Arts
(x) Tom Miller	OAA	Guest
( ) Gail Holtzman	CHSW/ <b>UAB</b>	Social Sciences
( ) Grant Baker	SOENGR/ <b>UAB</b>	
(x) Barbara Harville	CAS	Oral Communication
( ) vacant		Natural Science
( ) Karl Wing	USUAA	

## II. Approval of Agenda (pg. 1)

**Approved**

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

**Approved w/ changes**

## IV. Chair's Report

## V. Course Action Requests

Chg SWK A106 Introduction to Social Welfare (3 cr) (3+0)  
Chg SWK A243 Cultural Diversity and Community Service Learning (3 cr) (3+0)  
Chg SWK A431 Social Work Practice IV: Integrative Capstone (3 cr) (3+0)  
**Will be reviewed on the March 21 agenda**

Chg COMM A111 Fundamentals of Oral Communication (3 cr) (3+0) (pg. 4-9)  
**Approved**

Chg COMM A241 Public Speaking (3 cr) (3+0) (pg. 10-14)  
**Approved**

Chg ENGL A383 Film Interpretation (3 cr) (3+0) (pg. 15-18)  
**Approved**

## VI. Old Business

Christine will update GER List

## VII. New Business

Discussed stipend funding for General Purpose Capstones  
Need to invite lacking general purpose areas to create Capstones

Suzanne Forster and Provost Miller will draft memo to students and faculty regarding assessment in Capstone courses  
Would be helpful to have information about what is being offered, how they are being scheduled, and the cost of the course

VIII. Informational Items and Adjournment

Meeting adjourned



## Curriculum Action Request

### University of Alaska Anchorage

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

1a. School or College HW CHSW		1b. Division ASWK Division of Social Work		1c. Department BSWK	
2. Course Prefix SWK	3. Course Number A243	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Cultural Diversity and Community Service Learning Cultural Div & Com Svc Lrning <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No      # of Repeats      Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input checked="" type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008      To:      /9999		
12. <input type="checkbox"/> Cross Listed with not applicable  <input type="checkbox"/> Stacked with not applicable      Cross-Listed Coordination Signature					
13. List any programs or college requirements that require this course Bachelor of Social Work. Early Childhood Education.					
14. Coordinate with Affected Units: College of Education, Early Childhood Education. Faculty list serve. Department, School, or College _____ Initiator Signature      Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description An introduction to the issues of diversity in the United States from a social work perspective. Focuses on sensitivity to populations at risk of discrimination and oppression. Knowledge and insights gained through the readings, class discussions, and activities will be applied to students' interactions with clients of community-based partner organizations as part of a required service learning component.					
17a. Course Prerequisite(s) (list prefix and number) None		17b. Test Score(s) None		17c. Co-requisite(s) (concurrent enrollment required) None	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) None		
18. <input type="checkbox"/> Mark if course has fees None					
19. Justification for Action Course title and description revised to more accurately reflect course content. Update Course Content Guide.					

\_\_\_\_\_  
Initiator (faculty only)      Date

\_\_\_\_\_  
Initiator (PRINT NAME)

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

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

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

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

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

**University of Alaska Anchorage  
College of Health and Social Welfare  
Course Content Guide**

**I. Date of Initiation:** January 2008

**II. Curriculum Action Request**

School: School of Social Work

Course Subject: SWK

Course Number: A243

Number of Credits: 3

Contact Hours: 3+0

Course Program: Bachelor of Social Work

Title: Cultural Diversity and Community Service Learning

Grading Basis: A-F

Implementation Date: Fall 2008

Course Description: An introduction to the issues of diversity in the United States from a social work perspective. Focuses on sensitivity to populations at risk of discrimination and oppression. Knowledge and insights gained through the readings, class discussions, and activities will be applied to students' interactions with clients of community-based partner organizations as part of a required service learning component.

Course Prerequisites: None

Course Co-requisites: None

Registration Restrictions: None

Course Fee: None

Course Attribute: Social Sciences GER

**III. Instructional Goals and Student Outcomes**

The instructor will:

1. Propose working definitions of key concepts related to diversity.
2. Examine the history of discrimination and oppression in the U.S.
3. Introduce conceptual and analytic frameworks from the social sciences for thinking about those key concepts, with particular attention to social-structural factors.
4. Present a central social issue/problem and organize one or more community service learning projects that will ground the conceptual material in the empirical world, i.e., real people's lives.
5. Guide students in reflecting on the interaction between individuals and society in the particular context of the service learning project and problem area.
6. Guide students in testing their own and each others' ideas about social phenomena, particularly as related to the service learning project and population.
7. Emphasize diversity and discrimination as civic/citizenship issues (not just professional issues).

Upon complete on of this course, the student will be able to:

<b>Outcomes and Assessment Measures</b>	
<b>Outcomes</b>	<b>Measures</b>
1. Recognize the interplay between social-structural and individual factors that shape people's lives. (descriptor outcome 1)	Class discussion Reflection papers* Final exam (essay) or paper
2. Critically examine examples of discrimination and oppression; distinguish between empirical and non-empirical truth claims regarding how the examples are defined as discriminatory and/or oppressive. (descriptor outcome 2)	Class discussion Analysis of a current event characterized by media and/or the student as discriminatory/oppressive
3. Articulate their own definitions of key concepts (see above), grounded in course materials and their observations and inductive/qualitative reasoning (components of social science thinking) within the service learning experience. (descriptor outcome 4)	Class discussion Reflection papers Final exam (essay) or paper
4. Acknowledge the limits of human objectivity and demonstrate the rudiments of how they test ideas presented in class and subsequently accept or reject those ideas, especially but not exclusively in the context of the service learning project. (descriptor outcome 3)	Class discussion Reflection papers Analysis of current event Final exam (essay) or paper
5. Weigh the importance of different kinds of claims on society for public policy (e.g. the challenging lived experience of a few individuals relative to the many others who are not so challenged).	Class discussion Reflection papers Final exam (essay) or paper
6. Examine the complexities of the service learning social issue as part of better understanding interpersonal, group, cultural, political, and economic dynamics (recent examples of central issues for service learning projects: hunger, homelessness). (descriptor outcomes 1 and 5; preamble outcome 5)	Class discussion Reflection papers  *Reflection papers focus on analysis of how the real-world experience of the service learning project reinforces, animates, or contradicts ideas from the readings and class discussion

**IV. Course Level Expectations**

This course introduces material that is relevant to all students at a level that requires no previous substantive knowledge but does require more participation and analysis than a 100-level survey course. It uses frameworks and research from the social sciences as well as community-based experiential learning and reflection to animate the written materials and lecture as well as to introduce students to a particular problem area.

