

General Education Review Committee Agenda

12:30-1:30

February 18, 2011

ADM 204

I. Call to Order

Roll

() Suzanne Forster	UAB/CAS	Humanities
() Sue Fallon	UAB/CHSW	Social Sciences, Chair
() Utpal Dutta	UAB/SOE	
() Kevin Keating (Deb Mole)		UAB/Library
() Deborah Fox	UAB/Mat-Su	Written Communication
() Len Smiley	CAS	Quantitative Skills
() Shawnalee Whitney	CAS	Oral Communication
() Walter Olivares	CAS	Fine Arts
() Beverly Barker	CAS	Natural and Physical Sciences
() Robert Capuozzo	COE	
() Sandra Pence	CTC	
() Kyle Hampton	CBPP	Social Sciences
() Hilary Davies	UAB	Ex officio/UAB Chair
() Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Approval of Agenda (pg. 1-2)

III. Approval of Summary (pg. 3-4)

IV. Report from Associate Vice Provost Bart Quimby

V. Chair's Report

VI. Course Action Requests

Chg	ENVI A211	Environmental Science: Systems and Processes (1 cr) (0+3) (pg. 5-9)
Chg	ENVI A211L	Environmental Science: Systems and Processes Laboratory (1 cr) (3+0) (pg. 10-14)
Add	GEOG A111	Earth Systems: Elements of Physical Geography (3 cr) (3+0) (pg. 15-19)
Del	GEOG A211	Earth Systems: The Science and Geography of the Natural Environment (3 cr) (3+0) (pg. 20)
Del	GEOG A211L	Earth Systems: The Science and Geography of the Natural Environment Laboratory (1 cr) (0+3) (pg. 21)

Tabled-No revisions received:

Chg	ASL A101	Elementary American Sign Language I (4 cr) (4+0)
Chg	ASL A102	Elementary American Sign Language II (4 cr) (4+0)
Chg	ASL A201	Intermediate American Sign Language I (4 cr) (4+0)
Chg	ASL A202	Intermediate American Sign Language II (4 cr) (4+0)

VII. Old Business

- A. GER Outcomes Mapping
- B. GER Survey

VIII. New Business

- A. GER Purge List (pg. 22)
- B. Fisher Report

Full Report

<http://www.alaska.edu/files/pres/FisherReportMemo.pdf>

<http://www.alaska.edu/files/pres/FinalFisherReport.pdf/>

C. Faculty Senate Diversity Committee Report

Full Report

<http://www.uaa.alaska.edu/governance/facultysenate/upload/FINAL-FS-Agenda-02-04-11.pdf>

IX. Informational Items and Adjournment

General Education Review Committee Summary

12:30-1:30

February 11, 2011

ADM 204

I. Call to Order

Roll

(x) Suzanne Forster	UAB/CAS	Humanities
(x) Sue Fallon	UAB/CHSW	Social Sciences, Chair
(e) Utpal Dutta	UAB/SOE	
(e) Kevin Keating (Deb Mole)		UAB/Library
(x) Deborah Fox	UAB/Mat-Su	Written Communication
(x) Len Smiley	CAS	Quantitative Skills
(x) Shawnalee Whitney	CAS	Oral Communication
(x) Walter Olivares	CAS	Fine Arts
() Beverly Barker	CAS	Natural and Physical Sciences
(x) Robert Capuozzo	COE	
(x) Sandra Pence	CTC	
(x) Kyle Hampton	CBPP	Social Sciences
(x) Hilary Davies	UAB	Ex officio/UAB Chair
(x) Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Approval of Agenda (pg. 1)

Approved

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

Change “did accurately reflect”, to “did not accurately reflect”

Change “Communications”, to “Communication”

Approved

IV. Report from Associate Vice Provost Bart Quimby

Bart is working with Gary Rice to look at the courses students in each major take to fulfill their GERs.

V. Chair’s Report

At the February 4th Faculty Senate Meeting, the PHYS labs were separated from the rest of the curricular action items and discussed separately due to the changes that limit distance offerings. Based on time constraints, this discussion was postponed until the March Faculty Senate meeting.

