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 January 19, 2006 (pg. 2-3)

IV. Chair’s Report

V. Course Action Requests

Chg  PSY  A111  General Psychology (3 cr) (3+0)  
No revisions received

Chg  PSY  A150  Lifespan Development (3 cr) (3+0)  
No revisions received

Chg  MUS  A124  History of Jazz (3 cr) (3+0) (pg. 4-9)

Chg  MUS  A215  Music of Alaska Natives and Indigenous Peoples of Northern Regions (3 cr) (3+0) (pg. 10-16)

Chg  AKNS  A215  Music of Alaska Natives and Indigenous Peoples of Northern Regions (3 cr) (3+0) (pg. 17-23)

VI. Old Business
A. GER CCG Updates
   1. Revised GER Review Templates (pg. 24-25)
   2. DRAFT memo to announce the GER Templates (pg. 26)

VII. New Business
A. GER Topic Paper: Annotated Executive Summary (pg. 27-40)

VIII. Informational Items and Adjournment
General Education Review Committee
Summary

January 19, 2007
ADM 201
12:45 p.m. – 1:45 p.m.

I. Roll
(x) 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
( ) Jack Pauli  CBPP/UAB
(x) Jeane Breinig  CAS  Written Communication
(x) Len Smiley  CAS/UAB  Quantitative Skills
(x) Robin Wahto  CTC
(x) 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 December 15, 2006 (pg. 2-3)
Approved

IV. Chair’s Report
Music reports
Hope to approve templates today and send to UAB and Faculty Senate (info. items)

V. Course Action Requests

Chg  PSY  A111  General Psychology (3 cr) (3+0)
No revisions received

Chg  PSY  A150  Lifespan Development (3 cr) (3+0)
No revisions received

Chg  MUS  A124  History of Jazz (3 cr) (3+0) (pg. 4-10)
Approved

Chg  MUS  A215  Music of Alaska Natives and Indigenous Peoples of Northern Regions (3 cr) (3+0) (pg. 11-17)
Will bring back revisions to GER 1/26

Chg  AKNS  A215  Music of Alaska Natives and Indigenous Peoples of Northern Regions (3 cr) (3+0) (pg. 18-25)
Will bring back revisions to GER 1/26

VI. Old Business
A. GER CCG Updates
  1. Approval of GER Review Templates (pg. 26-39)
Oral Communication approved with changes (Representative is present)
Written Communication approved (Representative is present)
Fine Arts approved (Representative is present)
Humanities- Languages approved (Representative is present)
Humanities- Logic and Content-Oriented (Tom has been called, but gotten no response)
Social Sciences approved sticking with original number 2

VII. New Business
   A. Review of GER Topic Paper: Annotated Executive Summary
      Tabled for future meeting

VIII. Informational Items and Adjournment
      Meeting adjourned
DATE: October 5, 2006

TO: Dr. Ben Curtis, Assistant Professor of Science
    Chair, GER Curriculum Sub-Committee

    Caedmon Liburd, Associate Professor of History
    Chair, UAB Curriculum Committee

FR: Karen Strid-Chadwick, Professor of Jazz Studies
    Craig Coray, Instructor of MUS/AKNS 215
    Nancy Furlow, Interim Director of Alaska Native Studies

RE: Proposal to change MUS 124, History of Jazz from elective status to a
    GER Fine Arts course.

Justification for action:

Since, History of Jazz fulfills the Fine Arts GER requirement at every major university in
the country, NASM (National Association of Schools of Music) has recommended to the
Department of Music that this course, fulfill the GER Fine Arts category. This course
enriches students' knowledge and understanding of jazz's emergence from mostly African
and, to a lesser extent, from European sources, the musical elements from the former and
the instruments and structures from the latter. American sociological conditions, i.e.
slavery, laid the groundwork for this extraordinary and enduring art form that could have
only happened in the Americas. Students will study important and significant musical
creative products of the human imagination and will be provided with the analytical skills
and vocabulary needed to understand and appreciate musical creativity and specific
musical works in the context of the art of jazz expression. This course explores jazz
music from the civil war to the present and includes discussion of African, Creole and
Latin influences.
## Curriculum Action Request

**University of Alaska Anchorage**

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

### 1. School or College

<table>
<thead>
<tr>
<th>AS</th>
<th>CAS</th>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>MUS</td>
<td>A124</td>
<td></td>
<td>3</td>
<td>(Lecture + Lab)</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(3+0)</td>
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</tbody>
</table>

### 6. Complete Course/Program Title

**History of Jazz**

Abbreviated Title for Transcript (30 character)

### 7. Type of Course

<table>
<thead>
<tr>
<th>Academic</th>
<th>Non-credit</th>
<th>CEU</th>
<th>Professional Development</th>
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</table>

### 8. Type of Action

<table>
<thead>
<tr>
<th>Add</th>
<th>Change</th>
<th>Delete</th>
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</thead>
</table>

### 9. Repeat Status

<table>
<thead>
<tr>
<th>No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
</table>

### 10. Grading Basis

<table>
<thead>
<tr>
<th>A-F</th>
<th>P/NP</th>
<th>NG</th>
</tr>
</thead>
</table>

### 11. Implementation Date

From: Fall/2007 To: /9999

### 12. Cross Listed with

<table>
<thead>
<tr>
<th>Stacked</th>
<th>with</th>
<th>Cross-Listed Coordination Signature</th>
</tr>
</thead>
</table>

### 13. General Education Requirement

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>Written Communication</th>
<th>Quantitative Skills</th>
<th>Humanities</th>
<th>Fine Arts</th>
<th>Social Sciences</th>
<th>Natural Sciences</th>
<th>Integrative Capstone</th>
</tr>
</thead>
</table>

### 14. Course Description

History and development of jazz from its early heritage to the present, emphasizing representative styles and individual or group contributors. Recordings, guest artists, and possible field trips enhance regular classroom activities.

### 15. Course Prerequisite(s)

17a. Course Prerequisite(s) (list prefix and number)

none

17b. Test Score(s)

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

### 17d. Other Restriction(s)

<table>
<thead>
<tr>
<th>College</th>
<th>Major</th>
<th>Class</th>
<th>Level</th>
</tr>
</thead>
</table>

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

### 18. Mark if course has fees

### 19. Justification for Action

NASM (National Association of Schools of Music) has recommended to the Department of Music that History of Jazz, as a GER, fulfill the Fine Arts category. This course enriches students’ knowledge and understanding of jazz’s emergence from mostly African and, to a lesser extent, from European sources, the musical elements from the former and the instruments and structures from the latter. American sociological conditions, i.e. slavery, laid the groundwork for this extraordinary and enduring art form that could have only happened in the Americas. Students will study significant musical creative products of the human imagination and will be provided with the analytical skills and vocabulary needed to understand and appreciate musical creativity and specific musical works in the context of the art of jazz expression.

---

Initiator (faculty only) Date

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
I. Course description: History and development of jazz from its early heritage to the present, emphasizing representative styles and individual or group contributors. Recordings, guest artists, and possible field trips enhance regular classroom activities.

II. Course design
   A. overview: This course covers the primary historical areas of jazz from the turn of the century to the present. Major performance styles, practices, performers and composers of each era are discussed. Students learn basic jazz musical forms, rhythmic interpretations, ensemble instrumentation, and improvisational styles though audio, video and live examples.
   B. credits: 3
   C. contact hours: 2 ½ hours per week; 15 weeks
   D. lecture/lab ratio: 3+0
   E. degree requirements met: Fine Arts GER
   F. grading basis: A – F
   G. prerequisites: N/A
   H. registration restrictions: N/A
   I. Course level justification: This course fulfills the Fine Arts GER requirement that provides the student with an introduction to music as an academic discipline.

