

General Education Review Committee Agenda

12:30-1:30

March 23, 2012

ADM 204

I. Call to Order

Roll

() Vacant	UAB/COH	Social Sciences
() Utpal Dutta	UAB/SOE	
() Kevin Keating	UAB/Library	
() Kathryn Hollis-Buchanan	UAB	
() Vacant	UAB	
() Suzanne Forster	CAS	Humanities
() Len Smiley	CAS	Quantitative Skills
() Marcia Stratton	CAS	Oral Communication
() Walter Olivares	CAS	Fine Arts
() Robert Capuozzo	COE	
() Sandra Pence	CTC/COH/Chair	
() Kyle Hampton	CBPP	Social Sciences
() Deborah Fox	Mat-Su	Written Communication
() Hilary Davies	UAB	Ex officio/UAB Chair
() Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Approval of Agenda (pg. 1)

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

IV. Report from Interim Vice Provost for Curriculum and Assessment Bart Quimby

V. Chair's Report – Sandra Pence

VI. Course Action Requests

Add AKNS A101E Elementary Alutiiq Language I (4 cr)(4+0)(pg. 4-7)

Add AKNS A102E Elementary Alutiiq Language II (4 cr)(4+0)(pg. 8-12)

VII. Old Business

- A. Develop recommendation for OAA regarding GER assessment process (pg. 13)
- B. Review Faculty Senate Bylaws governing GERC (pg. 14)

VIII. New Business

IX. Informational Items and Adjournment

General Education Review Committee Summary

12:30-1:30

March 9, 2012

ADM 204

I. Call to Order

Roll

() Vacant	UAB/COH	Social Sciences
(P) Utpal Dutta	UAB/SOE	
(P) Kevin Keating	UAB/Library	
(P) Kathryn Hollis-Buchanan	UAB	
() Vacant	UAB	
() Suzanne Forster	CAS	Humanities
(P) Len Smiley	CAS	Quantitative Skills
(P) Marcia Stratton	CAS	Oral Communication
(P) Walter Olivares	CAS	Fine Arts
(e) Robert Capuozzo	COE	
(P) Sandra Pence	CTC/COH/Chair	
(P) Kyle Hampton	CBPP	Social Sciences
() Deborah Fox	Mat-Su	Written Communication
(P) Hilary Davies	UAB	Ex officio/UAB Chair
(e) Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Approval of Agenda (pg. 1)

Approved

III. Approval of Summary (pg. 2)

Change date-wrong on summary

Approved

IV. Report from Interim Vice Provost for Curriculum and Assessment Bart Quimby

Please review Bart's report on the AAC&U Conference at:

<http://anc-tbquimby01.uaa.alaska.edu/1202AACU/TBORReport1202.htm>

Per Sandra Pence: All of the models had someone owning the GER, it could be a Dean, Associate Dean, Director or Committee. We have access to a research company, Bart has submitted a request for this company do research on General Education.

V. Chair's Report – Sandra Pence

Deadline for accomplishing the GER assessment was by the end of this year. However, Bart is asking for more research. Recommend postponing discussion until we hear more from him.

The FS is amending bylaws. Some of things are COH and some absentee policy changes. There was no concern raised regarding absentee. New part is the excuse piece. It is up to the chair of the E-board to approve absences. GERC feels that the chair of the committee should be the one to excuse absences by its committee members.

*The following motion was unanimously approved: **Excused absences remain the decision of the board or committee chair.***

The chair is required to dismiss from the committee a member who has 3 unexcused absences Put on call in number on the agenda. As we do for other committees.

VI. Course Action Requests

Chg CE A438 Design of Civil Engr Systems (3 cr)(3+0)(pg. 3-12)

Approved for UAB

VII. Old Business

A. UAA Table of GER Substitutions (pg. 13-14)

Format is OK

Laboratory sciences has been separated from no laboratory courses

Concerns expressed about the faculty advising about GER when it is a UAF program

If the GER is a program specific requirement, but not to the particular college program, it makes it difficult for advising

Social Sciences from 6 credits – add from 2 different disciplines

Natural sciences – 7 credits – ad at least one laboratory course

UAF – Math adding – add or higher

Humanities – add outside the major

Motion to approve as amended, seconded and unanimously approved.

