April 13, 2007
ROOM CHANGE: ADM 201
12:45 p.m. – 1:45 p.m.

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

II. Approval of the Agenda (pg. 1)

III. Approval of Meeting Summary for March 30, 2007 (pg. 2-3)

IV. Chair’s Report

V. Course Action Requests

Chg  THR  A111  Introduction to Theatre (3 cr) (3+0) (pg. 4-8)
Chg  THR  A311  Representative Plays I (3 cr) (3+0) (pg. 9-13)
Chg  THR  A312  Representative Plays II (3 cr) (3+0) (pg. 14-18)
Chg  THR  A411  History of the Theatre I (3 cr) (3+0) (pg. 19-23)
Chg  THR  A412  History of the Theatre II (3 cr) (3+0) (pg. 24-28)
Add  THR  A104  Storytelling and Dramatic Interpretation (3 cr) (3+0) (pg. 29-36)
Chg  CHEM A441  Principles of Biochemistry I (3 cr) (3+0) (pg. 37-43)
Chg  BA  A151  Introduction to Business (3 cr) (3+0) (pg. 44-51)
Chg  HNRS A490  Senior Honors Seminar (6 cr) (6+0) (pg. 52-58)

VI. Old Business
   a. Tier 1 & Tier 3 Memo (pg. 59-60)
   b. Capstone RFP Memo (pg. 61)
   c. Capstone MiniGrant Forms (pg. 62-64)

VII. New Business

VIII. Informational Items and Adjournment
General Education Review Committee
Summary

March 30, 2007
ROOM CHANGE: ADM 143
12:45 p.m. – 1:45 p.m.

I. Roll

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

II. Approval of the Agenda (pg. 1)
Approved

III. Approval of Meeting Summary for March 16, 2007 (pg. 2-3)
Approved

IV. Chair’s Report

V. Course Action Requests

Chg  THR  A111  Introduction to Theatre (3 cr) (3+0) (pg. 4-9)
Chg  THR  A311  Representative Plays I (3 cr) (3+0) (pg. 10-16)
Chg  THR  A312  Representative Plays II (3 cr) (3+0) (pg. 17-23)
Chg  THR  A411  History of the Theatre I (3 cr) (3+0) (pg. 24-30)
Chg  THR  A412  History of the Theatre II (3 cr) (3+0) (pg. 31-37)
All THR tabled until they respond and submit changes to Governance

VI. Old Business

VII. New Business

a. Revised Tier 1 Tier 3 Memo (pg. 38-39)
b. Gary Rice Memo- OPRA Projection Tier 1 & Tier 3 Sections (pg. 40)
c. OPRA Tier 1 & Tier 3 Projections: Data Tables (pg. 41-54)
d. Summer 2007 Capstone “minigrants” (pg. 55-56)
Should committee send out memo or set up meeting?
Tom Miller suggested sending out the memo and setting up a meeting with Tom Miller and Provost Driscoll. Does not matter which is done first.
Had discussion regarding the memo to Provost Driscoll
2 proposals:
Drop date on GER courses is earlier than the regular drop date
Make add drop deadline not on the first Monday, if it is a holiday
Discussion on standards and cross over teaching in GER courses
Need have general agreement about RFP, so they can be sent out

VIII. Informational Items and Adjournment

Meeting Adjourned
### Curriculum Action Request

**University of Alaska Anchorage**  
**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

1a. **School or College**  
AS CAS  

1b. **Division**  
AFAR Division of Fine Arts  

1c. **Department**  
Theatre and Dance

2. **Course Prefix**  
THR  

3. **Course Number**  
A111

4. **Previous Course Prefix & Number**

5a. **Credits/CEU**  
3

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

6. **Complete Course/Program Title**  
Introduction to the Theatre

7. **Abbreviated Title for Transcript**  
30 character

8. **Type of Course**  

- Academic
- Non-credit
- CEU
- Professional Development

9. **Type of Action**  

- Add
- Change
- Delete

10. **Repeat Status**  

- No
- # of Repeats
- Max Credits

11. **Implementation Date**  
From: Fall/2007  
To: /9999

12. **Cross Listed with**  

- Stacked
- Cross-Listed Coordination Signature

13. **List any programs or college requirements that require this course**  
BA in Theatre

14. **Coordinate with Affected Units**  
UAA List Serve  
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**  
Survey of theatre with focus on artists who contribute to theatrical production viewed within the context of historical styles and development.

17a. **Course Prerequisite(s) (list prefix and number)**
NONE

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**  
Update Course Content Guide for GERs.

---

Approved  
Disapproved:

Initiator (faculty only)  
Date

Approved  
Disapproved: Dean/Director of School/College  
Date

Approved  
Disapproved: Department Chairperson  
Date

Approved  
Disapproved: Undergraduate or Graduate  
Academic Board Chairperson  
Date

Approved  
Disapproved: Provost or Designee  
Date
I. **Date of Initiation:** Fall, 2007

II. **Course Information:**
A. College or School: CAS
B. Course Subject: THR
C. Course Number: THR A111
D. Number of Credits: 3.0 (3+0)
E. Course Title: Introduction to the Theatre
F. Grading Basis: A-F
G. Course Description:
   Survey of theatre with focus on artists who contribute to theatrical production viewed within the context of historical styles and development.
H. Course Prerequisites: None
I. Restrictions: None
J. Fees: None

III. **Instructional Goals and Student Outcomes:**
A. Instructional Goals. The Instructor will:
   1) Present briefly the history of theatre and theatre artists.
   2) Discuss and define each area of theatre including writing, performing, designing and directing.
   3) Present several representative works of theatre and discuss their structure, history, style and critical responses both in terms of its historical context and current theatre attitudes.
   4) Identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition.
   5) Interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists and their overall impact on subsequent artistic work.

B. Student Outcomes. The students will be able to:
   1) Identify each of the major areas of theatre artists and explain each of their roles in theatre.
2) Identify major works of theatre including their structure, history, style and discuss the critical responses to the works, both currently and in their historical context.
3) Demonstrate their ability to interpret the meaning and intent of plays by writing their own critical responses to current works of theatre.
4) Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5) Relate knowledge to the historical context in which it developed and the human problems it addresses.

IV. Course Evaluation

Students will be evaluated based on exams that cover the course work and written evaluations of live theatre productions. Students experience theatre by working on an aspect of theatre through a creative project.

V. Course Level Justification

This course is an introduction and requires no prior theatre knowledge.

VI. Topical Course Outline

1. Outline of the basic areas of theatre
2. Definition of theatre
3. Aristotle’s components of a play
4. Structure of a play
5. Play genres and styles
6. Historical development of the design areas of theatre
7. Functions of each of the design areas including scenery, costumes, lights and sound
8. Development of different styles of acting through history and the training of actors
9. History of the discipline of directing
10. Non-western theatre and theatre artists
11. Modern directions in the theatre
12. Multi-cultural artists in the theatre and their contributions
13. Basic history and differences in theatre in the United States and other countries around the world.
14. Outline and structure for written evaluations of theatre performances
VII. Suggested Text


VIII. Bibliography


Curriculum Coordination Form

Notification Date: February 6, '07

Initiating unit: Department of Theatre and Dance

Affected unit(s):

Course Prefix and Number: THR A111   Previous Prefix and Number:

Complete Course/Program Title: Introduction to the Theatre

Previous Course/Program Title:

Description of Action: Course Content Guide update

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to 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.
### Curriculum Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

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<td>A survey course of dramatic literature from Greek drama to 1800. Emphasis is placed upon the playwright's work and relationship to the production of these plays in their own time and in today's theatre.</td>
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| 17b. | Test Score(s) |

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

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| 18. | Mark if course has fees |

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<th>19.</th>
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<td>Update Course Content Guide for GERs.</td>
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<td>Academic Board Chairperson</td>
<td>Date</td>
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<tr>
<td>Provost or Designee</td>
<td>Date</td>
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</table>
Course Content Guide  
University of Alaska Anchorage  
THR A311  
Representative Plays I

I. Date of Initiation: Spring 2007

II. Course Information:
A. College or School: College of Arts and Sciences  
B. Course Subject: THR  
C. Course Number: THR A311  
D. Number of Credits: 3.0 (3+0)  
E. Course Title: Representative Plays I  
F. Grading Basis: A-F  
G. Course Description: A survey course of dramatic literature from Greek drama to 1800. Emphasis is placed upon the playwrights’ work and relationship to the production of these plays in their own time and in today’s theatre.  
H. Course Prerequisites: ENGL A111  
I. Course Attributes: UAA GER Fine Arts Requirement, UAA GER Humanities Requirement  
J. Restrictions: None  
K. Fees: None

III. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
- Inform students about the lives of major playwrights of western and eastern theatre.  
- Improve the students’ ability to analyze theme and symbol as seen in representative examples of dramatic literature.  
- Critically discuss dramatic literature from the ancient Greeks to 1800.  
- Teach students the general historical context of the play and playwright.

B. Student Outcomes. The students will be able to:
- Identify and discuss the specific work’s historical and social context.  
- Interpret the purpose and intent of theatre and allied art forms within the larger social context.  
- Critically discuss the stylistic and cultural importance of dramatic literature from the theatre of the ancient Greeks through 1800.  
- Communicate effectively in a variety of contexts and formats.  
- Relate knowledge to the historical context in which it developed and the human problems it addresses.  
- Interpret different systems of aesthetic representation and comprehend their historical and cultural contexts.
IV. Guidelines for Evaluation
Evaluation will include, but will not be limited to, tests and quizzes covering the material found in the course, a research paper, and critiques of contemporary performances. The letter grade will be based on how well the student masters the subject material.

V. Course Level Justification
Students entering this course should have a background in writing and the analysis of literature. In addition the student should have a general knowledge of history and civilization. The course studies the art of dramatic literature in its social and historical contexts.