III. Course Activities: Student will be required to listen to the jazz CD’s outside of class and discuss the tunes heard. Student will be given a quiz every week to ensure consistent study of the text and listening for proper preparation of the mid-term and final exams. Student will be required to attend two jazz concerts during the semester and write a brief paper on each. Student will be required to do some library research (note: special project in topical outline).
IV. Evaluation: Grading basis is A – F. Evaluation may vary slightly with each instructor, but the following are areas that must be included in the evaluation:
   A. regular class attendance with evidence of sufficient consistent study.
   B. mastery in the description of styles.
   C. mastery in listening skills and historical placement of the various examples discussed in class.
   D. development of interpretative skills and understanding of form and structure.

V. Instructional Goals and Student Outcomes:
   Instructional Goals: Teacher will:
   A. demonstrate the requisite skills necessary to recognize musical instruments, tempos and performance techniques.
   B. assist the student in discovering cultural origins of jazz.
   C. examine all major jazz styles and place them historically.
   D. explain music and jazz terminology.

   Defined Outcomes: Student will be able to:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify musical instruments, tempos and performance</td>
<td>Objective exams</td>
</tr>
<tr>
<td>techniques</td>
<td></td>
</tr>
<tr>
<td>identify the cultural sources of jazz through jazz</td>
<td>Objective exams</td>
</tr>
<tr>
<td>recordings or performances</td>
<td></td>
</tr>
<tr>
<td>identify jazz styles and place each historically</td>
<td>Objective exams</td>
</tr>
<tr>
<td>use standard terminology in identifying jazz music</td>
<td>Objective exams</td>
</tr>
</tbody>
</table>

VI. Course Outline
   A. Cultural Perspective
      1. Origins of jazz: African, Creole, Latin and Caucasian
      2. Attention to geography and cultures
   B. Development of listening skills
      1. Identifying instruments by ear and their function in jazz
      2. Identifying compositional and performance techniques used by jazz musicians
      3. Identifying tempos
   C. Development of recognition of different styles
      1. Analyzing form and structure (i.e. the “blues” and “rhythm changes”)
      2. Identifying swing style
      3. Identifying improvisational styles
      4. Identifying, ragtime, stride, boogie-woogie, Dixieland, early combo, big band swing, bop, hard bop, cool, gospel, free jazz, and fusion jazz styles
   D. Development of written skills
      1. Researching jazz performers and styles
      2. Essay questions on tests and quizzes
      3. Semester written assignment

VII. Suggested texts

VIII. Bibliography


Curriculum Coordination Form

Notification Date: Feb. 27, 2006

Initiating unit: Music

Affected unit(s):

Course Prefix and Number: MUS       Previous Prefix and Number: 124

Complete Course/Program Title: History of Jazz

Previous Course/Program Title:

Description of Action: change course from elective ot GER status

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.
DATE: October 5, 2006

TO: Dr. Ben Curtis, Assistant Professor of Science
    Chair, GER Curriculum Sub-Committee
    Caedmon Liburd, Associate Professor of History
    Chair, UAB Curriculum Committee

FR: Karen Strid-Chadwick, Professor of Jazz Studies
    Craig Coray, Instructor of MUS/AKNS 215
    Nancy Furlow, Interim Director of Alaska Native Studies

RE: Proposal to change MUS/AKNS 215, Music of the Natives of Alaska
    and Peoples of Northern Regions from elective status to a GER Fine
    Arts course.

Justification for action:

In recognition of Chancellor Maimon’s emphasis on Native studies in UAA’s curriculum
and NASM’s (National Association of Schools of Music) specific recommendation for an
Alaska Native music component in UAA’s music curriculum, it is proposed that
Regions, be moved to GER status. Alaska’s indigenous populations are experiencing a
cultural renaissance in which traditional song and dance have claimed their rightful place
as enduring art forms expressing the cultural and spiritual identities of the diverse Native
groups that have been the sole occupants of Alaska for several millennia before the
arrival of the first Euro-Americans. The singing and traditions of Alaska’s Natives,
closely allied with animistic and shamanistic practices and maintained exclusively
through oral transmission, offer the unique opportunity to explore music as an outgrowth
of an isolated geographical region and its inhabitants. Students will study the course
materials from a sociological, historical, and analytical perspective to gain a broader
understanding of music as a means of creative expression for Northern indigenous
peoples.
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

1c. Department  
Music

2. Course Prefix  
MUS

3. Course Number  
A215

4. Previous Course Prefix & Number

5a. Credits/CEU  
3

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

6. Complete Course/Program Title  
Music of Alaska Natives and Indigenous Peoples of Northern Regions

Music of Alaska Natives  
Abbreviated Title for Transcript (30 character)

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

8. Type of Action  
☐ Course  ☐ Program

☐ Add
☐ Change (mark appropriate boxes)
☐ Delete

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

☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions

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  AKNS A215

☐ Stacked with

Cross-Listed Coordination Signature

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

14. Coordinate with Affected Units:  
ANTH, AKNS, Faculty List Serve, Dean & Directors, Anchorage, Mat-Su, Kodiak and KPC

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  
Explores the music of Alaska Natives and Indigenous Peoples of Northern regions by group, including influences from Euro-American music. Special Note: AKNS A201 or MUS A111 recommended.

17a. Course Prerequisite(s) (list prefix and number)  
ENGL A111

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  
The singing and traditions of Alaska’s Natives, closely allied with animistic and shamanistic practices and maintained exclusively through oral transmission, offer the unique opportunity to explore music as an outgrowth of an isolated geographical region and its inhabitants.

Initiator (faculty only)  Date

Approved
Disapproved:

Dean/Director of School/College  Date

Approved
Disapproved:

Department Chairperson  Date

Approved
Disapproved:

Undergraduate or Graduate Academic Board Chairperson  Date

Approved
Disapproved:

Provost or Designee  Date
I. **Course Description:** Explores the music of Alaska Natives and Indigenous Peoples of Northern regions by group, including influences from Euro-American music.

II. **Course Design:**

   A. **overview:** This course will examine the music of indigenous Alaskans from the time of the first field recordings to the present, from both a theoretical and cultural perspective. A primary emphasis will be on non-Western concepts of scale and form, and the roles of language, lifestyle, and ceremony in shaping the music. Ability to read music will be beneficial but not essential.

   B. **credits:** 3

   C. **contact hours:** 2 hours and 30 minutes per week for 15 weeks

   D. **lecture/lab ratio:** 3 + 0

   E. **degree requirements met:** Fine Arts GER

   F. **grading basis:** A - F

   G. **prerequisites:** ENG A111

   H. **registration restrictions:** N/A

   I. **special note:** AKNS A201 or MUS A111 recommended

   J. **Course level justification:** This course fulfills the Fine Arts GER requirement that provides the student an introduction to music. This course fosters a development of intellectual and aesthetic depth; the appreciation of diversity within cultures of northern regions; the appreciation of diversity through learning about the contribution of Alaska Natives and other northern regions to American cultural life; and the development of aesthetic sensitivity and responsiveness.

III. **Course Activities:** Course activities will include guided listening and analysis of recordings and written transcriptions, guided discussion of assigned readings and research topics, and live question-and-answer sessions with guest artists and scholars. In addition, the student will write a five-page research paper and make an oral presentation to the class.
IV. Evaluation: Grading basis is A- F. Grades will be based on these criteria:
   A. Tests: one mid-term and one final, with a combination of objective, analytical, and essay questions.
   B. Listening quizzes: five, requiring aural recognition of styles and specific songs.
   C. Projects: one five-page research paper.
   D. Homework: reading and listening assignments, research topics.