B. Develop recommendation for OAA regarding GER assessment process

Postponed

VIII. New Business

A. Review Faculty Senate Bylaws governing GERC

At this time there are 3 UAB members on GERC at this time

There are 2 UAB vacancies

People who are involved in GER classes are a group who should have representation on this committee

A member of each college should be represented

Every discipline has a right to have a representative, can provide insight into what is going on in those departments

Len will work on the terminology and will bring back a revised version

Agreed a student representative should be on it

IX. Informational Items and Adjournment

Adjourned



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

1a. School or College KO Kodiak College		1b. Division AHUM Division of Humanities			1c. Department AKNS	
2. Course Prefix AKNS	3. Course Number A101E	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 4	5b. Contact Hours (Lecture + Lab) (4+0)		
6. Complete Course Title Elementary Alutiiq Language I <small>Abbreviated Title for Transcript (30 character)</small>						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i>			9. Repeat Status No # of Repeats Max Credits			
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG			
			11. Implementation Date <small>semester/year</small> From: Fall/2012 To: /			
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature			
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. AKNS Language Focus		p. 89	2/6/2012		Maria Williams	
2. Human Services, AAS		p. 156	3/15/2012		Laura Kelley	
3.						
Initiator Name (typed): <u>April Counciller</u> Initiator Signed Initials: _____ Date: _____						
13b. Coordination Email Date: <u>2/2/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/15/2012</u>			
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description (<i>suggested length 20 to 50 words</i>) Introductory course for students with little or no prior knowledge of the Alutiiq language. Develops listening, speaking, reading, and writing skills in Alutiiq for effective communication at the elementary level. Addresses history of Alaska Native languages and cultures.						
16a. Course Prerequisite(s) (<i>list prefix and number</i>)		16b. Test Score(s)		16c. Co-requisite(s) (<i>concurrent enrollment required</i>)		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (<i>non-codable</i>)				
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course			
19. Justification for Action Provides students an opportunity for academic study of this Alaska Native language.						
				<input type="checkbox"/> Approved		
Initiator (faculty only) _____ Date _____				<input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____		
Initiator (TYPE NAME) <u>April Counciller</u>						
<input type="checkbox"/> Approved				<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved Department Chairperson _____ Date _____				<input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____		
<input type="checkbox"/> Approved				<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____				<input type="checkbox"/> Disapproved Provost or Designee _____ Date _____		

COURSE CONTENT GUIDE
University of Alaska Anchorage—Kodiak College
Alaska Native Studies: AKNS A101E: Elementary Alutiiq Language I

I. **Initiation Date:** Fall 2012

II. **Course Information**

- | | | |
|----|---|--|
| A. | College: | College of Arts and Sciences |
| B. | Course Title: | Elementary Alutiiq Language I |
| C. | Course Subject/Number: | AKNS A101E |
| D. | Credit Hours: | 4.0 Credits |
| E. | Contact Time: | 4+0 Contact Time |
| F. | Grading Information: | A-F |
| G. | Course Description: | Introductory course for students with little or no prior knowledge of the Alutiiq language. Develops listening, speaking, reading, and writing skills in Alutiiq for effective communication at the elementary level. Addresses history of Alaska Native languages and cultures. |
| H. | Status of course relative to degree or certificate program: | Meets core requirement for the Alaska Native Studies Language Focus. Also an elective for the Alaska Native Studies Minor. |
| I. | Course Attributes: | Tier II Humanities GER, and toward CAS BA Languages/Humanities two-semester sequence. |
| J. | Course Fees: | None. |
| K. | Coordination: | Faculty List Serve, Deans and Directors, Anchorage and extended campuses. |

III. **Course Activities**

This class reflects a balance of learner-centered, small-group collaboration, and instructor-delivered lesson format.

IV. **Course Evaluation**

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

- A. In-class preparedness and participation.

- B. Listening, speaking, reading, and writing assignments.
- C. Oral presentations and/or oral/aural evaluations.
- D. Written quizzes and tests.

V. Course Level Justification

This class is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of the Alutiiq language.

VI. Instructional Goals and Defined Outcomes

A. Instructional Goals. The instructor will:

1. Structure course content to develop listening, speaking, reading, and writing proficiency in the Alutiiq language.
2. Develop approaches to heighten awareness of diverse Alaska Native cultural practices.