VI. Topical Course Outline:

1.0 Historical and Cultural Perspectives
   1.1 Overview
   1.2 Review of major artistic trends
   1.3 Comparative study of other literature to drama

2.0 Biography of the Playwright
   2.1 Early life and education
   2.2 Early works
   2.3 Influential peers
   2.4 General themes and philosophies
   2.5 Review of principal plays
   2.6 Perspectives on creation of selected plays

3.0 Study of Selected Play
   3.1 Theme
   3.2 Plot
   3.3 Characters
   3.4 Relevance to contemporary issues
   3.5 Production possibilities
   3.6 Value judgment on quality of work

4.0 Selection of plays from each representative period
   4.1 Ancient Greece and Rome
   4.2 Medieval Europe
   4.3 Italian Renaissance
   4.4 Elizabethan England
   4.5 Spanish Renaissance
   4.6 French Neoclassicism
   4.7 Nonwestern literature
5.0 Compare and contrast representative works from several periods of study.

VII. Suggested texts


VIII. Bibliography


Curriculum Coordination Form

Notification Date: February 6, '07

Initiating unit: Department of Theatre and Dance

Affected unit(s):

Course Prefix and Number: THR A311  Previous Prefix and Number:

Complete Course/Program Title: Representative Plays I

Previous Course/Program Title:

Description of Action: Course Content Guide update

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to 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.

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### 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: UAA List Serve                  |
| Department, School, or College                                    |

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| 18. Mark if course has fees |       |

<table>
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<tr>
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<td>Curriculum Committee Chairperson Date</td>
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**Approved Disapproved**
Course Content Guide
University of Alaska Anchorage
THR A312
Representative Plays II

I. Date of Initiation: Spring 2007

II. Course Information:
A. College or School: College of Arts and Sciences
B. Course Subject: THR
C. Course Number: THR A312
D. Number of Credits: 3.0 (3+0)
E. Course Title: Representative Plays II
F. Grading Basis: A-F
G. Course Description: A survey of dramatic literature from 1800 to the present. Emphasis is placed upon the playwright’s work and relationship to the production of these plays in their own time and in today’s theatre.
H. Course Prerequisites: ENG A111
I. Course Attributes: UAA GER Fine Arts Requirement, UAA GER Humanities Requirement
J. Restrictions: None
K. Fees: None

III. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
   ▪ Inform students about the lives of major playwrights of western and eastern theatre.
   ▪ Improve the students’ ability to analyze theme and symbol as seen in representative examples of dramatic literature.
   ▪ Critically discuss dramatic literature from 1800 through contemporary times.
   ▪ Teach students the general historical context of the play and playwright.

B. Student Outcomes. The students will be able to:
   ▪ Identify and discuss the specific work’s historical and social context.
   ▪ Interpret the purpose and intent of theatre and allied art forms within the larger social context.
   ▪ Critically discuss the stylistic and cultural importance of dramatic literature from the theatre of 1800 through contemporary times.
   ▪ Communicate effectively in a variety of contexts and formats.
   ▪ Relate knowledge to the historical context in which it developed and the human problems it addresses.
   ▪ Interpret different systems of aesthetic representation and comprehend their historical and cultural contexts.
IV. Guidelines for Evaluation
Evaluation will include, but will not be limited to, tests and quizzes covering the material found in the course, a research paper, and critiques of contemporary performances. The letter grade will be based on how well the student masters the subject material.

V. Course Level Justification
Students entering this course should have a background in writing and the analysis of literature. In addition the student should have a general knowledge of history and civilization. The course studies the art dramatic literature in its social and historical contexts.

VI. Topical Course Outline:

1.0 Historical and Cultural Perspectives
1.1 Overview
1.2 Review of major artistic trends
1.3 Comparative study of other literature to drama

2.0 Biography of the Playwright
2.1 Early life and education
2.2 Early works
2.3 Influential peers
2.4 General themes and philosophies
2.5 Review of principal plays
2.6 Perspectives on creation of selected plays

3.0 Study of Selected Play
3.1 Theme
3.2 Plot
3.3 Characters
3.4 Relevance to contemporary issues
3.5 Production possibilities
3.6 Value judgment on quality of work

4.0 Selection of plays from each representative period
4.1 Restoration Drama
4.2 18th Century Drama
4.3 19th Century Drama
4.4 Rise of realism: The Europeans
4.5 Modern American Drama
4.6 Contemporary World Drama
VII. Suggested texts

VIII. Bibliography
Curriculum Coordination Form

Notification Date: February 6, '07

Initiating unit: Department of Theatre and Dance

Affected unit(s):

Course Prefix and Number: THR A312   Previous Prefix and Number:

Complete Course/Program Title: Representative Plays II

Previous Course/Program Title:

Description of Action: Course Content Guide update

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to 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.
## 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>
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<td>AFAR Division of Fine Arts</td>
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<th>3. Course Number</th>
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<td>THR</td>
<td>A 411</td>
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<td>(3+0)</td>
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6. Complete Course/Program Title
**History of the Theatre I**

Abbreviated Title for Transcript (30 character)

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

8. Type of Action
- Add
- Change
- Delete

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

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

11. Implementation Date
- semester/year
  - From: Fall/2007
  - To: /9999

12. Cross Listed with
- Stacked

14. Coordinate with Affected Units
- UAA List Serve
  - Department, School, or College

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

16. Course Description
Study of theatre history from Ancient Greece to 1800. The history and the influence of different cultures, traditions and technology on the development of the theatre as a social institution.

17a. Course Prerequisite(s) (list prefix and number)
- None

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)
- Junior or Senior standing and the completion of GER Tier I Written Communication Requirements.

18. Mark if course has fees

19. Justification for Action
- Update Course Content Guide for GERs. Edited Course description.

---

Initiator (faculty only) Date

Approved Disapproved:

Dean/Director of School/College Date

Approved Disapproved:

Department Chairperson Date

Approved Disapproved:

Undergraduate or Graduate Academic Board Chairperson Date

Approved Disapproved:

Provost or Designee 19 Date

- Approved
- Disapproved
Course Content Guide  
University of Alaska Anchorage  
THR A411  
History of the Theatre I

I. Date of Initiation: Spring 2007

II. Course Information:
   A. College or School: College of Arts and Sciences
   B. Course Subject: THR
   C. Course Number: THR A411
   D. Number of Credits: 3.0 (3+0)
   E. Course Title: History of the Theatre I
   F. Grading Basis: A-F
   G. Course Description: Study of theatre history from Ancient Greece through 1800. The history and the influence of different cultures, traditions and technology on the development of the theatre as a social institution.
   H. Course Prerequisites: None
   I. Restrictions: Junior or senior standing and completion of written communication general college requirements.
   J. Course Attributes: UAA GER Fine Arts Requirement UAA GER Humanities Requirement.
   K. Fees: None

III. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
   - Teach students world history as it relates to the development of theatre.
   - Present the major theatrical movements of both western and eastern theatre.
   - Inform students about the lives of the major playwrights, directors and performers from each theatrical period.
   - Encourage the development of critical thinking when viewing contemporary productions.

B. Student Outcomes. The students will be able to:
   - Present detailed information about the historical context of theatre from the ancient Greeks through 1800.
   - Evaluate stylistic and cultural factors which influenced the development of theatre across periods.
   - Write and revise papers which analyze the cultural and social influences on theatre history and allied art forms.
   - Critically discuss the historical context of theatre and evaluate artistic problems of contemporary stage productions of period plays.
   - Communicate effectively in a variety of contexts and formats.
   - Relate knowledge to the historical context in which it developed and the human problems it addresses.
Interpret different systems of aesthetic representation and understand their historical and cultural contexts.

IV. Guidelines for Evaluation
Evaluation will include, but will not be limited to, tests and quizzes covering the material found in the course, a research paper, and critiques of contemporary performances. The letter grade will be based on how well the student masters the subject material.

V. Course Level Justification
Students entering this course should have a background in writing and the analysis of literature. In addition the student should have a general knowledge of history and civilization. The course studies the art of the theatre in its social and historical contexts.

VI. Topical Course Outline:
1.0 Review of the historical context of each period of study
   1.1 Overview of selected periods
   1.2 Social context
   1.3 Political context
   1.4 Economic context

2.0 Survey of the important artistic movements as they relate to Theatre History
   2.1 Visual arts
   2.2 Literature
   2.3 Music
   2.4 Fashion

3.0 Comparative studies in theatre.
   4.1 Review of historical and social perspectives
   4.2 Comparison of theatrical movements from selected periods
   4.3 Seeing and reviewing local productions from these periods

4.0 Review of principal plays, playwrights, theatre artists, performers and trends from each major period.
   3.1 Origins of the Theatre
   3.2 Ancient Greece and Rome
   3.3 Medieval Europe
   3.4 Italian Renaissance
   3.5 Elizabethan England
   3.6 Spanish Renaissance
   3.7 French Neo-Classicism
   3.8 Oriental Theatre Traditions
VII. Suggested texts


VIII. Bibliography


Curriculum Coordination Form

Notification Date: February 6, '07

Initiating unit: Department of Theatre and Dance

Affected unit(s):

Course Prefix and Number: THR A411  Previous Prefix and Number:

Complete Course/Program Title: History of the Theatre I

Previous Course/Program Title:

Description of Action: Course Content Guide update

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to 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.

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### 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 for Transcript (30 character)

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| 13. List any programs or college requirements that require this course |
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| BA in Theatre |

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| 18. Mark if course has fees |

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Course Content Guide
University of Alaska Anchorage
THR A412
History of the Theatre II

I. Date of Initiation: Spring 2007

II. Course Information:
A. College or School: College of Arts and Sciences
B. Course Subject: THR
C. Course Number: THR A412
D. Number of Credits: 3.0 (3+0)
E. Course Title: History of the Theatre II
F. Grading Basis: A-F
G. Course Description: Continuation of THR A411. Theatre history from 1800 to modern.
H. Course Prerequisites: None
I. Restrictions: Junior or senior standing and completion of written communication general college requirements.
J. Course Attributes: UAA GER Fine Arts Requirement UAA GER Humanities Requirement.
K. Fees: None

III. Instructional Goals and Student Outcomes
A. Instructional Goals. The instructor will:
   ▪ Teach students world history as it relates to the development of theatre.
   ▪ Present the major theatrical movements of both western and eastern theatre.
   ▪ Inform students about the lives of the major playwrights, directors and performers from each theatrical period.
   ▪ Encourage the development of critical thinking when viewing contemporary productions.