V. Instructional Goals and Defined Outcomes:
   Instructional Goals: Teacher will:
   A. demonstrate the requisite skills necessary to analyze Alaska Native music with regard to scale, rhythm, and form.
   B. assist the student in discovering the cultural origins of Alaska Native music and indigenous music of other northern regions.
   C. classify the differences and similarities in the music of the different Alaska Native groups, and of indigenous peoples of other northern regions.
   D. examine the importance of musical tradition in maintaining the cultural identity of Alaska Natives.

   Defined Outcomes: Student will be able to:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate the difference between the musical styles of the Western folk-art tradition and those of Alaska Natives and indigenous peoples of northern regions</td>
<td>Objective exams</td>
</tr>
<tr>
<td>apply aural skills and knowledge of styles necessary to recognize the music of the different Alaska Native groups, and of other peoples of northern regions.</td>
<td>Objective exams</td>
</tr>
<tr>
<td>illustrate the role of music in cultures of different Alaska Native groups and other northern regions.</td>
<td>Objective exams</td>
</tr>
<tr>
<td>identify and describe stylistic traits of Alaska Native and northern music which express indigenous Alaskan culture and the culture of other northern regions.</td>
<td>Objective exams</td>
</tr>
<tr>
<td>identify and describe songs from each Alaska Native group which exemplify the historic cultural heritage of that group.</td>
<td>Objective exams</td>
</tr>
</tbody>
</table>

VI. Course Outline:
   A. Cultural Perspective
      1. Alaska Natives by tribe: geography, history, and culture
      2. The role of lifestyle and ceremony in indigenous music (food-gathering, potlatch, messenger-feast, etc.)
   B. Theoretical Perspective
      1. Music theory: introduction to notation, pitch, scales, rhythm
      2. Vocal styles and instrumentation in Alaska Native music
      3. Problems in notation in non-Western musical traditions
   C. Characteristics of Alaska Native Music by Tribe
1. Northern/Western (Inupiaq, Yup’ik)
2. Interior/Athapaskan (Koyukon, Tanana, Gwichin, Ahtna, Deg Hitan, Dena’ina)
3. Southeastern (Tlingit, Haida, Tsimshian)
4. Southwestern/Southcoastal (Aleut, Alutiiq)

D. Extensions
1. Neighboring Cultures (Siberia, Canada, Greenland)
2. Russian and American influences
3. Native music in films and Western art music
4. The future of Alaska Native music: revitalizing traditional arts

VII. Suggested Texts:
Instructor will provide a course packet for students.

VIII. Bibliography

Books on reserve
Boulton, Laura: The Music Hunter
Davis, Carol Beery: Totem Echoes
De Laguna, Frederica: Under Mount St. Elias
Hauck, Shirley: Extinction and Reconstruction of Aleut Music and Dance
Johnston, Thomas: Eskimo Music by Region
May, Elizabeth: Musics of Many Cultures
Mishler, Craig: The Crooked Stovepipe
Solomon, Madeline: Koyukon Athabaskan Dance Songs

Journals
The Indian Historian, 1975, Vol. 8 (Johnston, Thomas: A Perspective on Tlingit Music)
Arctic Anthropology, 1964, Vol. 2 (Loyens, William: The Koyukon Feast for the Dead)
Tennessee Folklore Society, 1979, Bulletin 45 (Music of the Tanaina Indians of Southcentral Alaska)

Copies of articles on reserve (selected readings)
Festival of Native Arts: Where It All Began
Kingston, Deanna: Music, Traditional Indigenous
Williams, Maria: Contemporary Alaska Native Dance

Compact discs on reserve
<table>
<thead>
<tr>
<th>Title</th>
<th>Label</th>
<th>Catalog Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthology of N. American Indian &amp; Eskimo Music</td>
<td>Smithsonian Folkways</td>
<td>FE4541</td>
</tr>
<tr>
<td>The Eskimos of Hudson Bay and Alaska</td>
<td>“”</td>
<td>FE4444</td>
</tr>
<tr>
<td>Eskimo Songs from Alaska</td>
<td>“”</td>
<td>FE4069</td>
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<tr>
<td>Haida Indian Music of the Pacific Northwest</td>
<td>“”</td>
<td>FE4119</td>
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<tr>
<td>Music of the Alaskan Kutchin Indians</td>
<td>“”</td>
<td>FE4070</td>
</tr>
<tr>
<td>Alaskan Eskimo Songs and Stories</td>
<td>AK Festival of Music</td>
<td></td>
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<tr>
<td>Music of SE Alaska</td>
<td>Coray</td>
<td>CCSE</td>
</tr>
<tr>
<td>Music of Interior Alaska</td>
<td>“”</td>
<td>CC INT</td>
</tr>
<tr>
<td>Music of Southcoastal &amp; Southwest Alaska</td>
<td>“”</td>
<td>CC SC/SW</td>
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<tr>
<td>Music of Western &amp; Northern Alaska</td>
<td>“”</td>
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<td>Music of Canada</td>
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</tr>
<tr>
<td>Music of Siberia</td>
<td>“”</td>
<td>CC SI</td>
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</tbody>
</table>
Resource Implication Form

1. School/College CAS

2. Program/Course Music of Alaska Natives and Indigenous Peoples of Northern Regions

3. Course Prefix AKNS A215/ MUS A215

4. Course Number A215

5. Implementation Date 1/2007

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: Course is currently taught by an adjunct instructor. No additional sections are anticipated.

Approved
Disapproved

Department Chair

Approved
Disapproved

Dean/Director of School/College

Approved
Disapproved

Provost
1a. School or College  
AS CAS  
1b. Division  
AHUM  
1c. Department  
AKNS  

2. Course Prefix  
AKNS  
3. Course Number  
A215  
4. Previous Course Prefix & Number  
5. Credits/CEU  
3  
5b. Contact Hours  
(Lecture + Lab)  
(3+0)  

6. Complete Course/Program Title  
Music of Alaska Natives and Indigenous Peoples of Northern Regions  

Music of Alaska Natives  
Abbreviated Title for Transcript (30 character)  

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

8. Type of Action  
☐ Course  
☐ Program  
☐ Add  
☐ Change  
☐ Delete  
☐ Prefix  
☐ Credits  
☐ Title  
☐ Grading Basis  
☐ Course Description  
☐ Test Score Prerequisites  
☐ Other Restrictions  
☐ Class  
☐ Level  
☐ College  
☐ Major  
☐ Other GER Status  

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

10. Grading Basis  
☐ A-F  
☐ P/NC  
☐ NG  

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

12. ☐ Cross Listed with  
MUS A215  

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

14. Coordinate with Affected Units:  
ANTH, MUS, Faculty List Serve, Deans & Directors, Anchorage, Mat-Su, Kodiak and KPC  
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  
Explores the music of Alaska Natives and Indigenous Peoples of Northern regions by group, including influences from Euro-American music. Special Note: AKNS A201 or MUS A111 recommended.  

17a. Course Prerequisite(s) (list prefix and number)  
ENGL A111  
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  
The singing and traditions of Alaska’s Natives, closely allied with animistic and shamanistic practices and maintained exclusively through oral transmission, offer the unique opportunity to explore music as an outgrowth of an isolated geographical region and its inhabitants.  

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  
17 Date
COURSE CONTENT GUIDE

University of Alaska Anchorage

College/Unit: College of Arts and Sciences/Dept. of Alaska Native Studies
Date: September 19, 2006

Course Title: AKNS A215:
Music of Alaska Natives and Indigenous Peoples of Northern Regions
Cross Listed with Dept. of Music: MUS A215

Credits: 3

I. Course Description: Explores the music of Alaska Natives and Indigenous Peoples of Northern regions by group, including influences from Euro-American music.