**V. Topical Course Outline**

- A. “Diversity” as power-neutral difference
- B. Introduction to community service learning topic and project(s)
- C. Interpreting “difference” in cultural context
- D. Mechanisms of discrimination and oppression
- E. Human objectivity and the social condition
- F. Race and racism
- G. Class and inequality
- H. Gender and sexism
- I. Ethnicity and nationality
- J. Sexuality and heterosexism
- K. Disability
- L. Language and culture
- M. Focus on selected social institutions such as: work, families, health, social welfare, education
- N. Focus on Alaska Natives
- O. Addressing inequality across system levels

**VI. Suggested Texts**

Andersen, M. L., & Collins, P. H. (2007). *Race, class, and gender: An anthology* (6<sup>th</sup> ed.). Belmont, CA: Thomson Wadsworth.

**VII. Bibliography**

Bullard, R. D. (2000). *Dumping in Dixie: Race, class, and environmental quality* (3<sup>rd</sup> ed.). Boulder, CO: Westview Press.

Clifford, J. (2004). Looking several ways: Anthropology and Native heritage in Alaska. *Current Anthropology*, 45, 5-30.

Conley, D. (2003). *Wealth and poverty in America: A reader*. Malden, MA: Blackwell Publishers.

- Crowell, A. L., Steffian, A. F., & Pullar, G. L. (2001). *Looking both ways: Heritage and identity of the Alutiiq people*. Fairbanks, AK: University of Alaska Press.
- Demo, D. H., Allen, K. R., & Fine, M. A. (Eds.). (2000). *Handbook of family diversity*. New York: Oxford University Press.
- Dorais, L. (1997). *Quaqtaq: Modernity and identity in an Inuit community*. Toronto: University of Toronto Press.
- Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Farrar, Straus & Giroux.
- Freire, P. (1971). *Education for critical consciousness*. New York: Continuum.
- Gardiner, H. W., Mutter, J. D., & Kosmitzki, C. (1998). *Lives across cultures: Cross-cultural human development*. Boston: Allyn & Bacon.
- Heldke, L., & O'Connor, P. (2004). *Oppression, privilege, and resistance: Theoretical perspectives on racism, sexism, and heterosexism*. Boston: McGraw-Hill.
- Jolles, C. Z. (2002). *Faith, food, and family in a Yup'ik whaling community*. Seattle: University of Washington Press.
- Kawagley, A. (1995). *A Yupiaq worldview: A pathway to ecology and spirit*. Prospect Heights, IL: Waveland Press, Inc.
- Leigh, J. W. (1998). *Communicating for cultural competence*. Boston: Allyn & Bacon.



- McDermott, M. (2006). *Working-class white: The making and unmaking of race relations*. Berkeley, CA: University of California Press.
- Nadel, M., Majewski, V., & Sullivan-Cosetti, M. (Eds.). (2007). *Social work and service learning: Partnerships for social justice*. Lanham, MD: Rowman & Littlefield.
- O'Neil, T. D. (1996). *Disciplined hearts: History, identity, and depression in an American Indian community*. Berkeley, CA: University of California Press.
- Pattillo-McCoy, M. (2000). *Black picket fences: Privilege and peril among the Black middle class*. Chicago: University of Chicago Press.



## Curriculum Action Request

### University of Alaska Anchorage

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

1a. School or College HW CHSW		1b. Division ASWK Division of Social Work		1c. Department BSWK	
2. Course Prefix SWK	3. Course Number A431	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Social Work Practice IV: Integrative Capstone Social Work Practice IV <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No      # of Repeats      Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input checked="" type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008      To:      /9999		
12. <input type="checkbox"/> Cross Listed with not applicable  <input type="checkbox"/> Stacked with not applicable      Cross-Listed Coordination Signature					
13. List any programs or college requirements that require this course Bachelor of Social Work					
14. Coordinate with Affected Units: Faculty list serve. Department, School, or College  <div style="text-align: right;">_____ Initiator Signature      Date</div>					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone					
16. Course Description Recaps and expands upon the material in Social Work Practice I-III as well as other Social Work major requirements. Special attention is paid to the transition from student to emerging professional, with emphasis on professional competence, evidence-based practice, ethics, and diversity in 21st century Alaska. Fulfills GER Integrative Capstone requirement.					
17a. Course Prerequisite(s) (list prefix and number) SWK A430 & SWK A495A		17b. Test Score(s) None		17c. Co-requisite(s) (concurrent enrollment required) SWK A495B	
17d. Other Restriction(s) <input type="checkbox"/> College <input checked="" type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) Admission to BSW Program at the University of Alaska Anchorage. Completion of GER Tier 1 (basic college-level skills) courses and junior standing.		
18. <input type="checkbox"/> Mark if course has fees None					
19. Justification for Action Revise course title, description and registration restrictions to reflect GER Integrative Capstone role for course. Revise course prerequisite and co-requisite numbers per concurrent Course Action Requests. Update Course Content Guide.					

\_\_\_\_\_  
Initiator (faculty only)      Date

\_\_\_\_\_  
Initiator (PRINT NAME)

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

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

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

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

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

**University of Alaska Anchorage  
College of Health and Social Welfare  
Course Content Guide**

**I. Date of Initiation:** January 2008

**II. Curriculum Action Request Information**

School: School of Social Work

Course Subject: SWK

Course Number: A431

Number of Credits: 3

Contact Hours: 3+0

Course Program: Bachelor of Social Work

Title: Social Work Practice IV: Integrative Capstone

Grading Basis: A-F

Implementation Date: Fall 2008

Course Description: Recaps and expands upon the material in Social Work Practice I-III as well as other Social Work major requirements. Special attention is paid to the transition from student to emerging professional, with emphasis on professional competence, evidence-based practice, ethics, and diversity in 21<sup>st</sup> century Alaska. Fulfills GER Integrative Capstone requirement.

Course Prerequisites: SWK A430 & SWK A495A

Course Co-requisites: SWK A495B

Registration Restrictions: Admission to BSW Program at the University of Alaska Anchorage. Completion of GER Tier 1 (basic college-level skills) courses and junior standing.

Course Fee: None

**III. Instructional Goals and Student Outcomes**

The instructor will:

1. Present a range of strategies for ending relationships with clients and evaluating outcomes, within the context of the planned change process.
2. Review practice theories and present selected new theories.
3. Guide students in integrating and applying social work and interdisciplinary knowledge to the stages of the planned change process.
4. Emphasize the role of theory and empirical evidence in choosing intervention strategies for various client systems and problem areas.
5. Illustrate common ethical dilemmas encountered in the process of helping.
6. Provide mentorship as students conduct final projects.

Upon completion of this course, the student will be able to:

<b>Outcomes and Assessment Measures</b>	
<b>Outcomes</b>	<b>Measures</b>
1. Assess myriad aspects of the client system (individual, family, small group, organization, or community) and the	Oral and/or written assignments such as social history

social environment which have an impact on client capacities and challenges.	
2. Specify appropriate interventions for diverse situations and client systems and provide a cogent rationale based on print and electronic literature with attention to theoretical and empirical support for their choices.	Oral and written major project; may be linked to assessment assignment(s)
3. Identify ethical dilemmas in practice and propose solutions consonant with the National Association of Social Workers Code of Ethics.	Written and/or oral assignments and class discussion.
4. Select appropriate strategies for terminating practice relationships with clients and colleagues.	Written and/or assignments and class discussion; may be linked to assessment and/or intervention assignments
5. Demonstrate achievement of GER skills including the ability to integrate knowledge and ideas from multiple disciplines, critical thinking, information literacy, and written and oral communication.	All of above written and oral assignments including major project

#### **IV. Course Level Justification**

This is the capstone for both the Bachelor of Social Work practice sequence and the University GER. The course is designed to integrate knowledge gained through other social work classes and other GERs; to refine and gain experience using knowledge and practice principles previously obtained; to expand knowledge of social work theories and their linkages with other disciplines; and to develop professional judgment in the selection, application, and modification of knowledge and skills. As with other practice methods courses, the overarching theme is of preparation for client-centered, generalist social work practice.