B. Student Outcomes. The students will be able to:
   ▪ Present detailed information about the historical context of theatre from 1800 through contemporary times.
   ▪ Evaluate stylistic and cultural factors which influenced the development of theatre across periods.
   ▪ Write and revise papers which analyze the cultural and social influences on theatre history and allied art forms.
   ▪ Critically discuss the historical context of theatre and evaluate artistic problems of contemporary stage productions of period plays.
   ▪ Communicate effectively in a variety of contexts and formats.
   ▪ Relate knowledge to the historical context in which it developed and the human problems it addresses.
IV. Guidelines for Evaluation
Evaluation will include, but will not be limited to, tests and quizzes covering the material found in the course, a research paper, and critiques of contemporary performances. The letter grade will be based on how well the student masters the subject material.

V. Course Level Justification
Students entering this course should have a background in writing and the analysis of literature. In addition the student should have a general knowledge of history and civilization. The course studies the art of theatre in its social and historical contexts.

VI. Topical Course Outline:
1.0 Review of the historical context of each period of study
   1.1 Overview of selected periods
   1.2 Social context
   1.3 Political context
   1.4 Economic context

2.0 Survey of the important artistic movements as they relate to Theatre History
   2.1 Visual arts
   2.2 Literature
   2.3 Music
   2.4 Fashion

3.0 Comparative studies in theatre.
   4.1 Review of historical and social perspectives
   4.2 Comparison of theatrical movements from selected periods
   4.3 Seeing and reviewing local productions from these periods

4.0 Review of Principal plays, playwrights, theatre artists, performers and trends from each major period.
   3.1 Restoration Theatre
   3.2 18th Century Performing Arts
   3.3 19th Century European Theatre
   3.4 Early American Theatre
   3.5 Late 19th Century and the rise of realism
   3.6 Russian Theatre of the late 19th Century
   3.7 History of the American Musical
   3.8 American Minority Theatre
   3.9 Contemporary Theatre
VII. Suggested texts


VIII. Bibliography


Curriculum Coordination Form

Notification Date: February 6, ’07

Initiating unit: Department of Theatre and Dance

Affected unit(s):

Course Prefix and Number: THR A412   Previous Prefix and Number:

Complete Course/Program Title: History of the Theatre II

Previous Course/Program Title:

Description of Action: Course Content Guide update

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to 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:

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Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK  99508

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

1a. School or College
AS CAS

1b. Division
AFAR Division of Fine Arts

1c. Department
Theatre and Dance

2. Course Prefix
THR

3. Course Number
A 104

4. Previous Course Prefix & Number

5a. Credits/CEU
3

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

6. Complete Course/Program Title
Storytelling and Dramatic Interpretation

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

8. Type of Action
☐ Add
☐ Change
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class
☐ Level
☐ College
☐ Major
☐ Other

9. Repeat Status No

# of Repeats

Max Credits

10. Grading Basis
☐ A-F
☐ P/NP
☐ NG

11. Implementation Date
semester/year
From: 9/2007
To: /9999

12. ☐ Cross Listed with

☐ Stacked
with

Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course

14. Coordinate with Affected Units:
UAA List Serve, Communication Department
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
A survey of various types of dramatic presentation including storytelling, reader’s theatre and monolog preparation. Projects introduce acting techniques which may be applied to dramatic performances while building fundamental oral communication skills.

17a. Course Prerequisite(s) (list prefix and number)
NONE

17b. Test Score(s)

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

17d. Other Restriction(s)

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

18. ☐ Mark if course has fees

19. Justification for Action
Course to fulfill Oral Communication designed for students interested in performance studies.

Approved
Disapproved:
Dean/Director of School/College
Date

Approved
Disapproved:
Department Chairperson
Date

Approved
Disapproved:
Academic Board Chairperson
Date

Approved
Disapproved:
Provost or Designee
Date
Course Content Guide  
University of Alaska Anchorage  
THR A104  
Storytelling and Dramatic Interpretation

I. Date of Initiation: Fall 2007

II. Course Information:
A. College or School: College of Arts and Sciences  
B. Course Subject: THR  
C. Course Number: THR A104  
D. Number of Credits: 3.0 (3+0)  
E. Course Title: Storytelling and Dramatic Interpretation  
F. Grading Basis: A-F  
G. Course Description: A survey of various types of dramatic presentation including storytelling, reader’s theatre and monolog preparation. Projects introduce acting techniques which may be applied to dramatic performances while building fundamental oral communication skills.  
H. Course Prerequisites: None  
I. Restrictions: None  
J. Course Attributes: UAA GER Oral Communication Requirement  
K. Fees: None

III. Instructional Goals and Student Outcomes
A. Instructional Goals. The instructor will:
1. Present successful methods of preparing, organizing and performing oral communication projects for public viewing  
2. Lecture and discuss the theory behind effective dramatic presentation  
3. Acquaint students with the fundamentals of dramatic communication as used in storytelling, personal narratives, reader’s theatre and improvisational acting  
4. Explain the dynamic nature of the communication process  
5. Implement effective and appropriate communication skills, including the ability to:  
   • develop, organize, present, and critically evaluate messages;  
   • analyze audiences; and  
   • adapt to a variety of communication settings

B. Student Outcomes. The students will be able to:
1. Organize and present an expressive dramatic narrative  
2. Discuss the theory and practice of improvisational performance  
3. Critically evaluate the performances of others  
4. Perform dramatic projects including but not limited to storytelling, reader’s theatre, monologs and personal narratives  
5. Communicate effectively in a variety of contexts and formats
6. Locate and use relevant information to make appropriate personal and professional decisions

IV. Guidelines for evaluation
Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include, but will not be limited to, tests covering the material presented in the course, creative writing projects and oral presentations. The letter grade will be based on how well the student masters the subject material and demonstrates effective communication skills.

V. Course level justification: This is an introductory course in dramatic interpretation. Students will be introduced to a wide variety of performance projects designed to build confidence while improving general performance skills. Its intent is to motivate beginning students to improve their communication through various acting techniques.

VI. Topical course outline:

1. Readers Theatre
   1.1 Techniques for cold reading
   1.2 Script analysis
   1.3 Performance techniques
   1.4 Oral interpretation of dramatic works
2. Storytelling
   2.1 The improvisational narrative
   2.2 Drawing from other literary sources
   2.3 The structure of the oral presentation
   2.4 Refining the presentation
3. The monolog
   3.1 First person narrative based on personal experience
   3.2 Editing rehearsing and performing an existing dramatic monolog
   3.3 Critically evaluating the work of others
4. Projects Using Alaskan Native Folk Tales
   4.1 Exploring local resources
   4.2 Guests and demonstration
   4.3 Storytelling and the preservation of culture
5. Support for presentation
   4.1 The use of visual aids to enhance audience comprehension
   4.2 Dressing the part: How costume contributes to the dramatic event
   4.3 Encouraging and controlling audience participation

VII. Suggested texts:


**VII. Bibliography**


Dr. Doug Parry  
Chair, UAA Communication Department

Dear Doug,

You may have heard of our department’s newest course proposal. I am attaching a CCG to this E-mail for your consideration. Recently the Dean of CAS and the Chancellor encouraged us to develop an acting/improvisation/storytelling course which could fulfill the GER Oral Communication Requirement. I worked with several of our faculty members to design a course which would complete a GER Requirement while serving as a performance introduction for our entering majors. The result was “Storytelling and Dramatic Interpretation.” I worked hard not to overlap with your existing courses. I would appreciate your feedback and support. We hope to present this course to Course and Curriculum in February. Please feel free to contact me if you have any questions. I believe the Dean Liszka would be available for comment. He has studied the attached CCG.

Respectfully yours,

David Edgecombe, Ph.D.
Professor
UAA Department of Theatre and Dance
Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources
Standard 5.A - Purpose and Scope
The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program And Its Effectiveness
Standard 2.A - General Requirements
2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Program/Course Title: THR A104 Storytelling and Dramatic Interpretation

1. Please identify the library liaison consulted in preparation of this proposal.

   Name: Robin Hanson

   To see who your library liaison is at:
   UAA go to: http://www.lib.uaa.alaska.edu/webgroup/liaison.php3
   Kenai Peninsula College go to: http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html
   Kodiak College go to: http://www.koc.alaska.edu/library/default.html
   Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

   1. Submitted Bibliography from CCG to Library Liaison.
   2.
   3.

Initiator signature
Curriculum Coordination Form

Notification Date: February 6, ’07

Initiating unit: Department of Theatre and Dance

Affected unit(s):

Course Prefix and Number: THR A104
Previous Prefix and Number:

Complete Course/Program Title: Storytelling and Dramatic Interpretation

Previous Course/Program Title:

Description of Action: New Course to fulfill GER in Oral Communication, notification of Faculty List Serve and Communication Department.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to 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.
Resource Implication Form

1. School/College UAA CAS

2. Program/Course Story Telling and Dramatic Interpretation

3. Course Prefix THR

4. Course Number A104

5. Implementation Date Fall 2007

6. Type of Action and Category
   - [x] Course addition
   - [ ] Course change
   - [ ] Program addition
   - [ ] Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.
   - [x] part-time faculty
   - [ ] new full-time faculty
   - [x] reassignment of full-time faculty
   - [ ] additional class/lab space
   - [ ] modification of class/lab space
   - [ ] additional library resources
   - [ ] additional computer equipment
   - [ ] other costs