II. Course Design:
   A. Overview: This course will examine the music of indigenous Alaskans from the time of the first field recordings to the present, from both a theoretical and cultural perspective. A primary emphasis will be on non-Western concepts of scale and form, and the roles of language, lifestyle, and ceremony in shaping the music. Ability to read music will be beneficial but not essential.
   B. Credits: 3
   C. Contact hours: 2 hours and 30 minutes per week for 15 weeks
   D. Lecture/lab ratio: 3 + 0
   E. Degree requirements met: Fine Arts GER
   F. Grading basis: A - F
   G. Prerequisites: ENG A111
   H. Registration restrictions: N/A
   I. Special note: AKNS A201 or MUS A111 recommended
   J. Course level justification: This course fulfills the Fine Arts GER requirement that provides the student an introduction to music. This course fosters a development of intellectual and aesthetic depth; the appreciation of diversity within cultures of northern regions; the appreciation of diversity through learning about the contribution of Alaska Natives and other northern regions to American cultural life; and the development of aesthetic sensitivity and responsiveness.

III. Course Activities: Course activities will include guided listening and analysis of recordings and written transcriptions, guided discussion of assigned readings and research topics, and live question-and-answer sessions with guest artists and
scholars. In addition, the student will write a five-page research paper and make an oral presentation to the class.

IV. Evaluation: Grading basis is A-F. Grades will be based on these criteria:

A. Tests: one mid-term and one final, with a combination of objective, analytical, and essay questions.
B. Listening quizzes: five, requiring aural recognition of styles and specific songs.
C. Projects: one five-page research paper.
D. Homework: reading and listening assignments, research topics.

V. Instructional Goals and Defined Outcomes:

Instructional Goals: Teacher will:

A. demonstrate the requisite skills necessary to analyze Alaska Native music with regard to scale, rhythm, and form.
B. assist the student in discovering the cultural origins of Alaska Native music and indigenous music of other northern regions.
C. classify the differences and similarities in the music of the different Alaska Native groups, and of indigenous peoples of other northern regions.
D. examine the importance of musical tradition in maintaining the cultural identity of Alaska Natives.

Defined Outcomes: Student will be able to:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrate the difference between the musical styles of the Western folk-art tradition and those of Alaska Natives and indigenous peoples of northern regions.</td>
<td>Objective exams</td>
</tr>
<tr>
<td>apply aural skills and knowledge of styles necessary to recognize the music of the different Alaska Native groups, and of other peoples of northern regions.</td>
<td>Objective exams</td>
</tr>
<tr>
<td>illustrate the role of music in cultures of different Alaska Native groups and other northern regions.</td>
<td>Objective exams</td>
</tr>
<tr>
<td>identify and describe stylistic traits of Alaska Native and northern music which express indigenous Alaskan culture and the culture of other northern regions.</td>
<td>Objective exams</td>
</tr>
<tr>
<td>identify and describe songs from each Alaska Native group which exemplify the historic cultural heritage of that group.</td>
<td>Objective exams</td>
</tr>
</tbody>
</table>

VI. Course Outline:

A. Cultural Perspective

1. Alaska Natives by tribe: geography, history, and culture
2. The role of lifestyle and ceremony in indigenous music (food-gathering, potlatch, messenger-feast, etc.)

B. Theoretical Perspective

1. Music theory: introduction to notation, pitch, scales, rhythm
2. Vocal styles and instrumentation in Alaska Native music
3. Problems in notation in non-Western musical traditions

C. Characteristics of Alaska Native Music by Tribe
   1. Northern/Western (Inupiaq, Yup’ik)
   2. Interior/Athapaskan (Koyukon, Tanana, Gwichin, Ahtna, Deg Hitan, Dena’ina)
   3. Southeastern (Tlingit, Haida, Tsimshian)
   4. Southwestern/Southcoastal (Aleut, Alutiiq)

D. Extensions
   1. Neighboring Cultures (Siberia, Canada, Greenland)
   2. Russian and American influences
   3. Native music in films and Western art music
   4. The future of Alaska Native music: revitalizing traditional arts

VII. Suggested Texts:
Instructor will provide a course packet for students.

VIII. Bibliography

Books on reserve

Boulton, Laura: The Music Hunter
Davis, Carol Beery: Totem Echoes
De Laguna, Frederica: Under Mount St. Elias
Hauck, Shirley: Extinction and Reconstruction of Aleut Music and Dance
Johnston, Thomas: Eskimo Music by Region
May, Elizabeth: Musics of Many Cultures
Mishler, Craig: The Crooked Stovepipe
Solomon, Madeline: Koyukon Athabaskan Dance Songs

A. Journals

The Indian Historian, 1975, Vol. 8 (Johnston, Thomas: A Perspective on Tlingit Music)
Arctic Anthropology, 1964, Vol. 2 (Loyens, William: The Koyukon Feast for the Dead)
Tennessee Folklore Society, 1979, Bulletin 45 (Music of the Tanaina Indians of Southcentral Alaska)

B. Copies of articles on reserve (selected readings)

Festival of Native Arts: Where It All Began
Kingston, Deanna: Music, Traditional Indigenous
Williams, Maria: Contemporary Alaska Native Dance

C. Compact discs on reserve
<table>
<thead>
<tr>
<th>Title</th>
<th>Label</th>
<th>Catalog Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthology of N. American Indian &amp; Eskimo Music</td>
<td>Smithsonian Folkways</td>
<td>FE4541</td>
</tr>
<tr>
<td>The Eskimos of Hudson Bay and Alaska</td>
<td>“</td>
<td>FE4444</td>
</tr>
<tr>
<td>Eskimo Songs from Alaska</td>
<td>“</td>
<td>FE4069</td>
</tr>
<tr>
<td>Haida Indian Music of the Pacific Northwest</td>
<td>“</td>
<td>FE4119</td>
</tr>
<tr>
<td>Music of the Alaskan Kutchin Indians</td>
<td>“</td>
<td>FE4070</td>
</tr>
<tr>
<td>Alaskan Eskimo Songs and Stories</td>
<td>AK Festival of Music</td>
<td></td>
</tr>
<tr>
<td>Music of SE Alaska</td>
<td>Coray</td>
<td>CCSE</td>
</tr>
<tr>
<td>Music of Interior Alaska</td>
<td>“</td>
<td>CC INT</td>
</tr>
<tr>
<td>Music of Southcoastal &amp; Southwest Alaska</td>
<td>“</td>
<td>CC SC/SW</td>
</tr>
<tr>
<td>Music of Western &amp; Northern Alaska</td>
<td>“</td>
<td>CC W/N</td>
</tr>
<tr>
<td>Music of Canada</td>
<td>“</td>
<td>CC CA</td>
</tr>
<tr>
<td>Music of Siberia</td>
<td>“</td>
<td>CC SI</td>
</tr>
</tbody>
</table>
Curriculum Coordination Form

Notification Date: Feb. 27, 2006

Initiating unit: Music

Affected unit(s): AKNS

Course Prefix and Number: 215   Previous Prefix and Number:

Complete Course/Program Title: Music of the Natives of Alaska and Northern Regions

Previous Course/Program Title:

Description of Action: change course from elective to GER status

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

2. Program/Course Music of Alaska Natives and Indigenous Peoples of Northern Regions

3. Course Prefix AKNS A215/ MUS A215

4. Course Number A215

5. Implementation Date 1/2007

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: Course is currently taught by an adjunct instructor. No additional sections are anticipated.