Organizing frameworks used throughout the BSW curriculum include ecological systems perspective, planned change methodology, client-centered practice, and a strengths perspective. Within the context of the liberal arts and sciences, these frameworks will be elaborated, refined, and used as guides for systematic assessment, planning, intervention, and termination in social work practice across client systems. Concepts of professional roles, relationships, ethical judgment, and professional use of self will be emphasized as part of developing students' emerging sense of a professional self.

#### **V. Topical Course Outline**

- A. Termination and evaluation
- B. Integrating theory into practice

- C. Presentation of student intervention projects (discussion of interdisciplinary influences, ethics, evidence-based practice, professional roles and identity, etc., interwoven)

## **VI. Suggested Texts**

Payne, M. (2005). *Modern social work theory* (3rd ed.). Chicago: Lyceum Books.

Walsh, J. (2007). *Endings in clinical practice: Effective closure in diverse settings* (2<sup>nd</sup> ed.). Chicago: Lyceum Books.

## **VII. Bibliography**

Anderson, J., & Carter, R.W. (Eds.). (2003). *Diversity perspectives for social work practice*. Boston: Allyn & Bacon.

Appleby, G. A., Colon, E., & Hamilton, J. (2007). *Diversity, oppression, and social functioning: Person-in-environment assessment and intervention* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.

Compton, B. R., Galaway, B., & Cournoyer, B.R. (2005). *Social work processes* (7<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Corcoran, J. (2005). *Building strengths and skills: A collaborative approach to working with clients*. Oxford: Oxford University Press.

Cournoyer, B. (2007). *The social work skills workbook* (4<sup>th</sup> ed.). Belmont, CA: Wadsworth.

Cournoyer, B. R. (2004). *The evidence-based social work skills book*. Boston: Allyn & Bacon.

Kemp, S. P., Whittaker, J. K., & Tracy, E. M. (1997). *Person-environment practice: The social ecology of interpersonal helping*. New York: Aldine de Gruyter.

Lohmann, N., & Lohmann, R. A. (Eds.). (2005). *Rural social work practice*. New York: Columbia University Press.

Miley, K., O'Melia, M., & DuBois, B. (2001). *Generalist social work practice: An empowering approach* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.

Morales, A., & Sheafor, B. (2004). *Social work: A profession of many faces* (10<sup>th</sup> ed.). Boston: Allyn & Bacon.

Reamer, F. G. (1993). *The philosophical foundations of social work*. New York: Columbia University Press.

Reamer, F. G. (2001). *Tangled relationships: Managing boundary issues in the human services*. New York: Columbia University Press.

Saleebey, D. (Ed.). (2002). *The strengths perspective in social work practice* (3<sup>rd</sup> ed.). New York: Longman.

Sheafor, B., & Horejsi, C. (2008). *Techniques and guidelines for social work practice* (8<sup>th</sup> ed.). Boston: Allyn & Bacon.



## Curriculum Action Request

### University of Alaska Anchorage

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

1a. School or College EA COE		1b. Division		1c. Department EDTL	
2. Course Prefix EDEC	3. Course Number A105	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Introduction to the Field of Early Childhood Intro Early Childhood <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No      # of Repeats      N/A      Max Credits      N/A		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input checked="" type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Course Prerequisites <input checked="" type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input checked="" type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Course updates and GER status			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008      To:      /9999		
12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature					
13. List any programs or college requirements that require this course Bachelor of Arts in Early Childhood and AAS in Early Childhood					
14. Coordinate with Affected Units:      KPC, Mat-Su, Kodiak, UAF, UAS, UAA Listserv Department, School, or College <div style="text-align: right;">_____ Initiator Signature      Date</div>					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Survey of historical, social, and philosophical foundations of the field of early childhood. Core topics include ethics, developmentally appropriate practices, observation and documentation, survey of types of early childhood settings, and professionalism in the field of early childhood. Special note: This course requires a field experience and a background check.					
17a. Course Prerequisite(s) (list prefix and number) N/A		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) N/A		
18. <input checked="" type="checkbox"/> Mark if course has fees Maintain 1x per semester program and Computer Lab fees.					
19. Justification for Action This course has been updated to better address current issues, remove registration restrictions, and to address GER outcomes.					

\_\_\_\_\_  
Initiator (faculty only)      Date

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

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

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

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

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

**Course Content Guide  
University of Alaska Anchorage  
College of Education**

**I. Date Initiated:**                    **January 24, 2008**

**II. Information from the Course Action Request**

College/School:                    College of Education

Department:                        EDTL

Subject:                                EDEC

Course Number:                    A105

Title:                                    Introduction to the Field of Early Childhood

Credits:                                3

Grading Basis:                    A-F

Implementation Date:            Fall 2008

Course Description:                Survey of historical, social, and philosophical foundations of the field of early childhood. Core topics include ethics, developmentally appropriate practices, observation and documentation, survey of types of early childhood settings, and professionalism in the field of early childhood. Special note: This course requires a field experience and a background check.

Course Prerequisites(s):        N/A

Test Scores(s):                    N/A

Corequisite(s)                    N/A

Registration                        N/A  
Restrictions:

Course Fee:                         Yes                     No



### III. Instructional Goals, Student Outcomes, and Assessment Procedures

#### A. Instructional Goals

The instructor will:

1.	Introduce historical roots and diverse contexts of early childhood education as they relate to larger society
2.	Identify major developmental domains (motor, language/literacy, cognitive, creative, and social/emotional development)
3.	Examine the relationship with families regarding shared support of children's development and learning
4.	Introduce the process of observation, documentation, interpretation, and how to relate to teaching and learning
5.	Describe authentic and empirical assessment tools for environmental planning, child development knowledge, and curricular planning
6.	Examine developmentally appropriate practices
7.	Introduce advocacy for children and the profession
8.	Examine the complex systems of care and education services for young children

#### B. Student Outcomes/Assessment Procedures

Student Outcomes

Upon successful completion of the course, the student will be able to do the following:

Assessment Procedures

This outcome will be assessed by one or more of the following:

1.	Demonstrate knowledge of the historical roots and diverse contexts of early childhood	Written examination
2.	Describe and distinguish major developmental domains (motor, language/literacy, cognitive, creative, and social/emotional development)	Documentation artifact (includes objective observational records, interpretations of findings, and photographs/video)
3.	Describe the relationship with families regarding shared support of child development/learning	Philosophy statement
4.	Apply the process of observation, documentation, and interpretation to better understand child development	Documentation artifact
5.	Recognize assessment tools for environmental planning, child development knowledge, and curricular planning	Essay, written examination
6.	Articulate and explain a	Philosophy statement

	rationale for developmentally appropriate practices	Field experience journal
7.	Engage in informed advocacy for children and profession	Position statement, letter
8.	Investigate the complex systems of care and education services for young children to better understand interpersonal relations, group dynamics, economic forces, and cultural dynamics	Classroom analysis

#### IV. Course Level Justification

This course is a foundation course for the Early Childhood programs. It presents a broad survey of the field of early childhood.