B. Student Learning Outcomes

Student will be able to:	Assessment Procedures:
Demonstrate elementary proficiency in listening in Alutiiq: comprehend words, phrases, and sentences pertaining to the most common features of daily life.	Listening drills and objective exams
Vocalize elementary proficiency in speaking Alutiiq: communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.	Speaking drills and exercises, objective exams
Illustrate elementary proficiency in reading Alutiiq: comprehend words, phrases, and sentences pertaining to the most common features of daily life.	Objective exams and translation homework
Demonstrate elementary proficiency in writing Alutiiq: written translations, memorized expressions, and personalized re-combinations of ideas pertaining to the most common aspects of daily life.	Objective exams and writing samples
Discuss cultural knowledge of topics addressed.	Objective exams

VII. Course Outline

- A. Listening in Alutiiq at the elementary level: comprehension of words, phrases, and sentences pertaining to the most common features of daily life.

- B. Speaking in Alutiiq at the elementary level: oral communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.
- C. Reading in Alutiiq at the elementary level: comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
- D. Writing in Alutiiq at the elementary level: presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common features of daily life.
- E. Cultural knowledge of the regions in which Alutiiq is spoken and an awareness of the diversity of Alaska Native languages: basic understanding of and appreciation for cross-cultural perspectives as they relate to Alutiiq and other Alaska Native languages.

VIII. Recommended Texts:

Counciller, April and Leer, Jeff. *Kodiak Alutiiq Conversational Phrasebook, with audio CD*. Kodiak, Alaska: Alutiiq Museum and Archaeological Repository, 2006.

Hausler Knecht, P. *Alutiiq Language (Sugt̥estun) Lessons*. Kodiak, Alaska: Kodiak College, 1995.

IX. Bibliography and Resources:

Krauss, Michael E. *Alaska Native Language: Past, Present, and Future*. Alaska Native Language Center Research Papers. no. 4. Fairbanks, AK: Alaska Native Language Center, University of Alaska, 1980.

Leer, Jeff. *A Conversational Dictionary of Kodiak Alutiiq*. Fairbanks, Alaska: Alaska Native Language Center, University of Alaska, 1978.

Leer, Jeff. "The Alutiiq Language" in A. Crowell, A. Steffian, and G. Pullar, eds. *Looking Both Ways: Heritage and Identity of the Alutiq People*. Fairbanks, Alaska: University of Alaska Press, 2001.

Leer, Jeff. *Classroom Grammar of Kodiak Alutiiq, Kodiak Island Dialect*. Fairbanks, Alaska: Alaska Native Language Center, University of Alaska, 1990.



Course Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College KO Kodiak College		1b. Division AHUM Division of Humanities		1c. Department AKNS	
2. Course Prefix AKNS	3. Course Number A102E	4. Previous Course Prefix & Number NA	5a. Credits/CEUs 4	5b. Contact Hours (Lecture + Lab) (4+0)	
6. Complete Course Title Elementary Alutiiq Language II <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i>			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Spring/2013 To: /		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>	
1. AKNS Language Focus		p. 89	2/6/2012	Maria Williams	
2. Human Services, AAS		p. 156	3/15/12	Laura Kelley	
3.					
Initiator Name (typed): <u>April Counciller</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>2/2/2012</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>2/15/2012</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in Alutiiq. Enhances appreciation of Alaska Native and cross-cultural perspectives.					
16a. Course Prerequisite(s) (<i>list prefix and number</i>) AKNS A101E with a minimum grade of C		16b. Test Score(s)	16c. Co-requisite(s) (<i>concurrent enrollment required</i>)		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (<i>non-codable</i>)			
17. <input type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> Mark if course is a selected topic course			
19. Justification for Action Provides students an opportunity for academic study of this Alaska Native language.					
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College Date _____					
Initiator (faculty only) <u>April Counciller</u> Initiator (TYPE NAME)			Date _____		
<input type="checkbox"/> Approved Undergraduate/Graduate Academic Date _____ <input type="checkbox"/> Disapproved Board Chairperson					
<input type="checkbox"/> Approved Department Chairperson Date _____ <input type="checkbox"/> Disapproved					
<input type="checkbox"/> Approved Provost or Designee Date _____ <input type="checkbox"/> Disapproved					
<input type="checkbox"/> Approved Curriculum Committee Chairperson Date _____ <input type="checkbox"/> Disapproved					

COURSE CONTENT GUIDE
University of Alaska Anchorage—Kodiak College
Alaska Native Studies: AKNS A102E: Elementary Alutiiq Language II