Approved

Disapproved

Department Chair

Date

Approved

Disapproved

Dean/Director of School/College

Date

Approved

Disapproved

Provost

Date
## Template for Review of Tier 1: Oral Communication Skills GER Courses

<table>
<thead>
<tr>
<th>Course:</th>
<th>Crs. #</th>
<th>Date of Review:</th>
</tr>
</thead>
</table>

For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.

<table>
<thead>
<tr>
<th>CAR</th>
<th>CCG date within 10 years</th>
<th>Course Description</th>
<th>Course Outcome</th>
<th>Text &amp; Bibliography Current</th>
</tr>
</thead>
</table>

CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.

### Student Outcomes

At the completion of the course the student will be able to:

<table>
<thead>
<tr>
<th>Category Descriptor Outcomes</th>
<th>Outcome Included in Course</th>
<th>Outcome Assessed with Appropriate Tools</th>
<th>Evidence for Achievement of Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the dynamic nature of the communication process.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Implement effective and appropriate communication skills, including the ability to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• develop, organize, present, and critically evaluate messages;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• analyze audiences; and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• adapt to a variety of communication settings.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Appropriate numbered GER preamble Student Outcomes

**Must Include:** 1. Communicate effectively in a variety of contexts and formats.

**May include:** 7. Locate and use relevant information to make appropriate personal and professional decisions.

*For institutional GER review*
### Template for Review of Tier 2: Social Sciences GER Courses

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Course Outline</th>
<th>Text &amp; Bibliography Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCG date within 10 years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.

**CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.**

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>At the completion of the course the student will be able to:</th>
<th>Outcome Included in Course</th>
<th>Outcome Assessed with Appropriate Tools</th>
<th>Evidence for Achievement of Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category Descriptor Outcomes</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>1. Reflect on the workings of individuals and the society of which they are a part and possess a broad perspective on the diversity of human behavior.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Distinguish between empirical and non-empirical truth claims.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, qualitative analysis, quantitative reasoning, and application to social aspects of contemporary life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate knowledge of social science approaches and apply that knowledge in a particular content area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Appropriate numbered GER preamble Student Outcomes**

**Must Include:** 5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political, economic, and/or cultural dynamics.

**May include:** 8. Adopt critical perspectives to better understand the forces of globalization and diversity.

*For institutional GER review*
DRAFT for GERC review only

Date: , 2007

To: CAS, CPBB, CHSW Deans, Patty Linton, Curriculum Committees, Faculty

From: Ben Curtis, Chair GERC

Subject: Availability of GER Course Review Templates

The General Education Review Committee (GERC) and the Undergraduate Academic Board (UAB) have approved GER review templates for each of the GER categories which incorporate input received from faculty. The templates will ONLY be used by the GERC for the actual GER course review process. The templates are now available on the GER website (http://www.uaa.alaska.edu/governance/ger/index.cfm), and the GERC encourages faculty preparing GER courses for submission to UAB to examine the templates as a guide to the criteria in the current UAA Catalog’s category descriptor that the GERC will use to review GER courses.

GER course review by the GERC is a deliberative process based on active discussion among its members and the course initiator(s). The GERC will utilize the templates as a tool to assist with arriving at a consensus that there is sufficient alignment of a specific courses’ outcomes with its requested GER category descriptor to justify inclusion of the course in that category.

The Curriculum Handbook now contains the following statement approved by the faculty senate on November 3, 2006. “The Committee shall: (with respect to course actions and reviews) 1) apply the current UAA catalog’s GER category descriptors and GER Student Outcomes as primary criteria for evaluating all GER courses for inclusion in specific categories of the General Education curriculum. Tier 3: Integrative Capstone courses have additional criteria.” Other than this requirement that a GER courses’ outcomes are consistent with the current Catalog’s category descriptor, there are no “new” criteria for the approval of GER courses. On the templates, the GERC will note if the course outcomes are assessed with appropriate tools based on the statement in the Curriculum Handbook that, “Student outcomes must be specific, measurable, achievable, relevant, and timely. Student evaluation methods must assess the accomplishment of the students in each outcome”. The GERC will also record the “Evidence for Achievement of Outcome*” on the templates; however, as stated on the template, this is “*For institutional GER review” only, as part of ongoing institutional assessment of the GER.

As they are used for course review, the GERC will continue to evaluate the need for any further revisions to the review templates based on faculty input.
SUPPORTING UAA’S INSTRUCTIONAL MISSION

GENERAL EDUCATION REQUIREMENT COURSES

(A FIVE-YEAR CONTEXT PROFILE)

Topic Paper 2006-04

Prepared for:
UAA Provost Dr. Mike Driscoll

by:
Office of Institutional Planning, Research & Assessment

Dr. Gary Rice, Director
Yuan Fang Dong
Hongmei Zhu

In Collaboration with:
General Education Review Committee
Dr. Benson Curtis, Chairman

November 2006
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   How Full is the Course(s)?
   When is Course(s) taken in Student’s Goal Path?
   Who takes the Course(s)/
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   What is Relationship between Course(s) Attributes and Attrition?
   Who Teaches the Course(s)?
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   How Successful are Students meeting their Academic Expectations?
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   How Full is the Course(s)?
   When is Course(s) taken in Student’s Goal Path?
   Who takes the Course(s)/
   How Well are Students Prepared/Performing in this Course(s)?
   What is Relationship between Course(s) Attributes and Attrition?
   Who Teaches the Course(s)?
   What does it Cost to Offer the Course(s)?
   How Effectively does Course(s) Accomplish its Primary Purpose?
   How Successful are Students meeting their Academic Expectations?
   How do Findings Compare with UAA Comparative Peers?

Tier II Data Tables

Tier III—Integrative Capstone
   How Full is the Course(s)?
When is Course(s) taken in Student’s Goal Path?
Who takes the Course(s)/
How Well are Students Prepared/Performing in this Course(s)?
Who Teaches the Course(s)?
What does it Cost to Offer the Course(s)?

Tier III Data Tables

Appendix
EXECUTIVE SUMMARY: Italics by B. Curtis from full report
Data sets from Summer 2000 to Spring 2006

This Topic Paper is one of eight in a series to examine the impact of eight curriculum components in support of UAA’s instructional mission. Its two-fold purpose is to (1) provide a comprehensive 5-year retrospective look at the component to construct context and trends, and (2) provide some insight into the fundamental mission-related question: “To what extent does completing a course(s) make the difference intended by the university and/or expected by the student?”

The paper is organized around three tiers that currently comprise the GER program: Tier I—Basic College Level Skills, Tier II—Disciplinary Areas, and Tier III—Integrative Capstone. Tier I is broken into Oral Communication, Quantitative Skills, and Written Communication categories. Tier II is broken into Fine Arts, Humanities, Natural Sciences, and Social Sciences categories. Tier II is reported by individual courses. Within each tier, it seeks to answer some common straight-forward who, what, when, where, why and how queries one would ask about any course in the UAA curriculum.

The project begins with an overview of the entire UAA curriculum relative to the eight primary course functions during the past five years. It also presents the relative contribution of each campus to each primary function. They serve as a stable reference frame to assess the contribution of each component over time. During those five years UAA experienced a 6% increase in sections offered, 10% enrollment increase, 14% SCH increase, and 9% increase in instructional FTEF to serve these students.

Tier I curriculum constitutes 6% of total sections offered (4% Anchorage), 8% of UAA total academic year enrollment (6% Anchorage), 10% of total SCH generated (8% Anchorage), and about 8% of total instructional FTEF effort (6% Anchorage). It represents about 8% of the total Anchorage enrollment, 10% at KPC, 6% at Kodiak, 9% at Mat-Su, and 3% at PWSCC.