#### V. Course Outline

1. Overview of the field
  - 1.1 Unique elements of the Early Childhood field
  - 1.2 Historical perspectives
  - 1.3 Contemporary issues
2. Image of child
  - 2.1 Family, community, society perspectives
  - 2.2 The reflective early childhood educator
3. Diversity of Students and Families
  - 3.1 Principles of family-centered systems
  - 3.2 Culturally responsive practices
4. Developmental Domains
  - 4.1 Motor (gross and fine motor)
  - 4.2 Language/Literacy
  - 4.3 Cognitive
  - 4.4 Creative
  - 4.5 Social/Emotional
5. Learning environment
  - 5.1 Materials selection
  - 5.2 Spatial arrangement
  - 5.3 Outdoor environments
  - 5.4 Environmental rating scales
6. Diversity in the early childhood curriculum
  - 6.1 Reflecting cultural diversity in curriculum

- 6.2 Preparing developmentally appropriate curriculum
- 6.3 Using observations and documentation to incorporate children's ideas
- 7. Children with disabilities
  - 7.1 Including children with special needs
  - 7.2 Local community resources
- 8. Professionalism
  - 8.1 Advocacy for young children
  - 8.2 Professional behaviors for early childhood educators

## **VI. Suggested Text(s)**

Henniger, M. (2005). *Teaching young children: An introduction*. Upper Saddle River, N.J.: Pearson Merrill Prentice Hall.

## **VII. Bibliography**

Bredekamp, S., & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs*. Washington, DC: National Association for the Education of Young Children.

Brewer, J. A. (2004). *Introduction to early childhood education: Preschool through primary grades (5th ed.)*. Boston: Pearson Education.

Dewey, J. (1916). *Democracy and education*. New York: Free Press.

Dewey, J. (1938). *Experience and education*. New York: Collier.

Gestwicki, C. (2007). *Home, school, and community relations*. Clifton Park, N.Y.: Delmar Thomson.

Harms, T., Clifford, R.M., & Cryer, D. (1998). *Early Childhood Environment Rating Scale*. New York: Teachers College Press.

Helm, J. H., Beneke, S., & Steinheimer, K. (1998). *Windows on learning: Documenting young children's work*. New York: Teachers College Press.

Feeney, S., & Freeman, N. K. (1999). *Ethics and the early childhood educator: Using the NAEYC code*. Washington, D.C.: NAEYC.

Jensen, R. A., & Kiley, T. J. (2000). *Teaching, leading, and learning: Becoming caring professionals*. Boston: Houghton Mifflin.

Nicholson, S., & Shipstead, S. G. (2002). *Through the looking glass; Observations in the early childhood classroom*. Upper Saddle River, N.J.: Merrill Prentice Hall.

**TO**        **Calalog Production**

**FROM:**   **Kimberly J. Pace, Director of Women's Studies**

**RE:**       **Catalog revisions for Women's Studies**

**DATE:**   **January 27, 2008**

**Please be advised that the course formally known as "Introduction to Women's Studies," will be undergoing a title change effective August 2008. The aforementioned course new title will be "Introduction to Women's & Gender Studies."**

**The following sections and page numbers refer to the 2007-2008 course catalog and will need to be revised to reflect the change of title:**

- \* Undergraduate Programs, College of Arts and Sciences, p. 126**
- \* Course Descriptions, WS - Women's Studies, p. 466**

**If you have any questions I can be reached by email:**  
**[afkjp@uaa.alaska.edu](mailto:afkjp@uaa.alaska.edu). Thank you for your time.**



## Course Content Guide

<b>Date:</b>	<b>December 10, 2007</b>
<b>College:</b>	<b>College of Arts and Sciences</b>
<b>Course Number:</b>	<b>WS A200</b>
<b>Number of Credits:</b>	<b>3</b>
<b>Contact Hours:</b>	<b>3 + 0</b>
<b>Course Program Title:</b>	<b>Introduction to Women's &amp; Gender Studies</b>
<b>Grading Basis:</b>	<b>A - F</b>

### **Course Description:**

Introduces students to the fundamental concepts and themes in the interdisciplinary study of women and gender. Course focuses on understanding institutions, social and political practices, and cultural representations that shape women's lives in both the developed and developing worlds as well as examining the role that gender plays in society.

### **Course Prerequisites/Test Scores/Corequisite(s)/ Other Restriction(s)/Registration Restriction(s)**

Prerequisites: NONE

#### **1. Instructional Goals and Student Outcomes:**

##### **a. Instructional Goals**

###### **The instructor will:**

1. Establish students' basic understanding of the discipline of Women's and Gender Studies.
2. Increase awareness of the role of women and gender in contemporary society.
3. Develop students' analytical skills
4. Develop students' communication skills, both written and oral.
5. Develop students' research skills.

##### **b. Student Outcomes**

###### **The student will be able to:**

1. Demonstrate basic writing skills.

2. Demonstrate knowledge of key concepts specific to Women's and Gender Studies.
3. Apply basic analytical skills to Women's and Gender Studies.
4. Discuss the complexity of human institutions and behavior to become familiar with interpersonal, group, political, economic, and/or cultural dynamics.
5. Discuss critical perspectives underlying the forces of globalization and diversity.

**2. Guidelines for Evaluation:**

Student evaluation is based on regular course attendance and participation in class discussion, miscellaneous writing assignments, and an assessment of the student's understanding of basic principles of Women's and Gender Studies through performance on a midterm and a final examination. Letter grades correspond to current University catalog.

**3. Course Level Justification:**

This class is an introduction to the field of Women's and Gender Studies and is a foundation for higher level courses within the study.

**4. Topical Course Outline:**

- I. What is Women's Studies? What is Gender Studies?
- II. Women, Gender and Cultural Issues, both Nationally and Internationally
- III. Women and Politics
- IV. Gender and Politics
- V. 21<sup>st</sup> Century Feminism and Genderism

**5. Suggested Texts:**

Shaw, Susan & Janet Lee, eds., *Women's Voices, Feminist Visions: Classic and Contemporary Readings*, (3<sup>rd</sup> Ed.) McGraw Hill 2007.



Biggs, Lesley and Pamela Downes, eds., *Gendered Intersections: An Introduction to Women's and Gender Studies*, Fernwood Publishing Co., Ltd. 2005.