I. **Initiation Date:** Spring 2013

II. **Course Information**

A.	College:	College of Arts and Sciences
B.	Course Title:	Elementary Alutiiq Language II
C.	Course Subject/Number:	AKNS A102E
D.	Credit Hours:	4.0 Credits
E.	Contact Time:	4+0 Contact Time
F.	Grading Information:	A-F
G.	Course Description:	Continuation of introductory course. Further develops elementary listening, speaking, reading, and writing skills in Alutiiq. Enhances appreciation of Alaska Native and cross-cultural perspectives.
H.	Status of course relative to degree or certificate program:	Meets core requirement for the Alaska Native Studies Language Focus. Also an elective for the Alaska Native Studies Minor.
I.	Course Attributes:	Tier II Humanities GER, and toward CAS BA Languages/Humanities two-semester sequence.
J.	Course Fees:	None.
K.	Coordination:	Faculty List Serve, Deans and Directors, Anchorage and extended campuses.

III. **Course Activities**

This class reflects a balance of learner-centered, small-group collaboration, and instructor-delivered lesson format.

IV. **Course Evaluation**

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

- A. In-class preparedness and participation.
- B. Listening, speaking, reading, and writing assignments.

- C. Oral presentations and/or oral/aural evaluations.
- D. Written quizzes and tests.

V. Course Level Justification

This class is appropriate at the 100-level because it requires one semester of previous study of the Alutiiq language.

VI. Instructional Goals and Defined Outcomes

A. Instructional Goals. The instructor will:

1. Structure course content to further develop listening, speaking, reading, and writing proficiency in the Alutiiq language.
2. Develop approaches to increase awareness of diverse Alaska Native cultural practices.

B. Student Learning Outcomes

Student will be able to:	Assessment Procedures:
Further demonstrate elementary proficiency in listening in Alutiiq: comprehend words, phrases, and complete sentences that build upon the vocabulary, grammar, and communicative functions acquired in Elementary Alutiiq I, A101E.	Listening drills and objective exams
Further vocalize elementary proficiency in speaking Alutiiq: communicate using memorized words, phrases, and expressions that build upon the vocabulary, grammar, and communicative functions acquired in Elementary Alutiiq I, A101E.	Speaking drills and exercises, objective exams
Further illustrate elementary proficiency in reading Alutiiq: comprehend words, phrases, and sentences that build upon the vocabulary, grammar, and communicative functions acquired in Elementary Alutiiq I, A101E.	Objective exams and translation homework
Further demonstrate elementary proficiency in writing Alutiiq: present memorized expressions and personalized re-combinations of ideas built upon the vocabulary, grammar, and communicative functions acquired in Elementary Alutiiq I, A101E.	Objective exams

Discuss cultural knowledge of topics addressed.	Objective exams
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VII. Course Outline

- A. Listening in Alutiiq at the elementary level: comprehension of words, phrases, and sentences that build upon the vocabulary, grammar, and communicative functions acquired in Elementary Alutiiq I, A101E.
- B. Speaking in Alutiiq at the elementary level: oral communication using memorized words, phrases, and expressions that build upon the vocabulary, grammar, and communicative functions acquired in Elementary Alutiiq I, A101E.
- C. Reading in Alutiiq at the elementary level: comprehension of words, phrases, and sentences that build upon the vocabulary, grammar, and communicative functions acquired in Elementary Alutiiq I, A101E.
- D. Writing in Alutiiq at the elementary level: presentation of memorized expressions and personalized re-combinations of ideas that build upon the vocabulary, grammar, and communicative functions acquired in Elementary Alutiiq I, A101E.
- E. Cultural knowledge of the regions in which Alutiiq is spoken and an awareness of the diversity of Alaska Native languages: advanced understanding of and appreciation for cross-cultural perspectives as they relate to Alutiiq and other Alaska Native languages.

VII. Suggested Texts

Hausler Knecht, P. *Alutiiq Language (Sugt̄estun) Lessons*. Kodiak, Alaska: Kodiak College, 1995.

Leer, Jeff. *Classroom Grammar of Kodiak Alutiiq, Kodiak Island Dialect*. Fairbanks, Alaska: Alaska Native Language Center, University of Alaska, 1990.

VIII. Bibliography

Counciller, April and Leer, Jeff. *Kodiak Alutiiq Conversational Phrasebook, with audio CD*. Kodiak, Alaska: Alutiiq Museum and Archaeological Repository, 2006.

Leer, Jeff. *A Conversational Dictionary of Kodiak Alutiiq*. Fairbanks, Alaska: Alaska Native Language Center, University of Alaska, 1978.