01-02 to 05-06 Anchorage 16% enrollment growth: Honors +46%, Student readiness -3%, GER Tier I +23%, GER Tier II +22%, Major core +47%, electives -15%, graduate +5%, prof. development +15%, Non-credit -64%

All campuses: GER Tier I enrollment up 15% faculty up 8%(Anchorage enrollment up 23%, sections up 21%, faculty up 19%), GER Tier II enrollment up 18% faculty up 8%, major core enrollment up 47.1%

05-06 Anchorage %enrollment: 4.2% Student Readiness, 8% GER Tier I, 27% GER Tier II, 50.5% Major core, 19.3% electives, 5.2% prof.develop, 4.9% graduate

Written Communication had the largest growth in the Tier I curriculum from 02-06 (+25% enrollment, +15% sections, +15% faculty). Oral Communication experienced growth but was the least productive of the three areas when comparing enrollment increase to proportion of instructional faculty effort growth to serve them (+5% enrollment, +8% sections, +8% faculty). Quantitative Skills courses were the most
In Fall 2005 Tier I courses had a combined total of 5,204 initial registrants but 703 (13.6%) dropped leaving 4,501 enrollees (46% Written, 23% Oral, 31% Quantitative). The entire tier had 87% of its total available capped seats occupied and average section size was nearly 21. By contrast UAA had an overall fill rate of 69% capacity, about 8% drop rate, and 15 average section size. 6,507 of 65,974 initial UAA registrants (10%) have their classes cancelled and/or change their mind and leave before classes start. Tier I courses are 69% full by 1st day of instruction and 87% full by end of registration compared to 50% and 69% full across the curriculum. Fill rates Oral Communication(1st day 78%-90% final) 20.7 section size, Written Communication(1st day 73%-92% final) 18.9 section size, Quantitative Skills (1st day 57%-80% final) 24.6 section size.

During 02-06, Oral 244 sections with 89 over enrollment cap(37%), Quantitative 6,751 sections with 8% overloaded, and Written 21% overloaded. All Tier I, 21% of sections overloaded.

About 26% of the (headcount) and 18% of Tier I enrollment takes place during first year of college. By second year the percentages are 42% and 37% respectively. That means 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.

**Enrollment (headcount)**

*Oral Communication: 1st year 19%( 28%), 2nd year 19%(15%), 3rd year 21%(22%), 4th year 21%(18%), 5th year 20%(17%).
Written Communication: 1st year 17%(27%), 2nd year 19%(15%), 3rd year 21%(19%), 4th year 22%(19%), 5th year 21%(20%)
Quantitative Skills: 1st year 20%( 21%), 2nd year 20%(20%), 3rd year 20%(18%), 4th year 20%(20%), 5th year 20%(21%)

The project examines the GER hours students took with them when they transferred out of UAA to another college or university. It also looks at selected student characteristics and their GER attrition rates.

**Attrition:** any grade symbol that hinders student from making progress toward his/her educational goal: F, W(withdrawal), NP(not pass), Audit. Success Grades facilitate progress: A, B, C, D, and P, while Stasis grades are neutral (Audit Deferred Incomplete)

A larger proportion of a greater number of students are successfully completing their Tier I coursework in AY06 (76%) than in AY02 (73%). Oral: 06(85%) 02(84%), Quantitative: 06(65%) 02(59%), Written: 06(78%) 02(75%)

**02-06 Tier I:** 19% increase in “Failure” grades and 17% increase in Withdrawals.

During that time attrition rates remained constant (22%) and proportion of stasis grades dropped to 1.7%. Within that, however, course attrition overall was 11-14% in Oral Communication courses, 29-33% in Quantitative Skills, and 19% in Written Communications. In 06 Tier I 22% attrition: 13% Oral, 20% English(ENGL 111 23% & other ENGL 17%), 33% Quantitative.
Who takes Course?
Attrition in Tier I higher for: males, minority students (especially Alaska Natives and American Indian), freshman, 25-39 yr olds, high school GPA < 2.4, bottom half of high school class, living off-campus, not UA scholar, non-degree seeker, part-time student, attending Anchorage or Mat-Su campus.

Assumption: Students have met course prerequisite qualifications if they are officially enrolled in the course. The final course grade is a proxy outcome assessment for student performance against course standards/instructor expectations, and individual instructor grading philosophies becomes normalized in aggregate statistics.

A separate small side research project (first time freshman Fall 00-06) set up to control variables as much as possible and examine the effect of GER prerequisite course performance compared with GER criterion course performance. A comparison of criterion performance was made by those who Met the prerequisite (successful grade in all required prerequisite courses), vs Not Met (not taken or not passed) those who did not but enrolled anyway, and for Met vs those who did not take the prerequisite but were admitted via faculty waiver. There were both expected and expected but important statistically significant findings.

Quantitative Skills:
23.4% MET: mean GPA 1.81
67% successful grade, 1% stasis, 31% attrition grade
4.9% Not Met: mean GPA 1.57 (P = 0.02)
57% successful grade, 3% stasis, 40% attrition grade
71.7% Faculty Waiver: mean GPA 1.83
66% successful grade, 2% stasis, 32% attrition grade

Written Communication:
31.8% MET: mean GPA 2.74
83% successful grade, 2% stasis, 14% attrition grade
0.9% Not Met: mean GPA 2.22 (P = 0.002)
71% successful grade, 4% stasis, 24% attrition grade
67.3% Faculty Waiver: mean GPA 2.44 (P < 0.001)
77% successful grade, 2% stasis, 21% attrition grade

A second larger, but less controlled, analysis prepared a correlation between the actual grade performance of all students in each stated GER prerequisite course and their grade performance in the GER criterion course. How students were placed in each course was not important; they were there and their performance was compared. An examination of the common (what the two courses had in common) and unique variance between each prerequisite and criterion course revealed findings subject to two possible interpretations. One, the small common variance indicates the two courses were not presenting the same thing which one would hope for since duplication was minimal. Two, prerequisites were not performing their intended function because there is so little carryover from prerequisite to criterion course that is assumed to facilitate learning and success in the latter.
Correlation in grade in GER Tier I prerequisite and grade in subsequent criterion course
The smaller the correlation in the prerequisites grade and the subsequent criterion course grade the smaller the common variance. For Quantitative Skills common variance was 13-20%, while for Written Comm. 4-11%.

There were 444 repeaters (10%) among 4,501 Tier I enrollees during Fall 2005. Based on the average section size of each category compared with the courses repeated, they would represent the equivalent of 1.1 additional Oral Communication classes, 9.3 additional Quantitative Skills, classes and 10.2 additional Written Communication classes in one semester. Further, this just represents the tip of the iceberg because 57-65% of Tier I attriting students elected not to repeat their course. Doing the math and adding this to the number who actually did repeat one sees the impact. Oral 5% of repeaters, Written 43% of repeaters, and Quantitative 52% of repeaters. Highest Courses for Tier I repeaters: ENGL 111 28% and MATH A107 21% of all repeaters. 15-20% of Oral Comm. elected to repeat the same course 45% of Quantitative Skills elected to repeat and took more tries to complete successfully 32-40% of Written Comm. elected to repeat

Majority of Tier I students successfully repeated on the first attempt

The project determined whether significant attrition differences existed in GER courses taught weekday vs. weekend, morning, afternoon and evening, class size, taught by different instructional modalities, and taught via distance delivery. There were some statistically significant differences between them.