8. Explanation: The pilot course will be offered in Spring of 2008 taught by reassignment of full-time faculty.

_______ Approved
_______ Disapproved

Department Chair

_______ Approved
_______ Disapproved

Dean/Director of School/College

_______ Approved
_______ Disapproved

Provost
### 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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</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Sci</td>
<td>CHEM</td>
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<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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</thead>
<tbody>
<tr>
<td>CHEM</td>
<td>A441</td>
<td></td>
<td>3.0</td>
<td>(3+0)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course/Program Title</th>
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<tbody>
<tr>
<td>Principles of Biochemistry I</td>
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<table>
<thead>
<tr>
<th>Abbreviated Title for Transcript (30 character)logen</th>
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<tr>
<th>7. Type of Course</th>
<th>Academic</th>
<th>Non-credit</th>
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<th>8. Type of Action</th>
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<th>Program</th>
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<td>Delete</td>
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<th>9. Repeat Status</th>
<th>No</th>
<th># of Repeats</th>
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<thead>
<tr>
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<th>A-F</th>
<th>P/NP</th>
<th>NG</th>
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<tr>
<th>11. Implementation Date</th>
<th>semester/year</th>
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<tbody>
<tr>
<td>From: Fall/2007</td>
<td>To: 9999</td>
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<tr>
<th>12. Cross Listed with</th>
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<tbody>
<tr>
<td>Stacked with</td>
<td>CHEM A641</td>
</tr>
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<table>
<thead>
<tr>
<th>13. List any programs or college requirements that require this course</th>
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<tbody>
<tr>
<td>Bachelor of Science, Chemistry (Chemistry and Biochemistry Options); Bachelor of Science, Biology.</td>
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<tr>
<th>14. Coordinate with Affected Units:</th>
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<tbody>
<tr>
<td>UAA Biology Department, Faculty listserve. Department, School, or College</td>
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<tr>
<th>15. General Education Requirement</th>
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<tbody>
<tr>
<td>Oral Communication</td>
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<tr>
<td>Fine Arts</td>
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<tr>
<th>16. Course Description</th>
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<tbody>
<tr>
<td>A study of the structure and function of amino acids, proteins, carbohydrates, nucleic acids, lipids and membranes.</td>
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</table>

| Special Note: Students who complete CHEM A441 as part of their undergraduate degree cannot receive credit towards their graduate degree from CHEM A641. |

<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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<tbody>
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<th>17e. Registration Restriction(s) (non-codable)</th>
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<tr>
<td>Level</td>
<td>Junior standing. Completion of all GER tier 1 (basic college level skills) courses. Completion of seven credits of GER tier 2 courses in the Natural Sciences including BIOL A115.</td>
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<tr>
<th>18. Mark if course has fees</th>
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<tr>
<th>19. Justification for Action</th>
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<tbody>
<tr>
<td>Seeking integrated GER capstone status. Clarifying course prerequisites.</td>
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**Initiator of Action**

<table>
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<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
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<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
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<tr>
<th>Approved</th>
<th>Disapproved:</th>
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<tr>
<th>Department Chairperson</th>
<th>Date</th>
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<th><strong>Approved</strong></th>
<th><strong>Disapproved</strong></th>
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<tr>
<th>Undergraduate or Graduate Academic Board Chairperson</th>
<th>Date</th>
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<th><strong>Approved</strong></th>
<th><strong>Disapproved</strong></th>
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<tr>
<th>Provost or Designee</th>
<th>Date</th>
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</thead>
</table>
I. Date of Initiation: January 29, 2007

II. Course Information:
   A. Course Subject/Number: CHEM A441
   B. 3.0 Credits, 3+0 Contact Hours
   C. Course Title: Principles of Biochemistry I
   D. Grading Basis: A-F
   E. Course Description: A study of the structure and function of amino acids, proteins, carbohydrates, nucleic acids, lipids and membranes. Special Note: Students who complete CHEM A441 as part of their undergraduate degree cannot receive credit towards their graduate degree from CHEM A641.
   F. Prerequisites: CHEM A322 and BIOL A115, both with a minimum grade of C
   G. Registration Restrictions: Junior standing. Completion of all GER Tier 1 (basic college level skills) courses. Completion of seven credits of GER Tier 2 courses in the Natural Sciences

III. Instructional Goals and Student Outcomes
   A. Instructional Goals. (The instructor will)
      1. Encourage knowledge integration by
         a. Presenting chemical, structural and functional features of amino acids, proteins, carbohydrates, nucleic acids, lipids and membranes and provide biologically relevant examples that require knowledge from introductory biology, cell biology, genetics, physiology, or molecular biology for understanding
         b. Presenting biochemical subject matter that requires prerequisite knowledge in general and organic chemistry for understanding
         c. Providing problem sets and exam questions requiring knowledge in Mathematics, Chemistry, and Biology
      2. Encourage effective communication by
         a. Setting up small discussion groups in the classroom and providing to these discussion groups reading material consisting of primary literature articles for critical examination
         b. Providing materials to accompany these primary research articles that are designed to require students to work together with effective communication to solve problems
      3. Encourage critical thinking by providing science reading assignments from primary literature, popular science sources, or the internet and providing problem sets designed to promote the critical reading of this material
      4. Encourage information literacy by providing reading assignments from scientific literature and providing assignments such as problem sets that require use of knowledge acquired from scientific literature
      5. Encourage quantitative perspectives and reasoning by
         a. Providing problem sets with addressing quantitative aspects of Biology and Biochemistry
         b. Providing appropriate primary scientific research literature
### Student Outcomes – Students will:

| Integration knowledge from biology (introductory biology, cell biology, genetics, physiology, molecular biology); chemistry (general chemistry, organic chemistry); and math (algebra, calculus) to understand macromolecular structure and function in the broad contexts of science and human health | Knowledge Integration | Exam questions containing comprehensive, multidisciplinary questions; Comprehensive, multidisciplinary primary research literature critical reading assignments, including in-class discussion and assessment in exams |
| Participate in in-class discussion of primary research literature critical reading assignments | Effective Communication | In-class work facilitated by the instructor |
| Analyze data from primary research literature, evaluate the articles, and suggest other or improved approaches to solve such problems | Critical Thinking | Exam questions; In-class work facilitated by the instructor |
| Incorporate appropriate knowledge from sources such as textbooks and scientific literature into their problem solving strategies | Information Literacy | Exam questions; In-class work facilitated by the instructor |
| Analyze and discuss quantitative aspects of biochemistry and biology | Quantitative Perspectives | Exam questions; In-class work facilitated by the instructor |

### IV. Course Activities

A. Lecture  
B. Critical reading of primary research literature  
C. Assigned problems to be worked outside of class  
D. Quizzes  
E. Exams

### V. Guidelines for Evaluation

A. At least 3 written exams, one of which is a comprehensive final exam  
B. Quizzes may be given at the instructor's discretion  
C. Grading is A-F. Grades will be assigned based on exam and quiz performance based on a scale defined in the syllabus or assigned after a normal curve

### VI. Course Level Justification: Builds upon a foundation of knowledge in Tier 1 GER, Tier 2 GER, and lower- and upper-division courses in the major; requires extensive prerequisite
multidisciplinary knowledge from biology, chemistry (a total of 2 years), and mathematics; requires integrating of this knowledge to solve new types of problems and understand new concepts.

VII. Course Outline
A. Important functional groups in biochemistry
B. Thermodynamics as it applies to biochemistry
C. Water and biochemistry
   1. Entropic drive of hydrophobic aggregation
   2. $pK_a$ of relevant functional groups
   3. pH
   4. pI
D. Amino acids
   1. Classification
   2. Non-standard amino acids
   3. Titration curves
E. Peptides and proteins
   1. Primary structure
      a. methods in sequencing
      b. evolution perspectives
   2. Secondary structure
      a. predicting secondary structure from sequence
      b. disulfide bridges, intracellular and extracellular oxidation conditions
   3. Tertiary structure
      a. interactions involved in tertiary structure
      b. protein folding and dynamics
      c. methods used for tertiary structure determination
   4. Quaternary structure
   5. Protein techniques
F. Protein function
   1. Binding reactions
   2. Myoglobin and hemoglobin
   3. Allostery
   4. Structure-function relationship
G. Enzymes
   1. Catalytic mechanisms
   2. Michaelis-Menten kinetics
   3. Regulation of activity
H. Carbohydrates and carbohydrate-containing compounds
   1. Monosaccharides
   2. Disaccharides and polysaccharides
      a. $O$-glycosidic bond
      b. primary, secondary, and tertiary structure
   3. Glycoproteins, proteoglycans, and glycolipids
   4. Structure-function relationship
I. Nucleotides and nucleic acids
   1. Primary, secondary, and tertiary structure
   2. Techniques, including sequencing
   3. "$$\text{-omics}$$$
J. Lipids
1. Diversity in classification of lipids
2. Various functions of lipids
K. Biological Membranes
   1. Composition and architecture of membranes
   2. Membrane dynamics

VIII. Suggested Texts


IX. Bibliography


Scientific Journals such as (not a complete list):
   Biological Chemistry
   Biochemistry
   Biophysical Journal
   Cell
   European Journal of Molecular Biology
   Journal of Biological Chemistry
   Journal of Molecular Biology
   Molecular Biology
   Molecular Cell
   Nature
   Nature Structure
   Proceedings of the National Academy of Sciences
   Science
Curriculum Coordination Form

Notification Date: January 29, 2007

Initiating unit: CAS, Department of Chemistry

Affected unit(s): Chemistry Department, CAS; Chugiak/Eagle River Campus; Kenai Peninsula College; Kodiak College; Mat-Su College; Elmendorf Air Force Base; Fort Richardson Army Post

Course Prefix and Number: CHEM A441

Previous Prefix and Number: N/A

Complete Course/Program Title: Principles of Biochemistry I

Previous Course/Program Title: N/A

Description of Action: Seeking integrated GER capstone status. Clarifying course prerequisites.