## 6. Bibliography

Brown, Cheryl, *Sexuality, Society, And Feminism*, American Psychological Association, 2000.

Butler, Judith, *Gender Trouble: Feminism and the Subversion of Identity (Kindle Edition)*, Taylor & Francis, 2007

Peril, Lynn, *Pink Think: Becoming a Woman in Many Uneasy Lessons*, WW Norton & Company, 2002.

Speer, Susan, *Gender Talk: Feminism, Discourse and Conversation Analysis*, Taylor & Francis, 2007.

Westkott, Marcia, "Feminist Criticism of the Social Sciences," Harvard Educational Review, 49 (1979) 422-30.

# Curriculum Coordination Form

Notification Date: December 10, 2007

Initiating unit: WS

Affected unit(s): UAA Deans; Directors of Mat-Su College, KPC, Kodiak College & PWSCC

Course Prefix and Number: WS A200

Previous Prefix and Number:

Complete Course/Program Title: Introduction to Women's & Gender Studies

Previous Course/Program Title: Introduction to Women's Studies

Description of Action: Updatng the course description and course content guide to keep things current.

Supporting documentation of the proposal is attached.

**Initiating faculty are also REQUIRED to send an email to [uaa-faculty@uaa.alaska.edu](mailto:uaa-faculty@uaa.alaska.edu) describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.**

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage  
Governance Office, ADM 213  
3211 Providence Drive  
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.



March 4, 2008

To: Fran Ulmer, Chancellor

Through: Mike Driscoll, Provost

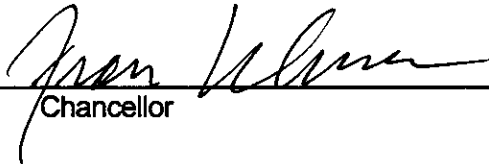
From: Tom Miller, Assistant Provost

CC: UAA Governance

Subject: Policy for Approval of Centers and Institutes in Academic Units

The appended policies, procedures and checklist were developed by Academic Affairs in consultation with the faculty and administrators of the academic units at UAA. After incorporation of their suggestions and a favorable review of the documents by both academic boards and the Faculty Senate Leadership, we are ready to implement these for the evaluation and approval of all new centers and institutes proposed for academic purposes at UAA.

Please review these and indicate your acceptance. If accepted they will be implemented immediately.

Accepted: Yes:  , No:  , (Signed)   
Chancellor

of units listed below require approval of the President. Units designated "BOR" (listed in P10.02.04) also require Board of Regents' approval. Authority to eliminate or substantially modify existing units may be delegated to the Chancellors for units designated with a "C". *(followed by a list of existing colleges, divisions, schools, departments, offices, institutes, centers and other units)*

### **Delegation**

At this time the UA System President has final authority in the establishment of centers or institutes. No further delegation of this authority has occurred.

### **Definitions**

A **Center** is an administrative unit, usually positioned within a college, which is structured and staffed to provide advanced levels of teaching, research, and/or service to a specific discipline, career cluster, population, location or other defined area, consistent with the university's and the college's mission and strategic plan. A Center concentrates on activities and focuses on outcomes that are strongly connected to its central theme.

*(Note: CCEL and CAFÉ do not fall within a college. At this time all other centers do.)*

An **Institute** is an administrative unit that may be positioned at the college or the institutional level. An institute is organized and provisioned to advance the collection, analysis, application or dissemination of knowledge, provide instruction or service, or influence developments within related disciplines, inter-dependent career clusters, regions, populations or other areas consistent with the university's mission and strategic priorities. Activities within an institute may include focused work within separate but related arenas. Institutes may house one or more Centers.

Tenured or tenure track faculty members assigned to centers or institutes at UAA will be appointed to a school or college or to an academic department within a school or college which will serve as their locus of tenure. Faculty members from the school or college will serve as peer reviewers for retention, promotion, tenure or post tenure performance evaluations in accordance with established college procedures.

Academic credits are delivered, and degrees and certificates are awarded, only by faculty members assigned to a school or college at UAA.

### **Procedure for Approval**

The following process generally will be followed in obtaining approval for initiating a Center or an Institute at UAA. At any point in the process the Dean or Provost may gather additional information or alternate perspectives by any means in order to assist in making the best possible decision for the university.

1. Proposal content – Address appropriate issues found in the attached guidelines. Include additional issues that are specific to this request.
2. Proposal to Provost through Dean
  - a. The proposal may originate with anyone, but must be sponsored by a regular faculty or staff member within the academic unit in which the center or institute is intended to reside.
  - b. The Dean includes comments and makes a recommendation to the provost. The Dean or Provost may seek or accept additional information from within or outside of the university.
3. When endorsed by the dean, the proposal is accepted by the Provost and sent for review by appropriate offices or bodies: Research and Graduate Studies, Grants and Contracts, Faculty Services, Community Advisors, OAA Exec team, Chancellor's Cabinet
  - a. Appropriate review depends on the nature of the proposed unit

## Guidelines for Approval of a Center or Institute

**Program:** \_\_\_\_\_

<b>Mission and Justification</b>	
Center description: Mission, participants, operations, products and outcomes.	
Org chart showing lines of authority and responsibility. Brief descriptions of positions, assignments, bargaining units, terms of appointment, evaluation of personnel, retention determination.	
Justification: Relation to UA and UAA Mission and Strategic Plan 2017, State and local needs met, opportunities and outcomes for teaching, research and service, activity projections (projects, participation, accomplishments, etc.), advisory committee input. Consider advantages and disadvantages of other organizational options for achieving the same purpose.	Should be a clear advantage to the focus, visibility or organization that the center provides. Benefits may include opportunities for restricted funding, special collaborations or unusual assignments.

<b>Supporting Documentation</b>	
Fiscal plan including projected revenue, expenses and 4-year budget. (Revenue, expenses, analysis of projections). Clearly identify restrictions on usage and duration of funds.	Show how operations will be initiated and continued.
Sustainability of funding, succession of personnel, changes to internal and external conditions and needs.	Projections of stability, agility and responsiveness
Availability and qualifications of faculty, staff and external participants. Types of appointments, assignments, affiliation, support and classification. Consider collective bargaining provisions for each position.	
Space, facilities and equipment requirements and arrangements. Include IT services, computing, conferencing, clinical, etc.	Available and additional needed to accomplish mission.
Library and information resources.	What requirements will be imposed on the Library?
Student services	What services are expected from Student Affairs, how will this impact their operations.
Outcomes, metrics and assessment plan: How will success, effectiveness and efficiency of center be evaluated.	Assessment plan ready to activate upon approval with outcomes, metrics and targets. <b>Regular, planned evaluation of performance and effectiveness within UAA mission.</b>
Special Accommodation for delivery of services	Consider distances, multiple sites, costs of communication or travel, contracted services, etc.
Effect of program on other departments and programs	Who else will be contributing in any way?
Other important information such as collaborations or external agreements	

<b>Approval Process</b>	
Proposal to Provost through Dean	
Review by appropriate offices and bodies as established by the Provost: Research and Graduate Studies, Grants and Contracts, Faculty Services, Community Advisors, OAA Exec team, Chancellor's Cabinet	
Consultation with Faculty Governance by Provost	
Recommendation to Chancellor from Provost	
Recommendation to President from Chancellor	
Implementation of proposal	After President's approval
Notification to SAC, VP AA, BoR and NWCCU	Information
Reviews and evaluations according to schedule.	

