I. Call to Order

Roll
( ) Vacant UAB/COH Social Sciences
( ) Utpal Dutta UAB/COE
( ) 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
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
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(P ) Walter Olivares CAS Fine Arts
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(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/1202AACUTBQReport1202.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 – 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
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

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

8. Type of Action:
☒ Add ☐ Change ☐ Delete

If a change, mark appropriate boxes:
☐ Prefix ☐ Course Number
☐ Credits ☐ Contact Hours
☐ Grading Basis ☐ Repeat Status
☐ Title ☐ Cross-Listed/Stacked
☐ Course Description ☐ Co-requisites
☐ Test Score Prerequisites ☐ Registration Restrictions
☐ Other Restrictions (please specify)

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

10. Grading Basis
☐ A-F ☑ P/NP ☐ NG

11. Implementation Date
semester/year
From: Fall/2012
To: /

12. ☐ Cross Listed with
☐ 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.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AKNS Language Focus</td>
<td>p. 89</td>
<td>2/6/2012</td>
<td>Maria Williams</td>
</tr>
<tr>
<td>2. Human Services, AAS</td>
<td>p. 156</td>
<td>3/15/2012</td>
<td>Laura Kelley</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): April Counceller
Initiator Signed Initials: __________ Date: __________

13b. Coordination Email
Date: 2/2/2012
submitted to Faculty Listserv: uaa-faculty@lists.uaa.alaska.edu

13c. Coordination with Library Liaison
Date: 2/15/2012

14. General Education Requirement
Mark appropriate box:
☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☑ Humanities
☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
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) (list prefix and number)

16b. Test Score(s)

16c. Co-requisite(s) (concurrent enrollment required)

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

16e. Registration Restriction(s) (non-codable)

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Provides students an opportunity for academic study of this Alaska Native language.

Initiator (faculty only)
April Counceller
Initiator (TYPE NAME)

☑ Approved ☐ Disapproved

☑ Approved Dean/Director of School/College Date

☑ Approved Undergraduate/Graduate Academic Board Chairperson Date

☑ Approved Provost or Designee Date

☒ Approved Department Chairperson Date

☒ Approved Curriculum Committee Chairperson 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**

<table>
<thead>
<tr>
<th>Student will be able to:</th>
<th>Assessment Procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate elementary proficiency in listening in Alutiiq: comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
<td>Listening drills and objective exams</td>
</tr>
<tr>
<td>Vocalize elementary proficiency in speaking Alutiiq: communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.</td>
<td>Speaking drills and exercises, objective exams</td>
</tr>
<tr>
<td>Illustrate elementary proficiency in reading Alutiiq: comprehend words, phrases, and sentences pertaining to the most common features of daily life.</td>
<td>Objective exams and translation homework</td>
</tr>
<tr>
<td>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.</td>
<td>Objective exams and writing samples</td>
</tr>
<tr>
<td>Discuss cultural knowledge of topics addressed.</td>
<td>Objective exams</td>
</tr>
</tbody>
</table>

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:**


IX. **Bibliography and Resources:**


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>KO Kodiak College</td>
<td>AHUM Division of Humanities</td>
<td>AKNS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKNS</td>
<td>A102E</td>
<td>NA</td>
<td>4</td>
<td>(4+0)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**  
Elementary Alutiiq Language II

**Abbreviated Title for Transcript (30 character):**

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

**8. Type of Action:**  
☒ Add ☐ Change ☐ Delete

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

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

**11. Implementation Date**  
Semester/year

From:  Spring/2013  To:  /

**12. Cross Listed with**  
☑ 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.

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**Initiator Name (typed):** April Counceller  
Initiator Signed Initials:  
Date:  

**13b. Coordination Email**  
Date: 2/2/2012  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**  
Date: 2/15/2012

**14. General Education Requirement**  
Mark appropriate box:

☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☒ Humanities  ☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone

**15. Course Description (suggested length 20 to 50 words)**  
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) (list prefix and number)**  
AKNS A101E with a minimum grade of C

**16b. Test Score(s)**  

**16c. Co-requisite(s) (concurrent enrollment required)**

**16d. Other Restriction(s)**

☐ College  ☐ Major  ☐ Class  ☐ Level  

**16e. Registration Restriction(s) (non-codable)**

**17. Mark if course has fees**

**18. Mark if course is a selected topic course**

**19. Justification for Action**  
Provides students an opportunity for academic study of this Alaska Native language.

**Initiator (faculty only):** April Counceller  
Initiator (TYPE NAME):  
Date:  

☐ Approved  ☐ Disapproved

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

☐ Approved  ☐ Disapproved

**Undergraduate/Graduate Academic Board Chairperson**  
Date:  

☐ Approved  ☐ Disapproved

**Provost or Designee**  
Date:  

☐ Approved  ☐ 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

<table>
<thead>
<tr>
<th>Student will be able to:</th>
<th>Assessment Procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Listening drills and objective exams</td>
</tr>
<tr>
<td>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.</td>
<td>Speaking drills and exercises, objective exams</td>
</tr>
<tr>
<td>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.</td>
<td>Objective exams and translation homework</td>
</tr>
<tr>
<td>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.</td>
<td>Objective exams</td>
</tr>
</tbody>
</table>
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**


VIII. **Bibliography**


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](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.