VI. Course Action Requests

VII. Old Business

A. GER Outcomes Mapping

B. GER Survey

VIII. New Business

A. Fisher Report (Pages 20-23)

Full Report

<http://www.alaska.edu/files/pres/FisherReportMemo.pdf>

<http://www.alaska.edu/files/pres/FinalFisherReport.pdf/>

Hilary Davies response to the Fisher Report GER comments

B. Proposed GERC/ACLIT memo to Faculty Senate regarding GER Physics Labs
Should GERC submit a memo on this issue?

Memo items:

We discussed the following issues:

University liability

Student safety issues

Faculty ownership of curriculum

Sound pedagogy involved

Coordination between campuses was performed based on the guidelines in the curriculum handbook

This discussion will continue at the next meeting.

C. Faculty Senate Diversity Committee Report (Pages 39-41)

Full Report

<http://www.uaa.alaska.edu/governance/facultysenate/upload/FINAL-FS-Agenda-02-04-11.pdf>

IX. Informational Items and Adjournment

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Dorn Van Dommelen</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<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

ENVI A211

Course Content Guide

Date: 14 February 2011

I. Course Information

- a. College: Arts and Sciences
- b. Course Subject: ENVI
- c. Course number: A211
- d. Credits/Contact: 3 credits, 3 + 0
- e. Title: Environmental Science: Systems and Processes
- f. Grading Basis: A-F
- g. Prerequisites: ENGL A111 and MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A272
- h. Course Fees: No
- i. Description: Introduces science as a powerful but limited tool for understanding and solving environmental problems. The Earth is discussed as a system with feedbacks and inter-relationships. These include natural systems, cycles, and flows and natural and human induced changes in these systems. Topics include: Basic ecology, climate change, resources and resource stress (air, water, oceans, soils), natural hazards. Uses Alaskan, Arctic and other regional examples.

II. Instructional Goals and Student Outcomes

A. Instructional Goals

The instructor will:

1. Introduce students to the discipline of environmental science and give them an appreciation for its depth and utility.
2. Increase students' environmental literacy: the ability to use science to think critically about these issues.
3. Teach students about some of the key techniques and methods used in scientific inquiry in the biophysical sciences (scientific method, laboratory experiments, field interpretation, etc.).
4. Convey the importance of scientific inquiry and method in understanding the natural world while also developing critical skills in questioning scientific findings and history. Introduce students to the importance and limitations of science in addressing environmental issues.
5. Provide students with a broad and thorough introduction to the environmental sciences, key natural processes and global patterns. Teach how key elements of the earth's physical systems are interrelated with its biological and social systems.
6. Describe the impacts that human systems have on natural systems and how humans cope with natural systems.

B. Student Outcomes

Students will be able to:

Outcomes	Assessment Methods
Recognize the nature of scientific inquiry and be able to point to its strengths and problems.	Exams Essays
Distinguish the key natural processes studied in environmental sciences and explain how these processes produce scale-dependent biological and physical patterns.	Exams Projects
Explain the important feedbacks and drivers between the natural world and human systems from both an historical and contemporary perspective.	Exams Article reviews

III. Guidelines for Evaluation

Instructors will employ a variety of evaluation methods that stress writing. Examination is mandatory in ENVI A211.

IV. Course Level Justification

This is an introductory course intended to introduce students to the basics of environmental sciences but suitable preparation in Tier 1 GER courses is a requirement for this course, necessitating 200-level designation.

V. Course Outline

1. Science and scientific method
2. Earth as a system
3. Basic ecology, cycles and flows of chemicals and energy
4. Natural resources and threats to resources: air, water, ocean and soils
5. Hazardous wastes
6. Earth as a life-support system
7. Natural hazards and human response to the natural world
8. Climate change
9. Alaska and arctic connections

VI. Recommended Texts

Miller, G.T. and S E. Spoolman. 2007. *Living in the Environment: Principles, Connections and Solutions*. Florence, KY: Cengage.

Withgott, J.H. and S.R. Brennan. 2007. *Environment: The Science Behind the Stories*. Upper Saddle River, NJ: Pearson.