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to 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.
Resource Implication Form

1. School/College: CAS, Department of Chemistry

2. Program/Course: Principles of Biochemistry I

3. Course Prefix: CHEM

4. Course Number: A441

5. Implementation Date: Fall, 2007

6. Type of Action and Category:
   - Course addition
   - Course change
   - Program addition
   - Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.
   - part-time faculty
   - new full-time faculty
   - reassignment of full-time faculty
   - additional class/lab space
   - modification of class/lab space
   - additional library resources
   - additional computer equipment
   - other costs

8. Explanation: Seeking integrative capstone status, no additional resources required

---

Approved

Disapproved

Department Chair

---

Approved

Disapproved

Dean/Director of School/College

---

Approved

Disapproved

Provost

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

1a. School or College: CB CBPP  
1b. Division: ADBP  
1c. Department: Business Administration

2. Course Prefix: BA  
3. Course Number: A151  
4. Previous Course Prefix & Number:  
5a. Credits/CEU: 3  
5b. Contact Hours (Lecture + Lab): (3+0)

6. Complete Course/Program Title
   Introduction to Business
   Abbreviated Title for Transcript (30 character):

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

8. Type of Action
   [ ] Add  [ ] Change  [ ] Delete
   [ ] Prefix  [ ] Credits  [ ] Title  [ ] Grading Basis
   [ ] Course Description  [ ] Test Score Prerequisites  [ ] Other Restrictions
   [ ] Class  [ ] College  [ ] Major  [ ] Other

9. Repeat Status No
   # of Repeats
   Max Credits

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

11. Implementation Date
    semester/year
    From: Fall/2007  To: /9999

12. [ ] Cross Listed with N/A  
    [ ] Stacked with N/A
    Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
    Certificate, Logistics; Associate of Applied Science, Accounting; Associate of Applied Science, General Business; Associate of Applied Science, Small Business Management; Associate of Applied Science, Computer Systems Technology; Associate of Applied Science, Logistics Operations; Associate of Applied Science, Aviation Administration; Bachelor of Social Work; Bachelor of Science, Aviation Technology, Aviation Management Emphasis; Bachelor of Science, Physical Education, Health & Fitness Leadership; Bachelor of Science, Physical Education, Adventure Leadership

14. Coordinate with Affected Units: CBPP, Listserv
    Department, School, or College

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

16. Course Description
   Introduces students to the fundamentals of business. Explores strategies that allow companies to compete in today's interactive, global marketplace. Covers each of the functional areas of business: management, marketing, finance, and accounting. Students gain some valuable critical-thinking, problem-solving, team-building, and communication skills required in modern business environments.

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)
    [ ] College  [ ] Major  [ ] Class  [ ] Level
17e. Registration Restriction(s) (non-codable) N/A

18. [ ] Mark if course has fees standard CBPP lab fees

19. Justification for Action
    Revised if course has fees standard CBPP lab fees

Initiator (faculty only) Date

Approved [ ] Disapproved:

Dean/Director of School/College Date

Approved [ ] Disapproved:

Department Chairperson Date

Approved [ ] Disapproved:

Undergraduate or Graduate Date

Approved [ ] Disapproved:

Academic Board Chairperson

Approved [ ] Disapproved:

Provost or Designee Date
I. Date Initiated
March 28, 2007

II. Course Information

College/School: College of Business and Public Policy
Department: Business Administration
Program: Certificate, Logistics; Associate of Applied Science, Accounting; Associate of Applied Science, General Business; Associate of Applied Science, Small Business Management; Associate of Applied Science, Computer Systems Technology; Associate of Applied Science, Logistics Operations; Associate of Applied Science, Aviation Administration; Bachelor of Social Work; Bachelor of Science, Aviation Technology, Aviation Management Emphasis; Bachelor of Science, Physical Education, Health & Fitness Leadership; Bachelor of Science, Physical Education, Adventure Leadership

Course Title: Introduction to Business
Course Number: BA A151
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 hours outside of class per week x 15 weeks = 90 hours

Grading Basis: A-F

Course Description: Introduces students to the fundamentals of business. Explores strategies that allow companies to compete in today’s interactive, global marketplace. Covers each of the functional areas of business: management, marketing, finance, and accounting. Students gain some valuable critical-thinking, problem-solving, team-building, and communication skills required in modern business environments.

Course Prerequisites: N/A
Registration Restrictions: N/A
Fees: Standard CBPP lab fee

III. Course Activities

A. Lectures and discussions
B. In-class exercises
C. Cases
D. Guest speakers

IV. Guidelines for Evaluation

A. Homework
B. Team exercises
C. Cases
D. Tests and quizzes
E. Final exam
V. Course Level Justification

This is a 100-level course that introduces students to the field of business and helps them build basic business skills and vocabulary. Introduction to Business is a survey course that serves as a foundation for subsequent business courses.

VI. Outline

A. The Global Business Environment
   1. Economic systems and competition
      a. Impact of allocation of scarce resources on business
      b. Supply and demand as “the science of choice”
   2. Ethics and social responsibility
      a. Moral rights and duties between the firm and its stakeholders
      b. Ethical issues concerning relations between different companies

B. Starting and Growing a Business
   1. Forms of business ownership
   2. Entrepreneurship

C. Management
   1. Managing and leading human resources
   2. Managing organizations
   3. Empowerment, teamwork, and communication
   4. Production and operations management
   5. Labor management issues

D. Marketing
   1. Customer-driven marketing
   2. Developing the marketing mix
   3. Marketing research

E. Managing Technology and Information
   1. Using technology to manage information
   2. Understanding accounting and financial statements

F. Managing Financial Resources
   1. Money and financial institutions
   2. Financial management and securities markets

VII. Suggested Text

VIII. Bibliography


IX. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:

1. Introduce students to the field of business and distinguish between for-profit and not-for-profit organizations
2. Introduce key topics relating to the complexity of relationships between institutions and human behavior: human resource management, leadership, teamwork, and motivation
3. Explain the concepts of business ethics, social responsibility, and the terms under which ethical rights and duties exist between companies and society
4. Distinguish between microeconomics and macroeconomics and explain the factors that drive demand and supply
5. Explain the importance of international business and the main reasons that nations trade
6. Summarize the three basic forms of business ownership and their advantages and disadvantages
7. Define the term entrepreneur and explain why people choose entrepreneurship
8. Describe management skills, leadership, and strategic planning
9. Explain the importance of human resource management and the functions of human resource managers and unions
10. Describe teamwork and the value of teams to empowering employees
11. Discuss the importance of production and operations management
12. Explain the marketing concept and the basic steps in developing a marketing strategy

13. Explain the concept of the marketing mix: product, pricing, distribution, and promotional strategies

14. Identify marketing research techniques, primary and secondary, used to study consumer behavior and to identify market segments

15. Identify the functions of accounting and its importance to the firm’s stakeholders and explain the functions of the three principle financial statements: income statement, balance sheet, and statement of cash flows

16. Discuss how business manage technology and information

17. Explain the responsibilities of a financial manager and describe some sources and uses of short-term and long-terms funds

18. Describe the differences between the primary and secondary securities markets and discuss several types of securities

B. Student Outcomes. The students will be able to:

<table>
<thead>
<tr>
<th>Task</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe business ethics and why social responsibility and ethical performance are critical to business success</td>
<td>Quizzes</td>
</tr>
<tr>
<td></td>
<td>Tests</td>
</tr>
<tr>
<td>2. Distinguish between microeconomics and macroeconomics and explain the factors that drive demand and supply to include the impact of scarcity on society overall</td>
<td>Quizzes</td>
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<td></td>
<td>Tests</td>
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<tr>
<td></td>
<td>Team exercises</td>
</tr>
<tr>
<td>3. Demonstrate knowledge of the global marketplace and how different cultures conduct business to include how to reap the benefits of working in teams with people from different ethnic, lifestyle, and age groups</td>
<td>Homework</td>
</tr>
<tr>
<td></td>
<td>Tests</td>
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<tr>
<td></td>
<td>Team exercises or cases</td>
</tr>
<tr>
<td>4. Describe how businesses can be organized and explain entrepreneurial alternatives</td>
<td>Quizzes</td>
</tr>
<tr>
<td></td>
<td>Tests</td>
</tr>
<tr>
<td></td>
<td>Homework</td>
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<tr>
<td>5. Explain how today’s businesses require strong understanding of interpersonal, group, and cultural dynamics</td>
<td>Quizzes</td>
</tr>
<tr>
<td></td>
<td>Tests</td>
</tr>
<tr>
<td></td>
<td>Cases</td>
</tr>
<tr>
<td>6. Demonstrate understanding of management and leadership techniques and their impact on interpersonal relations and business performance</td>
<td>Team exercises</td>
</tr>
<tr>
<td></td>
<td>Tests</td>
</tr>
<tr>
<td>7. Define marketing and the elements of the marketing mix and identify aspects of marketing research used to determine how to developing marketing strategies</td>
<td>Tests</td>
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<tr>
<td></td>
<td>Cases</td>
</tr>
<tr>
<td></td>
<td>Homework</td>
</tr>
<tr>
<td>8. Explain the role of management information systems and the benefits and challenges of e-commerce</td>
<td>Quizzes</td>
</tr>
<tr>
<td></td>
<td>Tests</td>
</tr>
</tbody>
</table>
| 8. Explain the functions of accounting and finance and their value to the firm’s stakeholders | Quizzes  
Tests  
Exercises or cases |
|---|---|
| 9. Demonstrate ability to integrating business concepts by using critical thinking skills | Tests  
Final exam  
Exercises or cases |
BA A151 Meets Criteria of the Social Sciences Descriptor

The following is the newly defined social science descriptor broken down into its components. In each case, BA A151 meets components of requirement.

The social sciences focus on the acquisition, analysis, and interpretation of empirical data relevant to the human experience. Disciplines differ in their focus on collective as opposed to individual behavior, biological as opposed to social or cultural factors, the present as opposed to the past, and quantitative as opposed to qualitative data.

Students who complete a general education social sciences course:

1. Should be motivated to reflect on the workings of the society of which they are a part and should possess a broad perspective on the diversity of human behavior.

A significant part of the course focuses on investigating the complexity of human institutions and behavior. Today’s successful businesses require a strong understanding of interpersonal, group, and cultural dynamics. Some topics included in human resource management focus specifically on interpersonal relationships in leadership, teamwork, motivation, and communication. In-class exercises complement readings and written assignments. Another component of the course includes options for organizing a business and structuring the internal organization.