Oral and Written Comm. Attrition: no significant difference morn., aft., eve.
Quantitative attrition: morning highest(36.2%) afternoon(32.0%), evening lowest(29.1%)
Oral and Quantitative Attrition: no signif. Difference weekday vs weekend
Written Comm. Attrition: Higher weekend(26.2%) than weekday(17.8%)

Small (1-19), medium (20-49), large (50+) class size
Oral class size: no difference small vs medium, no large
Written class size: no difference small vs medium, no large
Quantitative class size: attrition rate in medium size(35.4%) higher than small size(20.5%) P < 0.0001

Distance Delivery
Only Written Comm. offered Distance courses. Attrition Rate higher in Distance courses each year offered 02-03(29% vs 21%), 03-04(32% vs 20%), 04-05(28% vs 21%), 05-06 (35% vs 19%)

It also determined the proportion of students who started with a full-time course load and ended up with a part-time load based on attrition rate in GER courses. 63% were part time and 37% were full time. Of all these 74% were able to complete entire load and 26% had attrition.
The project looked for different performance in GER courses taught by regular vs. adjunct faculty and also difference by academic rank along with bipartite-tripartite status. There were some statistically significant differences between them. *All UAA courses attrition 15-16%. Ranked faculty had higher attrition rates (17-18%) vs adjuncts (14%). For GER Tier I Ranked faculty attrition 22-25% vs adjuncts 20%.* 

**Attrition rate for GER Tier I**
- Oral: Prof(12.1%), Assoc.(17.1%), Asst.(20.4%), Instruc.(8.9%), Adjunct(14.1%)
- Quant: Prof(37.0%), Assoc.(39.8%), Asst.(34.2%), Adjunct(30.3%)
- Written: Prof(15.0%), Assoc.(18.7%), Asst.(20.5%), Instruc.(18.4%), Adjunct(20.6%)

**Attrition rate all courses Bipartite from 19% in 01-02 to 17% and Tripartite stable at 15-16%**

**GER Tier I mostly taught by Bipartite(96%) attrition 24% & tripartite(4%) attrition 32%**

The project established total and unit direct instructional, instructional plus indirect support, and full cost to teach GER courses. There are important comparisons but unit cost increases were discovered to be more the result of increases in full operating costs than salaries although benefits are playing an ever-increasing role in bringing direct instruction and full-costs closer together.

*How effectively does course accomplish purpose?*

*Correlation in grade in GER Tier I prerequisite and grade in subsequent criterion course The smaller the correlation in the prerequisites grade and the subsequent criterion course grade the smaller the common variance. For Quantitative Skills common variance was 13-20%, while for Written Comm. 4-11%.

The project analyzed student evaluation of instructional effectiveness in GER courses over the five years. Students rated their instructional experience in such classes very high (almost too high given the proportion of attrition grades awarded over the years. Students reported spending 2-4 hours per week outside class and the GER course workload requirements were typically perceived to be about the same as other comparable credit-hour course, except for Quantitative Skills, rated as heavier workload, and also were more likely to spend more hours per week outside class working on course material.
The GER Tier II curriculum was analyzed in the same way and there is a wealth of findings for the interested reader.

**Tier II** 14% of all UAA sections, 25-26% of enrollment, 29-30% of all SCH, taught by 18% of Faculty.

- **02-06 Tier II** +9% total sections, +20% SCH, +9% FTEF faculty
  - CAS +10% sections, +21% enrollment, +8% FTEF
  - CTC +14% sections, +29% enrollment, +14% FTEF

- **06 Tier II** 14% sections, 25% enrollment, 17% FTEF faculty
- **06 Anchorage** 27% enrollment, 17% FTEF faculty

**Tier II**
- **Fine Arts:** 8% enrollment, 8% SCH, 6% of Tier II faculty
  - 02-06: +18% in sections, enrollment +31%, +18% faculty
- **Humanities:** 31% enrollment, 39% of Tier II faculty
  - 02-06: -6% in sections, enrollment +5%, -7% faculty(FTEF)
- **Natural Sciences:** 29% enrollment, 25% of Tier II faculty
  - 02-06: +22% sections, enrollment +26%, +27% faculty
- **Social Sciences:** 32% enrollment 30% Tier II faculty
  - 02-06: +16% sections, enrollment +23%, +16% faculty

**ALL UAA fill rates:** 1st day(50.0%) end 76.5%, drop(7.5%) final(68.9%)

**Tier II GER Course Fill Rates:** Fall 2005
- **ALL Tier II:** 1st day(67.5%) end(92.6%), drop(8.3%) final(84.3%)
- **Fine Arts:** 1st day(75%) end(97.2%), drop(7%), final(90%) section size 36.3
- **Humanities:** 1st day(66%) end(92.3%), drop(8.8%) final(83.5%) section size 24.3
- **Natural Sciences:** 1st day(65.5%)end(92.5%), drop(8.9%) final(83.6%) section size 27.9
- **Social Sciences:** 1st day(69.1%) end(92.0%), drop(7.5%) final(84.5%) section size 32.4

**Tier II drops represent 24% of drops from all courses in the entire UAA curriculum**

**% Capacity Sections Over Capacity Caps:**
- Fine Arts: 21% over capacity
- Humanities: 21% over capacity
- Natural Sciences: 11% over capacity
- Social Sciences: 17% over capacity

**When are Tier II courses Taken?**

Enrollment (headcount)
- **Fine Arts:** 1st yr 16.6%(8.1%), 2nd yr 18.5%(21.4%), 3rd yr 20.9%(21.4%), 4th yr 22.2%(20.1%), 5th yr 21.8%(29%)
- **Humanities:** 1st yr 18.7%(22.0%), 2nd yr 20.5%(17.9%), 3rd yr 20.7%(19.2%), 4th yr 20.6%(20.6%), 5th yr 19.5%(20.3%)
- **Natural Sciences:** 1st yr 16.1%(11.7%), 2nd yr 18.7%(22%), 3rd yr 20.8%(19.8%), 4th yr 22.4%(30.4%), 5th yr 22%(16.1%)
- **Social Sciences:** 1st yr 17.2%(12.5%), 2nd yr 19.5%(20.5%), 3rd yr 21%(23%), 4th yr 21.2%(20.2%), 5th yr 21.1%(23.8%)
Who takes course?
Tier II course attrition higher for: males, minority students (especially Alaska Natives and American Indian), freshman, 18-24 yr olds, high school GPA ≤ 2.4, bottom half high school class, living off campus, not UA scholar, non-degree seeker, part-time student

How well are students prepared? grades and attrition rates
144,547 grades Fine Arts (8%), Humanities (29%), Natural Sciences (16.6%), Social Sciences (27.7%)
Successful grades (A, B, C, D): Fine Arts 83%, Humanities 78%, Natural Sciences 76%, Social Sciences 76-78%
2% of Tier II grades incompletes

Attrition Rates: 02-06
Natural Sciences (22-24%), Social Sciences (18-21%), Humanities (19-20%), Fine Arts (16-17%)
06 Attrition Tier II 22%
06 Attrition: Natural Sciences (23%) from 7% in environmental sci. to 27% in biology, Social Sciences (21%) from 13% in HUMS to 34% in paralegal, Humanities (20%) from 10% in linguistics to 47% in Latin, Fine Arts (16%) from 7% in dance to 18% in music

Prerequisites and attrition
Students that Met prerequisite vs Not Met and Met vs Faculty Waiver

Fine Arts:
Met (51.5%) GPA 2.88
91% Success, 0% Stasis, 9% attrition
Not Met (3.5%) GPA 2.08 P=0.04
60% Success, 4% Stasis, 36% attrition
Faculty Waiver (45%) GPA 2.66 P=0.03
82.9% success, 0.9% stasis, 16.2% attrition