VII. Bibliography

- Berner, R.A. 1996. *Global Environment: Water, Air, and Geochemical Cycles*. Upper Saddle River, NJ: Prentice-Hall.
- Botkin, D.B. 2000. *No Man's Garden*. Washington, DC: Island Press.
- Botkin, D.B. 1990. *Discordant Harmonies*. New York, NY: Oxford University Press.
- Carson, R. 1962. *Silent Spring*. Boston, MA: Houghton Mifflin.
- Cohen, J.E. 1995. *How Many People Can Earth Support*. New York, NY: Norton.
- Ehrlich, P.R. 2004. *One With Nineveh*. New York, NY: Island Press.
- Gleick, P.H. 2000. *The World's Water 2000-2001*. Washington, DC: Island Press
- IPCC. 2001. *The Intergovernmental Panel on Climate Change Scientific Assessment*. New York, NY: Oxford University Press.
- Keller, E.A. 2006. *Natural Hazards*. Upper Saddle River, NJ: Prentice-Hall.
- Leopold, A. 1949. *A Sand County Almanac*. New York, NY: Oxford University Press.
- Lovins, A.B. 1979. *Soft Energy Path*. New York, NY: Harper & Row.
- Manning, R. 2004. *Against the Grain*. New York, NY: North Point Press.
- McKee, J.K. 2003. *Sparing Nature*. New Brunswick, NJ: University of Rutgers Press
- Nash, R.F. 1988. *The Rights of Nature*. Madison, WI: University of Wisconsin Press.
- Odum, Eugene. 2004. *Fundamentals of Ecology*. Duxbury, MA: Brooks/Cole.
- Peterson, R.O. *The Wolves of Isle Royale: A Broken Balance*. Niocqua, WI: Willow Creek Press.
- Watts, R.J. 1998. *Hazardous Wastes*. New York, NY: John Wiley.



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

1a. School or College AS CAS		1b. Division ASSC Division of Social Science			1c. Department Geography and Environmental Studies	
2. Course Prefix ENVI	3. Course Number A211L	4. Previous Course Prefix & Number	5a. Credits/CEUs 1	5b. Contact Hours (Lecture + Lab) (0+3)		
6. Complete Course Title Environmental Science: Systems and Processes Laboratory Environmental Science Lab <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 type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input checked="" type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG (please specify)				9. Repeat Status No # of Repeats 0 Max Credits		
				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date semester/year From: Summer/2011 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. <small>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.</small>						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. see attached spreadsheet						
2.						
3.						
Initiator Name (typed): <u>Dorn Van Dommelen</u> Initiator Signed Initials: _____ Date: _____						
13b. Coordination Email Date: <u>10/8/10</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: <u>10/8/10</u>			
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input checked="" type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description (<i>suggested length 20 to 50 words</i>) Laboratory introducing students to the systematic acquisition of data and its analysis and interpretation in a manner consistent with the disciplines of environmental studies. This includes field and classroom experiences and the use of remotely sensed data and geographic information systems in interpretation, analysis, and presentation. In complement to ENVI A211, themes include: scientific method, map use, environmental problems at multiple scales, climate, resources and resource stress (air, water, oceans, and soils), and natural hazards.						
16a. Course Prerequisite(s) (<i>list prefix and number</i>) ENGL A111 and MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A272		16b. Test Score(s) N/A		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A		
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>) N/A				
17. <input checked="" type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> Mark if course is a selected topic course				
19. Justification for Action Student needs will best be met with independent environmental science and physical geography courses. This necessitates the deletion of GEOG A211L and minor changes to this course.						

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Dorn Van Dommelen</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<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

ENVI A211L

Course Content Guide

Date: 14 February 2011

I. Course Information

- a. College: Arts and Sciences
- b. Course Subject: ENVI
- c. Course Number: A211L
- d. Credits/Contact: 1 credit, 45 contact hours
- e. Title: Environmental Science and Processes Laboratory
- f. Grading Basis: A-F
- g. Prerequisites: ENGL A111 and MATH A105 or MATH A107 or MATH A108 or MATH A109 or MATH A172 or MATH A200 or MATH A272
- h. Course Fees: Yes
- i. Description: Laboratory introducing students to the systematic acquisition of data and its analysis and interpretation in a manner consistent with the disciplines of environmental studies. This includes field and classroom experiences and the use of remotely sensed data and geographic information systems in interpretation, analysis, and presentation. In complement to ENVI A211, themes include: scientific method, map use, environmental problems at multiple scales, climate, resources and resource stress (air, water, oceans, and soils), and natural hazards. Special note: Requires hands-on work in a field and laboratory setting.