2. Should be able to distinguish between empirical and non-empirical truth claims.

Sociology and economics are empirical disciplines that are widely applied in business. Students taking Introduction to Business study the basic economic theories. In addition, while students at the 100-level don’t conduct marketing research, they study marketing research technique that employs principles commonly used in other scientific research disciplines, in which a postulate or theory is hypothesized and then either proven or disproven based on observation of causes and effects in a controlled environment. For example, we may discuss a blind taste test to measure consumer preferences for various soft drink formulas is a scientific approach. A non-scientific approach to the same problem would be a shopping mall questionnaire that asked consumers to rate their preferences for various brand name soft drinks. In this example, the consumer's expressed preference can be caused by a number of factors unrelated to the contents of the beverage. In the taste-test environment, the contents of the beverage are the only relevant variable affecting the consumer's choice.

Non-empirical truth claims are discussed when students study ethics: business, economic, and environmental. Topics in relating to business ethics include:

- the aims of which are to determine the fundamental purposes of a company. If a company's main purpose is to maximize the returns to its shareholders, then it could be seen as unethical for a company to consider the interests and rights of anyone else.
- corporate social responsibility an umbrella term under which the ethical rights and duties existing between companies and society is debated.
- regarding the moral rights and duties between a company and its shareholders: fiduciary responsibility, stakeholder concept v. shareholder concept
- ethical issues concerning relations between different companies: e.g. hostile take-overs and industrial espionage
- leadership issues: corporate governance
3. **Should be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected.**

Sociologists and other social scientists study diverse things: from census data on hundreds of thousands of human beings, through the in-depth analysis of the life of a single important person to monitoring what is happening on a street today - or what was happening a few hundred years ago. Students taking Introduction to Business study marketing and the results of research needed to determine target markets. Students are presented with primary and secondary research methods that are needed to describe segmentation bases for consumer and business markets. Discussions also consider whether research yields results which determine whether developing a market segment is merited.

4. **Should have an introductory knowledge of social science thinking which includes:**
   - observation
   - empirical data analysis
   - theoretical models
   - quantitative reasoning
   - application to social aspects of contemporary life

Case studies conducted in class and/or as homework assignments require students use each of the skills listed in descriptor #4.

5. **A student who has met the social science general education requirement is expected to be able to demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.**

Social science approaches include observation, empirical data analysis, theoretical models, quantitative reasoning, and application to social aspects of contemporary life. Since Introduction to business is a survey course, students experience social science approaches in numerous ways. Here are a few:

In the marketing component of the course, students talk about market surveys and theoretical models such as the consumer behavior process relating to determining buying behavior.

When students study economics, “the science of choice,” they generalize about human behavior regarding the disparity between limited resources and unlimited, human material wants. They apply economic theory to developing supply and demand curves, and predict economic changes when businesses contradict variance from equilibrium prices.

Pricing strategies necessitate application of breakeven analysis and cost-based pricing. Students use quantitative reasoning skills as well as psychological pricing theories to determine pricing strategies.
### 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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<tbody>
<tr>
<td>AA Academic Affairs</td>
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<td>University Honors College</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours</th>
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<tbody>
<tr>
<td>HNRS</td>
<td>A490</td>
<td></td>
<td>6.0</td>
<td>(Lecture + Lab)</td>
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<td>(6+0)</td>
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<tr>
<th>6. Complete Course/Program Title</th>
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<tbody>
<tr>
<td>Senior Honors Seminar</td>
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<tr>
<th>Abbreviated Title for Transcript (30 character)</th>
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<tr>
<th>8. Type of Action</th>
<th>Course</th>
<th>Program</th>
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<td>□ Add</td>
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<td>□ Change</td>
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<td>□ Delete</td>
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<tr>
<th>9. Repeat Status No</th>
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<tr>
<th>10. Grading Basis</th>
<th>A-F</th>
<th>P/NP</th>
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<tr>
<th>11. Implementation Date</th>
<th>semester/year</th>
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<td>From: Fall/2007</td>
<td>To: /9999</td>
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<tr>
<th>12. □ Cross Listed with</th>
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<tr>
<td>□ Stacked</td>
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<tr>
<th>13. List any programs or college requirements that require this course</th>
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<tbody>
<tr>
<td>University Honors College</td>
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| 14. Coordinate with Affected Units: |
| Department, School, or College |
| Initiator Signature Date |

<table>
<thead>
<tr>
<th>15. □ General Education Requirement</th>
<th>□ Oral Communication</th>
<th>□ Written Communication</th>
<th>□ Quantitative Skills</th>
<th>□ Humanities</th>
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<tr>
<td></td>
<td>□ Fine Arts</td>
<td>□ Social Sciences</td>
<td>□ Natural Sciences</td>
<td>□ Integrative Capstone</td>
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<table>
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<tr>
<th>16. Course Description</th>
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<tbody>
<tr>
<td>A two-semester long interdisciplinary Honors Seminar investigating a central theme extending beyond the confines typically found within the individual disciplines and majors. Course is delivered in a Socratic style with themes generally focusing on the emerging 21st century. The goal is to lead students to an enhanced understanding of the complex world of the future and of the student's role in it. Special notes: The course extends over both fall and spring semesters earning six hours credit. A passing grade is dependent on successful completion of the year-long course.</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>17d. Other Restriction(s)</th>
<th>17e. Registration Restriction(s) (non-codable)</th>
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<tr>
<td>□ College □ Major □ Class □ Level</td>
<td>Enrollment open to students admitted to University Honors College, and to students who have permission to register from the University Honors College. Completion of GER Tier 1 (basic college-level skills) courses and junior standing.</td>
</tr>
</tbody>
</table>

| 18. □ Mark if course has fees |

| 19. Justification for Action |
| Changing wording from Honors Program to Honors College, and allow students who are not pursuing university honors to take course with permission. |

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved:</th>
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<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
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<th>Approved</th>
<th>Disapproved:</th>
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<tbody>
<tr>
<td>Department Chairperson</td>
<td>Date</td>
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<tr>
<th>Approved</th>
<th>Disapproved:</th>
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<tbody>
<tr>
<td>Undergraduate or Graduate Academic Board Chairperson</td>
<td>Date</td>
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<tr>
<th>Approved</th>
<th>Disapproved:</th>
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<tbody>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>
I. Date of Initiation: March 26, 2007

II. Course Information:

Course Subject/ Number: HNRS A490 Senior Honors Seminar

Credits and Contact Hours: 6.0 Credits, 6+0 Contact Hours

Course Title: Senior Honors Seminar

Grading Basis: A – F

Course Description: A two-semester long interdisciplinary Honors Seminar investigating a central theme extending beyond the confines typically found within the individual disciplines and majors. Course is delivered in a Socratic style with themes generally focusing on the emerging 21st century. The goal is to lead students to an enhanced understanding of the complex world of the future and of the student’s role in it. Special notes: The course extends over both fall and spring semesters earning six hours credit. A passing grade is dependent on successful completion of the year-long course.

Prerequisites: None (enrollment is controlled by the Registration Restriction provided below).

Co-requisites: None

Registration Restrictions: Enrollment open to students admitted to University Honors College, and to students who have permission to register from the University Honors College. Completion of GER Tier 1 (basic college-level skills) courses and junior standing.

III. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:

- Provide a Platform for Knowledge Integration: By design, the year-long theme selected for Honors A490 must cross multiple disciplines with guest faculty presenting alternative perspectives. Students are required from the beginning of the course to integrate these disciplines, both in their individual assignments and in group activities.

- Facilitate Effective Communication: Effective communication is critical for success in this course. Students will observe and react to the diverse communication approaches of guest faculty, and engage each other and faculty in thoughtful dialogue. Students will also communicate with outside experts, often by electronic means, where clear communication is essential. A required year-long research project places a heavy emphasis on writing quality and originality.

- Encourage Critical Thinking: HNRS A490 students are rarely experts on the theme selected for each year-long course. As such, the course’s faculty
team must introduce the students to the intellectual standards and associated problems specific to each topic covered in the course. Students must then integrate these standards into their class forums, discipline-specific assignments, and project.

- Stress Information Literacy: A computer laboratory is an essential part of this course. Students learn to use information technology as a powerful tool for creativity, analysis, and communication. They access a world-wide knowledge base through the Internet, communicating locally and globally, developing assignments, and for research and presentation of their project. Most important, students must constantly judge the factual and ethical merits of the information they collect.

- Demonstrate Quantitative Perspectives: Each theme involves some degree of quantitative data and analysis; the extent is theme specific. For example, the AY 2004–05 theme of *The New Scientific Revolution* requires considerable use of quantitative data and stresses the integration of such data when postulating hypotheses.

B. Student Outcomes: Students who successfully complete this course will:

- Integrate their understanding of the relationships between different disciplines. In particularly, they will recognize the integrative nature of modern disciplines while investigating topics that are frequently presented in other courses via a “silo-approach”.

- Develop an appreciation of complex issues and trends that are inherently interdisciplinary.

- Become proficient in the use of modern research tools including the use of computer technology for data collection, analysis, communication, and presentation.

- Through participation, learn the Socratic style of intellectual discourse.

- Develop and carry-out a year-long undergraduate research program following the general topic of the seminar; this program will culminate in a final report generally presented to other seminar participants during the last few weeks of this year-long seminar.

IV. Guidelines for Evaluation:

A. Letter Grade of A – F. This course is taught in a two-semester time frame, with a single course grade assigned at the end of the second semester.

B. The course design stresses multiple perspectives on a theme, presented by different experts to a student group actively involved in ongoing conversations with the presenters. Unlike a more traditional course with lectures followed by exams and a term paper, the dialogue in this course is constant and ongoing. Thus, assessment tools must place heavy emphasis on evaluating the student's contribution to ongoing dialogue, and the reflection of aggregate learning in the student's major project, including the project presentation.
An illustrative example is provided from the 2004 – 2005 HNRS A490 course:

1. Homework and midterm exam - 20% of course grade.
2. Socratic participation in class - 10% of course grade.
3. Proposal for year-long honors project – 5% of course grade.
4. Final report and presentation of year-long honors project – 65% of course grade.