**GER COURSE LIST  
WITH IMPLEMENTATION DATES**

As of 9-26-07

As of 9-26-07

REVISION REQUESTED BY OAA FOR COURSES IN BOLD

Revisions to pre-2000  
GERS

		Implementation Date	Most Recent Approval by OAA	Most Current CCG	Approved by GERC	Coordinate email, Revision in process	2007- No reported action
<b>TIER 1: BASIC COLLEGE-LEVEL SKILLS</b>							
<b>1. Oral Communication Skills</b>							
COMM A111	Fundamentals of Oral Communication	Fall 2008	2008	2008			
COMM A235	<b>Small Group Communication</b>	Fall 1998	<b>1998</b>	1996	AT UAB	X	
COMM A237	<b>Interpersonal Communication</b>	Fall 1998	<b>1998</b>	1996	AT UAB	X	
COMM A241	Public Speaking	Fall 2008	2008	2008			
<b>2. Quantitative Skills</b>							
MATH A107	College Algebra	Fall 2008	2008	2008	X		
MATH A108	Trigonometry	Fall 2008	2008	2008	X		
MATH A109	Precalculus	Fall 2008	2008	2008	X		
MATH A172	Applied Finite Mathematics	Fall 2008	2008	2008	X		
MATH A200	Calculus I	Fall 2008	2008	2008	X		
MATH A201	Calculus II	Fall 2008	2008	2008	X		
MATH A272	Applied Calculus	Fall 2008	2008	2008	X		
STAT A252	Elementary Statistics	Fall 2006	2006	2005			
STAT A253	Applied Statistics for the Sciences	Fall 2006	2006	2005			
STAT A307	Probability	Fall 2006	2006	2005			
<b>3. Written Communication Skills</b>							
ENGL A111	Methods of Written Communication	Fall 2000	2001	2000			
ENGL A211	Academic Writing About Literature	Spring 2008	2007	2007	X	X	
<b>ENGL A212</b>	<b>Technical Writing</b>	Fall 1998	<b>1998</b>	1997	AT UAB	X	
ENGL A213	Writing in the Social & Natural Sciences	Spring 2008	2007	2007	X	X	
ENGL A214	Persuasive Writing	Fall 2000	2001	2000		X	
ENGL A311	Advanced Composition	Fall 2000	2000	2000			
ENGL A312	Advanced Technical Writing	Fall 2000	2000	2000			
ENGL A414	Research Writing	Fall 2000	2000	2000			
<b>TIER 2: DISCIPLINARY AREAS</b>		<b>Implementation Date</b>	<b>Most Recent Approval by OAA</b>	<b>Most Current CCG</b>			
<b>4. Fine Arts</b>							
<b>ART A160</b>	<b>Art Appreciation</b>	Summer 1988	<b>1988</b>	no date			X
ART A261	History of World Art I	Fall 2006	2006	2005			
ART A262	History of World Art II	Fall 2006	2006	2005			
ART A360A	History of Non-Western Art I	Fall 2006	2006	2006			
ART A360B	History of Non-Western Art II	Fall 2006	2006	2006			
DNCE A170	Dance Appreciation	Fall 2000	2000	2000			
MUS A121	Music Appreciation	Fall 2008	2007	2007	X		X
MUS A124	History of Jazz	Fall 2007	2007	2007	X		
MUS/AKNS A215	Music of Alaska Natives and Indigenous Peoples of Northern Regions	Fall 2007	2007	2007	X		
MUS A221	History of Music I	Fall 2008	2007	2007	X		
MUS A222	History of Music II	Fall 2008	2007	2007	X		
THR A111	Introduction to the Theatre	Fall 2007	2007	2007	X		
THR A311	Representative Plays I	Fall 2007	2007	2007	X		
THR A312	Representative Plays II	Fall 2007	2007	2007	X		
THR A411	History of the Theatre I	Fall 2007	2007	2007	X		
THR A412	History of the Theatre II	Fall 2007	2007	2007	X		
<b>5. Humanities (outside the major)</b>							
AKNS A101	<b>Alaska Native Languages I</b>	Spring 1994	<b>1993</b>	1993			X
AKNS A102	<b>Alaska Native Languages II</b>	Fall 1998	<b>1998</b>	1997			X
AKNS A201	<b>Native Perspectives</b>	Fall 1998	<b>1998</b>	1997			X
ART A261	History of World Art I	Fall 2006	2006	2005			
ART A262	History of World Art II	Fall 2006	2006	2005			
ART A360A	History of Non-Western Art I	Fall 2006	2006	2006			
ART A360B	History of Non-Western Art II	Fall 2006	2006	2006			
ASL A101	<b>Elementary American Sign Language I</b>	Spring 2000	<b>1999</b>	1999		X	
ASL A102	<b>Elementary American Sign Language II</b>	Spring 2000	<b>1999</b>	1999		X	
ASL A201	<b>Intermediate American Sign Language I</b>	Spring 2000	<b>1999</b>	1999		X	
ASL A202	<b>Intermediate American Sign Language II</b>	Spring 2000	<b>1999</b>	1999		X	
CHIN A101	<b>Elementary Chinese I</b>	Fall 1988	<b>1988</b>	1991			X
CHIN A102	<b>Elementary Chinese II</b>	Fall 1988	<b>1988</b>	1991			X
ENGL A121	Introduction to Literature	Spring 2008	2007	2007	X	X	
ENGL A201	Masterpieces of World Literature I	Spring 2008	2007	2007	X	X	
ENGL A202	Masterpieces of World Literature II	Spring 2008	2007	2007	X	X	
ENGL A301	Literature of Britain I	Fall 2008	2007	2007	X		
ENGL A302	Literature of Britain II	Fall 2008	2007	2007	X		
ENGL A305	Topics in National Literatures	Spring 2008	2007	2007	X	X	
ENGL A306	Literature of the United States I	Spring 2008	2007	2007	X	X	
ENGL A307	Literature of the United States II	Spring 2008	2007	2007	X	X	
ENGL A310	Ancient Literature	Fall 2000	2000	2000			
ENGL A383	Film Interpretation	Fall 2008	2008	2008	X		
ENGL A445	Alaska Native Literatures	Fall 2000	2000	2000			