Leer, Jeff. "The Alutiiq Language" in A. Crowell, A. Steffian, and G. Pullar, eds. *Looking Both Ways: Heritage and Identity of the Alutiq People*. Fairbanks, Alaska: University of Alaska Press, 2001.

In response to a request from the Office of Academic Affairs to the Faculty Senate for a suggested structure and funding for General Education Assessment:

- A. *The General Education Review Committee recommends formation of a one-year General Education Requirements (GER) Assessment Task Force.* This task force will be funded through the Office of Academic Affairs. (Need more details on task force—composition, time commitment; should chair be a faculty fellow?)

The task force's charge is to work with faculty involved in general education to develop an assessment plan for General Education Requirements at UAA. The assessment plan should include use of a Director of General Education as the primary facilitator of general education assessment. The task force should consider close alignment with the Associate of Arts degree assessment plan as an option.

- B. *The General Education Review Committee recommends formation of a "Center for General Education" that would report to the Vice-Provost of _____ in the Office of Academic Affairs. The Center for General Education would include a position for a Director of General Education and any necessary support staff.* The director position should be a position filled by a member of the faculty. ~~The initial appointment would be for two years, the first year would include membership on the GER Task Force for the duration of its existence and the second would include implementation of the GER assessment plan. After two years the time commitment of the position would be re-evaluated to determine if teaching responsibilities could be added.~~ Depending on the plan adopted by the task force, the role of the Director of General Education could be as follows:

1. Implement the assessment plan developed by the GER Task Force.
2. Collect, analyze, and interpret data, identifying deficient areas. This task may be delegated as needed to the Office of Institutional Research.
3. Consult with faculty in each category to determine recommendations for program improvement.
4. Generate assessment report.
5. Present report to GERC for approval or further refinement and subsequent approval.
6. Facilitate implementation of corrective actions recommended in the assessment report.
7. Facilitate regular faculty review of GER Classifications including the nine GER outcomes and the outcomes of each of the eight classifications.
8. Ensure continuity between the nine over-all general education outcomes, the outcomes of each of the eight classifications, the Associate of Arts program outcomes, and the five Institutional Learning Outcomes. Representative faculty in each classification must approve outcomes for their respective classification.

Qualifications for the position of Director of General Education should include:

Required:

Qualified for appointment as a member of the UAA Faculty

Preferred:

Substantial/significant experience in General Education
Substantial/significant experience in Institutional Accreditation
Substantial/significant experience in Curriculum Development
Substantial/significant experience in Assessment

The General Education Review Committee (GERC) is a standing task force of the Undergraduate Academic Board (UAB) reporting to the Undergraduate Academic Board.

Membership of the GERC shall consist of a minimum of eight to a maximum of twenty members:

The UAB Chair will serve in an *ex officio* position. A minimum of three other members will be concurrently serving members of UAB from four different curricular Divisions or Campuses.

There shall be a Student member.

Members will be appointed by UAB (and FSEC if necessary). The following units shall be represented by a faculty member: Each of the GER Tier I and II Categories (i.e. written communication, oral communication, quantitative skills, natural sciences, social sciences, humanities, and fine arts); College of Arts and Sciences, College of Business and Public Policy, College of Health, Community and Technical College, College of Education, School of Engineering, Consortium Library and one representative from an Community Campus (i.e. Kodiak College, Kenai Peninsula College, or Matanuska-Susitna College). Members representing GER Tier I or II Categories may also represent their respective administrative units. UAB will request a nomination from faculty of any unit with an open position.

The Committee shall: (with respect to course actions and reviews)

- 1) apply the current UAA catalog's GER category descriptors and GER Student Outcomes as primary criteria for evaluating all GER courses for inclusion in specific categories of the General Education curriculum. Tier 3: Integrative Capstone courses have additional criteria (see <http://governance2.uaa.alaska.edu/ger/tier3.model.pdf>);
- 2) review all requests to add to, delete from, or substantively modify the courses in the General Education curriculum;
- 3) recommend course actions to the Board based on the criteria;
- 4) facilitate the overall review and processing of General Education course actions by working with initiators and departments;
4b. expedite the review of course action requests currently on hold (with respect to policy)
- 5) review all requests to modify General Education Requirements or policies;
- 6) recommend actions to the Board based on the review;
- 7) undertake such additional tasks or responsibilities relating to GERs as assigned by the Board.