- Knowledge Integration will be assessed by evaluating the student's class discussion participation, by specific written assignments requiring the student to contrast, compare, and integrate ideas and perspectives, and most importantly, by knowledge synthesis demonstrated in the student's year long research project.

- Effective Communication will be assessed by the above instruments, and also by evaluation of specific student communications with various discipline experts. The project presentation will be a major final test of communication skills.

- Critical Thinking will be assessed by evaluating the quality of the student's argument as presented orally and in writing. The primary assessment instrument is the year-long research project, including partial drafts provided for faculty review.

- Information Literacy will be assessed by frequent reviews of students' research activities, e.g., reviews of data collection plans and results.

- Captured Assessment Artifacts: The above mentioned reports and assignments, and the year long research project (primary artifact).

V. Course Level Justification

The structure of this course has always been, and will continue to be, an interdisciplinary platform within which both students seeking different degrees and faculty from different fields develop and debate perspectives of major contemporary importance. The teaching approach is one where a lead professor with a major interest and expertise in the chosen theme develops the overall course design and invites guest faculty to present their perspectives and engage the students in discussion and debate. A major year-long research project completed by each student integrates concepts and perspectives, and further develops critical thinking, research and communication skills.

This course has always been offered as a 490 course; it will continue to be offered as a senior honors seminar and hence warrants a 400 level classification.

VI. Topical Course Outline

This course is an umbrella course under which specific content outlines will be developed for each theme chosen by the Honors Faculty Committee. The following sample outline was for a course based on the theme The Information Age.
Below is an outline for the course based on the theme *New Scientific Revolutions*: 

1. Introduction & course overview; what is "Science"?
2. Milestones of Science
3. The Enormous & Violent Frontier: the Universe (two parts)
4. The Incredibly Small Frontier: Matter Itself (two parts)
5. The Orbiters: Solar System Formation - Life – Death (Part 1) and Variety in the Solar System / Search for other systems / the Drake Equation (Part 2)
6. The Last Frontier on Earth: The Oceans (heat engine and biology)
8. The Once Hidden Mind: Neuroscience & Intelligence (Part 1) and To emulate the brain: a history of computing (Part 2)
9. Living Machines?: Robots - Build them / bash them! (Part 1) and Artificial Intelligence (Part 2)
10. Applications at the Frontier: Strange materials (Part 1) and Nanotechnology (Part 2)
11. Life’s Frontier: Genetics (Part 1), Evolutionary Biology and Astrobiology (Part 2), and Bioethics (Part 3)
12. Sustaining the Sustainer: The environment - Growth vs. Limits & related ethics
13. The Rise of Complexity: Introduction to chaos, fractional dimensions, and models (Part 1), Fractals, art, and tessellations (Part 2), and Complexity (Part 3)
14. The literature & cinema of science fiction
15. New Face of an Old Frontier: Science and Religion
16. The Political Frontier: Science and responsible citizenship
17. Student research presentations

Other themes for HNRS A490 have been *Cross- Cultural Communication, Human Rights, and Art, Science and Innovation.*

VII. Suggested Texts

Texts, readings, references, etc. will be chosen to match each specific theme, and
by weekly faculty lecturers to match their specific lecture topics.

VIII. Bibliography

Given the thematic approach to this course, the bibliography is course topic specific.

IX. Capstone Requirement Justification

The University Honors College provides some of the most capable and best motivated students at UAA with an integrative and future-focused program that extends well beyond the confines typically found within individual disciplines and majors. For our faculty, participation in this program encourages multidisciplinary collaboration. It also allows the testing of ideas and approaches for which more conventional teaching opportunities are frequently lacking, but which may in the future be incorporated into other courses.

From a strategic perspective, both the University Honors College and HNRS A490 allow students to examine subjects from a multi-disciplinary perspective, awaken the independent thinker in students, encourage innovative learning processes, attract talented students, and enhance faculty teaching experiences by crossing disciplinary boundaries. The list of desired student outcomes is long and includes a synthesis of ideas between disciplines, an increased understanding of the historical and social impact of related disciplines, the development of research skills via a major year-long research project, a refinement of writing skills, and an enhanced sense of the academic community.

HNRS A490 involves small classes with a strong emphasis on student and faculty interaction. It demands work more difficult than is typically expected in a 400 level course. It stresses both team and individual learning, focuses on interdisciplinary themes, and stresses independent, critical thought. Undergraduate research is a key component of this course. The course stretches over two semesters and carries six credits. It satisfies the scope of a GER Integrative Capstone course.

X. Additional Information on the Course

A. HNRS A490 is a year-long course earning six hours credit and satisfies the three hour GER Integrative Capstone Course requirement. Because of the integrative nature of HNRS A490 and its required research component, students must complete its year-long curriculum (six semester hours) before earning the three credits satisfying the GER Integrative Capstone Course requirement.

B. The course's strategic role has already been described above. Again, this course focuses on the relationships between different disciplines, enhances student understanding of the inherently interdisciplinary nature of modern complex issues and trends, expands student use of computer technology, and refines student research, writing, and communication skills.

When selecting a theme for an HNRS A490 class, considerable attention must be given to including facets from the GER Tier 1 and 2 categories. The theme must be broad enough to support a heavy writing and oral presentation component, an extensive use of traditional and electronic literature searches, dialogues with discipline experts (often electronically), a
focus on topics central to the 21st century, and a year-long research project. Depending on the course theme, globalization and diversity may be integral components of HNRS A490.

C. Total time of student involvement:

1. Seminar hours per week: three.
2. Total time expected outside of class: six or more hours per week, including heavy use of the honors computer laboratory.

D. Laboratory Fees: Yes, for both lab and material fees.

E. Grading: This course is taught in a two-semester time frame, with a single course grade assigned at the end of the second semester.

F. Impacts on library resources will be minimal; no additional resource implications outside those already provided by the University Honors College are expected.
Date: April 2, 2007

To: Provost, Assistant Provost for Academic Affairs, CAS Dean, Chair Mathematical Sciences Department, Chair Communication Department, Chair English Department, & OPRA

From: Ben Curtis, Chair GERC & Caedmon Liburd, Chair UAB

Subject: OPRA GER Topic Paper and Tier 1-Tier 3 Sections

After review of OPRA’s GER Topic Paper, the General Education Review Committee (GERC) concluded that implementation of GER revisions in the current UAA catalog might lead to “bottlenecks” for timely completion of GER Tier 1 and Tier 3 in AY 08-09 and beyond. The GERC requested that OPRA develop an approximation of any needed additional Tier 1 and Tier 3 sections. OPRA’s projections and an explanation of the assumptions used to make these projections are in the attached documents. Tier 1 projections are summarized in Figure D and Tier 3 in Figure E of the attached Data Tables. While these approximations have a substantial margin of error, they provided a validation for the GERC’s concerns.

In regards to Tier 3, the current UAA catalog states that, “The 37-credit General Education Requirement, including the 3-credit Integrative Capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs.” The GERC requested that OPRA estimate the number of “general purpose” Tier 3 Integrative Capstone sections that would be needed for students without a capstone course in their major for graduation in Fall 08 and Spring 09. There are currently six Tier 3 Capstone courses identified by the GERC as “general purpose” based on their required prerequisites providing access for a variety of students in different majors to the course [Capstone course(sections offered 06-07): CIS A376(6 sections), CM A422(0), HIST A390A(1), HIST A427(0), PEP A384(1), & STAT A308(1)]. The CPBB GERC representative has informed the GERC that it is not possible with existing faculty to offer additional capacity in CIS A376. Based on the OPRA estimate of a potential need for 350 “general purpose” Tier 3 capstone seats in 08-09, if one uses the average capstone section size of 25 from the GER Topic Paper, 14 “general purpose” capstone sections would be needed. To meet this projected need, the GERC would like to request a continuation of summer funding from Administration for capstone course development ($1000/course). Specifically, the GERC requests the availability of funds to allow a RFP to all faculty for distributing funds for summer 2007 development of 10 “general purpose” capstone courses with the intention to offer these new courses in AY 08-09.

In regards to Tier 1 Basic College-Level Skills, the current UAA catalog states that “Baccalaureate students are required to complete the 12 credits of Basic College-Level Skills before completing 60 total degree applicable credits.” The Registrar has informed UAB that an upgrade to Banner will allow an effective enforcement of this policy in Fall 2008. For UAA students from 02-06, the GER Topic Paper reports that “58% of the headcount and 63% of the Tier I enrollment occurs AFTER the student has reached upper-division status base on cumulative credit hours already earned.” Enforcement of the 12 credits of Tier I before 60 credits in Fall 2008 would require a shift from the 02-06 pattern of students completing Tier 1 requirements spread over 5 years, to completion in the first two years of academic standing, producing a “surge” in Tier I enrollment.

Assuming that in Fall 2008 all incoming students are required to complete their 12 credits of Tier 1 before 60 credits, the GERC requested that OPRA approximate the number of additional Tier 1 sections needed to accommodate students at section caps and current average section sizes for all Tier 1 courses in each category (Quantitative Skills, Oral Communication Skills, and Written Communication Skills). Three scenarios are summarized in Figure D of the attached Data Tables. The first two scenarios assume that existing sections could be filled to capacity limits. As all the Tier 1 courses are not equally utilized to fulfill the Tier 1 GER requirement (particularly in Quantitative Skills), further analysis may be needed to evaluate the extent of accommodating a surge in Tier 1 enrollment provided by increasing section fill rates. The large differences in the projected sections
required produced by the different scenarios does not support a specific recommendation for each Tier 1 category, but confirms that “bottlenecks” for student access and completion of the 12 credits of Tier 1 courses before 60 credits is a potential problem.

As an academic advisory body, UAB established four goals for this year, one of which was to review and provide recommendations on any matter of academic importance. As a standing committee of UAB, the GERC recognizes that implementation of GER reforms and revisions have resource implications. Development of revisions to the UAA GER requirements to address the 2000 accreditation report received commendation in the 2005 NWCCU Regular Interim Report.