**GER COURSE LIST  
WITH IMPLEMENTATION DATES**

As of 9-26-07

As of 9-26-07

REVISION REQUESTED BY OAA FOR COURSES IN BOLD

Revisions to pre-2000  
GERS

		Implementation Date	Most Recent Approval by OAA	Most Current CCG	Approved by GERC	Coordinate email, Revision	2007- No reported action
FREN A101	<b>Elementary French I</b>	Fall 1988	<b>1988</b>	1993		X	
FREN A102	<b>Elementary French II</b>	Fall 1988	<b>1988</b>	1993		X	
FREN A201	<b>Intermediate French I</b>	Fall 1988	<b>1988</b>	1993		X	
FREN A202	<b>Intermediate French II</b>	Fall 1988	<b>1988</b>	1993		X	
GER A101	<b>Elementary German I</b>	Summer 1994	<b>1993</b>	1993		X	
GER A102	<b>Elementary German II</b>	Summer 1994	<b>1993</b>	1993		X	
GER A201	<b>Intermediate German I</b>	Summer 1994	<b>1993</b>	1993		X	
GER A202	<b>Intermediate German II</b>	Summer 1994	<b>1993</b>	1993		X	
HIST A101	Western Civilization I	Spring 2008	2007	2007	X	X	
HIST A102	Western Civilization II	Spring 2008	2007	2007	X	X	
HIST A121	East Asian Civilization I	Spring 2004	2004	2003			
HIST A122	East Asian Civilization II	Spring 2004	2004	2003			
HIST A131	History of United States I	Fall 2008	2007	2007	X		
HIST A132	History of United States II	Fall 2008	2007	2007	X		
HIST A341	<b>History of Alaska</b>	Fall 1994	<b>1993</b>	none/syllabus only*		X	
HUM A211	Introduction to Humanities I	Fall 2008	2008	2008	X		
HUM A212	Introduction to Humanities II	Fall 2008	2008	2008	X		
HUM A250	<b>Myths and Contemporary Culture</b>	Spring 1994	<b>1992</b>	1993			X
ITAL A101	Elementary Italian I	Fall 2001	2001	2000			
ITAL A102	Elementary Italian II	Spring 2002	2001	2000			
JPN A101	<b>Elementary Japanese I</b>	Fall 1988	<b>1988</b>	1992		X	
JPN A102	<b>Elementary Japanese II</b>	Fall 1988	<b>1988</b>	1992		X	
JPN A201	Intermediate Japanese I	Spring 2001	2001	2001		X	
JPN A202	Intermediate Japanese II	Fall 2000	2001	2001		X	
KOR A101	<b>Elementary Korean I</b>	Fall 1991	<b>1991</b>	1992			X
KOR A102	Elementary Korean II	Fall 2000	2000	2000			
LAT A101	<b>Elementary Latin I</b>	Fall 1988	<b>1988</b>	1993			X
LAT A102	<b>Elementary Latin II</b>	Fall 1988	<b>1988</b>	1993			X
LING A101	<b>The Nature of Language</b>	Spring 1994	<b>1988</b>	1999		X	
MUS A221	History of Music I	Fall 2008	2007	2007	X		
MUS A222	History of Music II	Fall 2008	2007	2007	X		
PHIL A101	Introduction to Logic	Fall 2008	2008	2008	X		
PHIL A201	Introduction to Philosophy	Fall 2008	2008	2008	X		
PHIL A211	History of Philosophy I	Fall 2008	2008	2008	X		
PHIL A212	History of Philosophy II	Fall 2008	2008	2008	X		
PHIL A301	Ethics	Fall 2008	2008	2008	X		
PHIL A313	Eastern Philosophy and Religion	Fall 2008	2008	2008	X		
PHIL A314	Western Religion	Fall 2008	2008	2008	X		
PS A331	<b>Political Philosophy</b>	Fall 1998	<b>1998</b>	1997			X
PS A332	<b>History of Political Philosophy I: Classical</b>	Fall 1992	<b>1991</b>	none/syllabus only			X
PS A333	<b>History of Political Philosophy II: Modern</b>	Fall 1992	<b>1991</b>	none/syllabus only			X
RUSS A101	<b>Elementary Russian I</b>	Spring 1994	<b>1993</b>	1991		X	
RUSS A102	<b>Elementary Russian II</b>	Spring 1994	<b>1993</b>	1992		X	
RUSS A201	<b>Intermediate Russian I</b>	Fall 1988	<b>1988</b>	1992		X	
RUSS A202	<b>Intermediate Russian II</b>	Summer 1989	<b>1989</b>	1992		X	
SPAN A101	<b>Elementary Spanish I</b>	Fall 1988	<b>1988</b>	no date		X	
SPAN A102	<b>Elementary Spanish II</b>	Fall 1988	<b>1988</b>	no date		X	
SPAN A201	<b>Intermediate Spanish I</b>	Fall 1989	<b>1989</b>	1991		X	
SPAN A202	<b>Intermediate Spanish II</b>	Fall 1989	<b>1989</b>	1991		X	
THR A311	Representative Plays I	Fall 2007	2007	2007	X		
THR A312	Representative Plays II	Fall 2007	2007	2007	X		
THR A411	History of the Theatre I	Fall 2007	2007	2007	X		
THR A412	History of the Theatre II	Fall 2007	2007	2007	X		
<b>6. Natural Sciences (must include a laboratory course)</b>							
ASTR A103/L	Introductory Astronomy I	Fall 2007	2007	2007	X		
ASTR A104/L	Introductory Astronomy II	Fall 2007	2007	2007	X		
BIOL A102	Introductory Biology	Fall 2007	2007	2007	X		
BIOL A103	Introductory Biology Laboratory	Fall 2007	2007	2007	X		
BIOL A111	Human Anatomy and Physiology I	Fall 2007	2007	2007	X		
BIOL A112	Human Anatomy and Physiology II	Fall 2007	2007	2007	X		
BIOL A115	Fundamentals of Biology I	Fall 2008	2008	2008	X		
BIOL A116	Fundamentals of Biology II	Fall 2008	2008	2008	X		
BIOL/ GEOL A178	Fundamentals of Oceanography	Fall 2008	2008	2008	X		
BIOL/ GEOL A179	Fundamentals of Oceanography Lab	Fall 2008	2008	2008	X		
BIOL/CPLX A200	Introduction to Complexity	Fall 2007	2007	2007	X		
CHEM A103/L	Survey of Chemistry	Fall 2008	2007	2007	X		
CHEM A104/L	Introduction to Organic Chemistry and Biochemistry	Fall 2008	2007	2007	X		
CHEM A105/L	General Chemistry I	Fall 2008	2007	2007	X		
CHEM A106/L	General Chemistry II	Fall 2008	2007	2007	X		
ENVI A202	<b>Earth as an Ecosystem: Introduction to Environmental Science</b>	Fall 1998	<b>1998</b>	1997			X
GEOG A205/L	<b>Elements of Physical Geography</b>	Spring 1990	<b>1989</b>	none/syllabus only			X
GEOL A111	Physical Geology	Fall 2008	2007	2007	X	X	