Humanities:
Met (54.2%) GPA 2.63
94.5% Success, 0.7% Stasis, 14.7% attrition
Not Met (2.1%) GPA 2.08 P=0.009
55.8% Success, 7.8% Stasis, 26% attrition
Faculty Waiver (43.8%) GPA 2.67
82.6% Success, 0.7% Stasis, 15.9% attrition
Prerequisites and attrition

Students that Met prerequisite vs Not Met and Met vs Faculty Waiver

Natural Sciences:
Met(41.5%) GPA 2.64
  89.8% Success, 0.7% Stasis, 9.3% attrition
Not Met(21.5%) GPA 1.73  \(P = 0.0001\)
  63.7% Success, 1% Stasis, 34.9% attrition
Faculty Waiver(37%) GPA 1.89  \(P = 0.0001\)
  82.6% Success, 0.7% Stasis, 15.9% attrition

Social Sciences:
Met(41.9%) GPA 2.47
  83.5% Success, 0.8% Stasis, 15.7% attrition
Not Met(6.9%) GPA 1.67  \(P = 0.0001\)
  64.2% Success, 1.2% Stasis, 34.5% attrition
Faculty Waiver(51.2%) GPA 2.07  \(P = 0.0001\)
  72.9% Success, 1.8% Stasis, 25.3% attrition

There was a significant difference in mean GPA between MET prerequisite and other students for all 4 Tier II categories. In 3 of 4 (not humanities) there was a significant difference between the Met prerequisite and faculty waiver students.

GER Tier II Repeating Students:
There were 1,131 repeaters (7%) in the 15,811 Tier II students in Fall 2005. Based on class size, repeaters represent 1 additional Fine Arts, 10.4 additional Humanities, 17.5 additional Natural Sciences, and 10.9 additional Social Sciences classes in one semester. If the 1,131 were spread across the average 15 student Tier II class size it would represent 75.4 additional Tier II sections in Fall 2005.

Fall 2003
Fine Arts: 80.4% no repeat, 19.6% repeat, 11.6% successful
Humanities: 78.3% no repeat, 21.7% repeat, 12.8% successful
Natural Sciences: 64.4% no repeat, 35.6% repeat, 21.9% successful
Social Sciences: 70.6% no repeat, 29.4% repeat, 17.3% successful

Social Sciences courses repeats took more times to be successful and tried more times unsuccessfully than other Tier II. The majority of students who repeated Tier II successfully did so on their first attempt.
Course Attributes and Attrition: Tier II 24% of total UAA enrollment
*Significant differences 05-06 in attrition
Time of Day: highest in morning, less in afternoon, and lowest in evening classes
Fine Arts: Morn(17.5%), aft(12.6%), evening(15%), missing(24%)
Humanities: Morn(21.6%), aft(18.2%), evening(18.5%), missing(20.7%)
Natural Sciences: Morn(23.4%), aft(24.1%), evening(19.9%), missing(22%)
Social Sciences: Morn(21.4%), aft(20.4%), evening(17.9%), missing(27.6%)

Attrition Weekend vs Weekday
Only Social Sciences has a significant difference. Weekend(12.1%) has lower attrition than weekday(20.3%).

Attrition vs Class Size: Small (1-19), medium (20-49), large (50+)
With the exception of medium vs large fine arts and small vs medium Natural Sciences, a statistically significant(P<0.0001) relationship between the larger the class size and the higher the attrition for all Tier II.

Attrition vs Modality for Tier II categories with different modalities
Tier II Humanities courses taught by lecture(20.6%) and lecture-lab (15.7%)
Natural Sciences lecture(28.3%), lab only(21.3%), lecture-lab(24.6%).

Attrition Tier II distance delivery vs non-distance delivery 01-06
No significant difference in Fine Arts. Humanities and Natural Sciences had significantly higher attrition in early years but not in 04-06. Only Social Sciences had significantly higher attrition in distance delivery courses from 01-06.

Who Teaches the course? Attrition Rate

All UAA courses attrition 15-16%. Ranked faculty had higher attrition rates (17-18%) vs adjuncts (14%). For GER Tier II Ranked faculty attrition 20-22% vs adjuncts 18-20%.

attrition rate for GER Tier II 05-06
Fine Arts: Prof(21.7%), Assoc.(30.4%), Asst.(14.9%), Instruc.(7.1%), Adjunct(15.2%)
Humanities: Prof(22.1%), Assoc.(25.2%), Asst.(22.8%), Inst.(16.8%),Adjunct(19.7%)
Nat.Sci.:Prof(28.6%), Assoc.(17.8%), Asst.(16.2%), Instruc.(26.7%), Adjunct(24.1%)
Social Sci.:Prof(26.3%), Assoc.(20.9%), Asst.(23.6%),Instruc.(18.4%),Adjunct(18.8%)
General hierarchy in last two years has shifted to Assoc>Prof>Asst> Instructor

Attrition rate all courses Bipartite from 19% in 01-02 to 17% and Tripartite stable at 15-16%
GER Tier II (05-06) taught by Bipartite(52%) attrition 21% & tripartite(47%) attrition 25%
How effectively does course accomplish primary purpose?

Correlation in grade in GER Tier II prerequisite and grade in subsequent criterion course
The smaller the correlation in the prerequisites grade and the subsequent criterion course grade the smaller the common variance. Natural Sciences had the highest proportion of common variance (5%-46%) for all courses in a category, as expected given discipline carryover and 2 semester sequences. Social Sciences had the next highest common variance (5%-33%) for its courses with prerequisites. Humanities was third in the proportion of common variance (0.4%-46.2%) for its courses with prerequisites which include 2 semester sequences. Fine Arts has the lowest aggregate common variance (1%-27%) for courses with prerequisites.

The project analyzed student evaluation of instructional effectiveness in GER courses over the five years. Students rated their instructional experience in such classes very high (almost too high given the proportion of attrition grades awarded over the years. Students reported spending 2-4 hours per week outside class. The GER course workload requirements was rated slightly lighter for Fine Arts courses, and Natural Sciences were rated as a heavier workload than other equal credit classes. They were slightly more likely to recommend Humanities and Social Sciences courses to another student.

The Tier III capstone courses were briefly examined because there was insufficient data to conduct a detailed analysis.

Tier III Course Fill Rates: 2 sec. Sum 05(61 enroll.), 8 sec. Fall 05(200 enroll.), 9 sec. Spr 06(234 enroll.)
Fall 05- Capacity
8 Sections of Tier III (232 seats): 1st Day (78%), end (88.8%), 2.6% drop, Final (86.2%)
Spring 06: 9 Sections of Tier III Final (79.3%).
Tier III course attrition by 06, 495 students had taken Tier III and 36 (7.3%) attrition. Substantially lower attrition than the other GER Tiers.

Tier III Course Prerequisites and Attrition:
Met GPA 2.81, Not Met GPA 2.71, Faculty Waiver GPA 3.09 no significant differences, so prerequisite or faculty waiver had no significant effect on grade or attrition. 91% successful (A,D,C,D) grades were obtained in Tier III, higher than other Tiers.

Attrition and repeats: Fall 2003, 12 attrition grades in Tier III, 8 chose not to repeat, the 4 who did repeat were successful on first attempt, similar success in other years.

Who Teaches the Tier III Course?
Proportion of bipartite to tripartite faculty instructing Tier III has fluctuated over the years. Bipartite faculty have slightly higher attrition rates than tripartite faculty.
UAA lacks important information to assess the fundamental mission question cited earlier about both outcome differences the course(s) makes as intended by the university and/or expected by the student. Outcome criteria consensus needs to be reached and strategies/resources developed to gather information that will inform UAA regarding this question. Once that is determined and UAA information gathered, efforts can be made to obtain comparator peer information as well.