“The committee recommends the Faculty Senate formalize a review of general education requirements that addresses their rationale and plan. Input should be sought from the faculty, administrative staff, and other stakeholders throughout UAA. It is expected that the work on articulating and communicating general education’s mission, goals, and objectives of general education will continue.

The effort to adopt these requirements was led by a Faculty Senate Committee and took almost two years. A favorable faculty vote occurred in 2004. The general education requirements and their subject distribution is included in the 2005-2006 Catalog and are effective with this fall’s entering class. While the list is, for the most part, standard to almost all universities, it does represent considerable exploration on the part of this faculty, and provides a clear pathway for students. The list will also ease the movement of students who so choose from the Associate Degree to the four-year program.”

In order for the GER program to succeed in providing “a clear pathway for students,” the GERC recommends that appropriate resources are needed to provide access for students to Tier 1 and Tier 3 GER courses in order to prevent disruption of the successful implementation of GER reforms.

Other stakeholders may develop different conclusions, recommendations, and/or strategies based on the OPRA projections for the potential for “bottlenecks” in student access to Tier 1 and Tier 3 GER courses; however, the GERC would like to make the following recommendations.

1. Providing resources to offer sufficient Tier 3 Sections to allow students to meet this GER requirement for graduation in AY 08-09 and beyond is given a top priority.

2. Providing resources to Departments with the requisite pedagogical skills for offering sufficient Tier 1 Sections to allow students to complete their 12 credits of basic skills before 60 credits is given a high priority.

The GERC has no specific role in resource allocation, but welcomes the opportunity to continue to review and respond to academic matters, such as those presented in OPRA’s GER Topic Paper, and provide advisory input to Administration.
To: uaa faculty  
Subject: GER Integrative Capstone MiniGrants: Request for Course Proposals, Deadline May 23

Dear Colleagues,

The General Education Review Committee (GERC) is eliciting individual and collective input in developing course proposals to address the need for “General Purpose” Tier 3 GER Integrative Capstone courses to meet the needs of baccalaureate students without a Capstone course in their major. Admission to all capstone courses requires completion of the 12 credits of Tier 1 College-Level Basic Skills and typically Junior Standing. “General Purpose” capstones are those for which any additional prerequisites are met by general completion of GER Tier 2 category(ies) or completion of Tier 2 courses commonly taken by large numbers of baccalaureate students. Minigrants for $1,000.00 per course are available to full-time UAA faculty members who develop proposals during Summer 2007 for new “General Purpose” Integrative Capstone courses. Seven (7) minigrants will be awarded.

Attached to this email are (1) the “General Purpose” Integrative Capstone MiniGrant Packet (attachment 1) and (2) the Integrative Capstone Curriculum Model (attachment 2). Proposals must address the curricular requirements detailed in the attached Integrative Capstone Curriculum Model and Assessment Criteria. The criteria used to evaluate the “General Purpose” Integrative Capstone proposals are also detailed for your review.

If you have any questions about the “General Purpose” Integrative Capstone or preparing the proposal, contact Caedmon Liburd, Chair UAB at 786-1647 or afcal@uaa.alaska.edu

Please submit your proposal with cover sheet to the UAA Governance Office, Administrative Building 226 or electronically via email attachment to aygov@uaa.alaska.edu by Wed, May 23rd 2007 or Fri, June 1st 2007.

Sincerely,

Caedmon Liburd,  
Chair UAB
Coverpage for

FACULTY MINIGRANT PROPOSALS FOR “GENERAL PURPOSE”

GER INTEGRATIVE CAPSTONE COURSES, 2007-2008

DEADLINE FOR SUBMISSION: May 23, 2007

Minigrants for $1,000.00 per course are available to full-time UAA faculty members to develop proposals during Summer 2007 for “General Purpose” courses for the Integrative Capstone category of the UAA GER for the graduating Baccalaureate students without a defined capstone course in their major/program. All capstone courses require completion of the 12 credits of Tier 1 College-Level Basic Skills, and typically Junior Standing, but “General Purpose” capstones are defined as those for which any additional required prerequisites are met by general completion of GER Tier 2 category(ies) or completion of Tier 2 courses commonly taken by large numbers of baccalaureate students. Proposals must address the curricular requirements detailed in the attached Integrative Capstone Curriculum Model and Assessment Criteria (attachment 2). The criteria used to evaluate the Integrative Capstone proposals are detailed on the following page.

Name(s):____________________________ Phone:_____________  Email:___________

Department:___________________________________ Location:_______________________

Course Number and Title:_____________________________________________________________

This is a: □ new course □ revised course

This course counts for: □ GER capstone credit only □ GER capstone & major/program credit

Based on the required prerequisites, this course must be targeted towards and is accessible to either:

□ All students □ All students and as a capstone for a particular major/program

This proposal should follow the outline of a course content guide. Though it need not be fully developed, it should include enough detail to allow evaluation of your proposal and assessment of the potential for the course to (1) meet the requirements of the integrative capstone category, (2) be meaningful, attractive and accessible to students in a number of majors, and (3) to provide opportunity for assessment of a number of GER outcomes including knowledge integration.

If the proposal is funded, you agree:

• To submit the course through the normal curriculum review process (department, college, and university wide peer-review) in Fall 2007;

• To submit the course proposal with appropriate CARs and CCGs attached so that it arrives at the appropriate School/ College Curriculum Review Committee no later than 1 October 2007;

• To accept an assignment, if offered by your dean or director, to instruct the course for the first time between Fall 2008 and Spring 2009;

• To implement the course assessments described in the proposal;

• To participate in GER Integrative Capstone assessment activities; and

• To write an assessment report after the course has been delivered two semesters for the GER Subcommittee detailing student achievement in the Integrative Capstone course.

______________________________________   _______________
Faculty Signature(s)      Date

If you have any questions about the Integrative Capstone or preparing the proposal, contact Caedmon Liburd, Chair of UAB at 786-4364 or afcal@uaa.alaska.edu

Please submit your proposal with cover sheet to the UAA Governance Office electronically as email attachments to aygov@uaa.alaska.edu by Wednesday, 23 May 2007.
Minigrants for $1,000.00 per course are available to full-time UAA faculty members to develop proposals during Summer 2007 for “General Purpose” courses for the Integrative Capstone category of the UAA GER for the graduating Baccalaureate students without a defined capstone course in their major/program. All capstone courses require completion of the 12 credits of Tier 1 College-Level Basic Skills, and typically Junior Standing, but “General Purpose” capstones are defined as those for which any additional required prerequisites are met by general completion of GER Tier 2 category(ies) or completion of Tier 2 courses commonly taken by large numbers of baccalaureate students. Proposals must address the curricular requirements detailed in the attached Integrative Capstone Curriculum Model and Assessment Criteria (attachment 2). The criteria used to evaluate the Integrative Capstone proposals are detailed on the following page.

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Please submit your proposal with cover sheet to the UAA Governance Office electronically as email attachments to aygov@uaa.alaska.edu by Friday, 1 June 2007.
Instructions for

FACULTY MINIGRANT PROPOSALS FOR
“GENERAL PURPOSE” GER INTEGRATIVE CAPSTONE COURSES,
2007-2008

DEADLINE FOR SUBMISSION: June 1, 2007

Please review the following instructions as you develop your minigrant proposal for a GER Integrative Capstone course. The following format indicates what the proposal should address, but it need not be adhered to literally. First, read carefully the Integrative Capstone Curriculum Model and Assessment Criteria (attachment 1), and in a write-up not to exceed five double spaced pages, please indicate the following.

Suggested Format

1. Course Number and Title
2. Course Description (as it might appear in the catalog)
   - Consider a thematic focus dealing with the emerging 21st century (such as the forces of globalization and diversity; scientific, social, and technological change)
3. Course Narrative (what you want the course to achieve)
   - What is your intent in the course?
   - How does it meet the upper-division requirements (course level justification) for Integrative Capstone courses?
   - How does it meet the intent of the Integrative Capstone model?
   - How does it address GER Basic College-Level Skills (Tier 1) and Disciplinary Area (Tier 2) integration?
   - How are the required prerequisite(s), course content, and course activities consistent with providing access to students in a variety of majors and programs?
   - How has the course content been designed to satisfy integrative capstone requirements in the context of appealing to the interests of a variety of students with different disciplinary backgrounds?
   - Describe any other significant aspects of the course.
4. Course Instructional Goals and Student Outcomes
   - Knowledge Integration and at least 3 out of the 4 instructional goals and student outcomes (see Curriculum Model and Assessment Criteria, section 5.0)
   - List and describe any other course-specific instructional goals and student outcomes the course will engage.
5. Course Assessment Strategies (Knowledge Integration and at least 2 out of the 4 detailed above, see Curriculum Model, Section 6.0)
   - For each Instructional Goal and Student Outcome, describe how you will assess student achievement in each of those areas.
   - What specific assignments will students be asked to complete to demonstrate their achievement in the course?
   - What specific student artifacts will be created to document student achievement in the course?
6. Additional Material
   - Please feel free to include any other information that will assist the review committee in assessing the potential of your proposal for the Integrative Capstone category.

The GER Summer Working Group will use the following criteria to review your proposal:

<table>
<thead>
<tr>
<th>The course proposal addresses the requirement:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>1. Knowledge Integration is incorporated as part of the course design</td>
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<td>2. Knowledge Integration is specifically addressed as part of outcomes assessment</td>
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<td>3. At least 3 out 4 other Instructional Goals and Student Outcomes are part of the course design</td>
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<td>- Effective Communication</td>
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<td>- Critical Thinking</td>
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<td>- Information Literacy</td>
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<td>- Quantitative Perspectives</td>
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<td>4. (Performance in Knowledge Integration and at least 2 of the other chosen Instructional Goals and Student Outcomes referenced in 3 are assessed)</td>
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<td>5. Generates student artifacts that demonstrate achievement in the student outcomes</td>
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