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		Implementation Date	Most Recent Approval by OAA	Most Current CCG	Approved by GERC	Coordinate email, Revision	2007- No reported action
GEOL A221	Historical Geology	Fall 2004	2004	2004			
GEOL A115/L	Environmental Geology	Fall 2008	2007	2007	X	X	
GEOL A178	Fundamentals of Oceanography	Fall 2004	2004	2004			
GEOL A179	Fundamentals of Oceanography Lab	Fall 2004	2004	2004			
LSIS A101	Discoveries in Science	Fall 2001	2001	2000			
LSIS A102	Origins: Earth-Solar Systems-Life	Fall 2001	2001	2000			
LSIS A201	Life on Earth	Spring 2004	2003	2003			
LSIS A202	Concepts and Processes: Natural Sciences	Spring 2004	2003	2001			
PHYS A101	Physics for Poets	Spring 2003	2002	2002			
PHYS A123/L	Basic Physics I	Fall 2007	2007	2007	X		
PHYS A124/L	Basic Physics II	Fall 2007	2007	2007	X		
PHYS A211/L	General Physics I	Spring 2002	2002	2002			
PHYS A212/L	General Physics II	Spring 2003	2002	2002			
<b>7. Social Sciences (outside the major; from two different disciplines)</b>							
ANTH A101	<b>Introduction to Anthropology</b>	Spring 1998	<b>1988</b>	1993		X	
ANTH A200	<b>Natives of Alaska</b>	Fall 1994	<b>1993</b>	1993		X	
ANTH A202	<b>Cultural Anthropology</b>	Spring 1988	<b>1988</b>	1992		X	
ANTH A250	<b>The Rise of Civilization</b>	Fall 1988	<b>1988</b>	no date		X	
BA A151	Introduction to Business	Fall 2007	2007	2007	X		
ECON A201	Principles of Macroeconomics	Fall 2006	2006	2006			
ECON A202	Principles of Microeconomics	Fall 2006	2006	2006			
ENVI A201	<b>Living on Earth: Introduction to Environmental Studies</b>	Fall 1999	<b>1998</b>	1999			X
GEOG A101	Local Places: Global Regions/Introduction to Geography	Fall 2006	2006	2006			
HS A220	<b>Core Concepts in the Health Sciences</b>	Spring 1991	<b>1990</b>	none/syllabus only			X
HUMS A106	<b>Introduction to Social Welfare</b>	Spring 1998	<b>1998</b>	1992			X
INTL A101	Local Places: Global Regions/Introduction to Geography	Fall 2006	2006	2006			
INTL A315	Canada: Nation and Identity	Fall 2007	2007	2007	X	X	
JPC A101	Introduction to Mass Communication	Fall 1988	2006	2004			
JUST A110	<b>Introduction to Justice</b>	Fall 1988	<b>1988</b>	no date			X
JUST A330	<b>Justice and Society</b>	Fall 1988	<b>1988</b>	none/syllabus only			X
PARL A101	<b>Introduction to Law</b>	Spring 1991	<b>1990</b>	1994		X	
PS A101	<b>Introduction to American Government</b>	Fall 1992	<b>1991</b>	1992			X
PS A102	<b>Introduction to Political Science</b>	Fall 1992	<b>1991</b>	1992			X
PS A311	<b>Comparative Politics</b>	Fall 1992	<b>1991</b>	1992			X
PS A351	<b>Political Sociology</b>	Fall 1992	<b>1991</b>	1999			X
PSY A111	General Psychology	Fall 2007	2007	2007	X		
PSY A150	Life Span Development	Fall 2007	2007	2007	X		
SOC A101	Introduction to Sociology	Fall 2008	2008	2008	X		
SOC A110	Introduction to Gerontology: Multidisciplinary Approach	Fall 2006	2006	2006			
SOC A201	<b>Social Problems and Solutions</b>	Fall 1988	<b>1988</b>	1999			X
SOC A202	<b>The Social Organization of Society</b>	Fall 1988	<b>1988</b>	1999			X
SOC A222	<b>Small and Rural Communities</b>	Fall 1988	<b>1988</b>	1999			X
SOC A342	<b>Sexual, Marital and Family Lifestyles</b>	Fall 1988	<b>1988</b>	1999			X
SOC A351	<b>Political Sociology</b>	Fall 1992	<b>1991</b>	1999			X
SWK A106	<b>Introduction to Social Welfare</b>	Fall 1998	<b>1998</b>	1992			X
SWK A243	Cultural Diversity and Community Services	Fall 2001	2001	2001			
WS A200	<b>Introduction to Women's Studies</b>	Spring 1990	<b>1989</b>	1989			X

**TIER 3: INTEGRATIVE CAPSTONE**

**8. Integrative Capstone**

		Implementation Date	Most Recent Approval by OAA	Most Current CCG			
ANTH A354	Culture and Ecology	Spring 2007	2006	2006	X		
ART A491	Senior Seminar	Fall 2006	2006	2005			
BIOL A452	Human Genome	Fall 2006	2006	2006			
BIOL/CHEM/PHYS A456	Nonlinear Dynamics and Chaos	Fall 2007	2007	2007	X		
CA A495	Hospitality Internship	Fall 2007	2007	2007	X		
CEL A450	Civic Engagement Capstone	Fall 2006	2006	2006			
CHEM A441	Principles of Biochemistry I	Fall 2007	2007	2007	X		
CIS A376	Management Information Systems	Fall 2006	2006	2006			
CM A422	Sustainability in Construction	Spring 2007	2006	2006	X		
CM A450	Construction Management Professional Practice	Spring 2007	2006	2006	X		
CS A470	Applied Software Development Project	Fall 2006	2006	2006			
ECON A488	Seminar in Economic Research	Fall 2006	2006	2006			
EDFN A300	Philosophical and Social Context of American Education	Fall 2006	2006	2005			
GEOL A456	Geoarcheology	Fall 2006	2006	2006			
HIST/INTL/PS A325	Northeast Asia in 21st Century	Fall 2007	2006	2006	X		
HIST A390A	Themes in World History	Fall 2005	2005	no date			
HIST A427	Post-Soviet Culture and Society	Fall 2005	2005	2004			
HNRS A490	Senior Honors Seminar	Fall 2007	2007	2007	X		
MATH A420	History of Mathematics	Fall 2005	2005	2005			
MEDT A302	Clinical Laboratory Education and Management	Spring 2005	2005	2004			
NS A411	Health II: Nursing Therapeutics	Fall 2005	2005	2004			
PEP A384	Cultural and Psychological Aspects of Health and Physical Activity	Spring 2006	2005	2005			



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PHIL A400	Ethics, Community, and Society	Fall 2007	2007	2007	<b>X</b>		
PS A492	Senior Seminar in Politics	Spring 2007	2006	2006			
PSY A370	Biological Psychology	Spring 2006	2005	2005			
RUSS A427	Post-Soviet Culture and Society	Fall 2005	2005	2004			
SOC A488	Capstone Seminar	Fall 2006	2006	2006			
STAT A308	Intermediate Statistics for the Sciences	Fall 2006	2006	2005			
SWK A431	Social Work Practice IV	Fall 2005	2005	2004			
TECH A453	Capstone Project	Fall 2006	2006	2005			

\* stacked with HIST A641, which has no CCG/syllabus only