II. Instructional Goals and Student Outcomes

A. Instructional Goals

The instructor will:

1. Give students hands on experience in some of the key techniques and methods of environmental science inquiry (map use, GIS, spatial analysis, field studies, etc.)
2. Provide students with an opportunity to collect and interpret data on common environmental science topics both in field and non-field settings.
3. Convey the importance of scientific inquiry and method in understanding the natural world while also developing critical skills in questioning scientific findings and their popular portrayal. Introduce students to the importance and limitations of science in addressing environmental issues.
4. Enable students to experience the thrill of discovery through an inquiry-based setting.

B. Student Outcomes

Students will be able to:

Outcomes	Assessment Methods
Comprehend and apply scientific principles and key environmental methods to environmental concerns, and discuss strengths and critiques of this approach.	Lab Reports, Group Presentations
Use field observation, basic data sets, remotely sensed images, and geographic information systems to reach conclusions and generalizations about the environment.	Lab Reports
Summarize and articulate an understanding of the relationship between physical and human systems.	Lab Reports, Group Presentations

III. Guidelines for Evaluation

Instructors will employ a series of labs in which students will work in small groups and individually producing lab reports based on field and lab results. Instructors will augment evaluation as appropriate with presentations, debates, exit interviews, etc.

IV. Course Level Justification

This is an introductory course intended to introduce students to some of the basic methods and techniques of environmental inquiry, but suitable preparation in Tier 1 GER courses is a requirement for this course, necessitating 200-level designation.

V. Course Outline

1. Science and scientific method
2. Earth's systems
3. Basic Field and Map Studies
4. Using Topographic, Geologic, and Climate Maps.
5. Introduction to GIS and Remote Sensing
6. Atmospheric Science, Weather and Climate
7. Weathering, Mass Wasting, Avalanches
8. Risk, Uncertainty, and Hazards; societal responses
9. Natural resources and threats to resources: air, water, ocean and soils
10. Global Warming, Ozone Depletion, and Acid Rain

VI. Suggested Texts

Instructors will generally create their own lab manuals and assignments focusing on local and global examples and content but may elect to draw some subject matter from published lab manuals.

VII. Bibliography

- Berner, R.A. 1996. *Global Environment: Water, Air, and Geochemical Cycles*. Upper Saddle River, NJ: Prentice-Hall.
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- Nash, R.F. 1988. *The Rights of Nature*. Madison, WI: University of Wisconsin Press.
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1a. School or College AS CAS		1b. Division ASSC Division of Social Science		1c. Department Geography and Environmental Studies
2. Course Prefix GEOG	3. Course Number A111	4. Previous Course Prefix & Number GEOG A205	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)

6. Complete Course Title
Earth Systems: Elements of Physical Geography
 Earth Systems
Abbreviated Title for Transcript (30 character)

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

8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Prefix</td> <td><input type="checkbox"/> Course Number</td> </tr> <tr> <td><input type="checkbox"/> Credits</td> <td><input type="checkbox"/> Contact Hours</td> </tr> <tr> <td><input type="checkbox"/> Title</td> <td><input type="checkbox"/> Repeat Status</td> </tr> <tr> <td><input type="checkbox"/> Grading Basis</td> <td><input type="checkbox"/> Cross-Listed/Stacked</td> </tr> <tr> <td><input type="checkbox"/> Course Description</td> <td><input type="checkbox"/> Course Prerequisites</td> </tr> <tr> <td><input type="checkbox"/> Test Score Prerequisites</td> <td><input type="checkbox"/> Co-requisites</td> </tr> <tr> <td><input type="checkbox"/> Other Restrictions</td> <td><input type="checkbox"/> Registration Restrictions</td> </tr> <tr> <td><input type="checkbox"/> Class <input type="checkbox"/> Level</td> <td></td> </tr> <tr> <td><input type="checkbox"/> College <input type="checkbox"/> Major</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (please specify)</td> <td></td> </tr> </table>	<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)		9. Repeat Status No # of Repeats 0 Max Credits <hr/> 10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG <hr/> 11. Implementation Date semester/year From: Summer/2011 To: / <hr/> 12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature
<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number																				
<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours																				
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<input type="checkbox"/> College <input type="checkbox"/> Major																					
<input type="checkbox"/> Other (please specify)																					

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.

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1.			
2.			
3.			

Initiator Name (typed): Dorn Van Dommelen Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: <u>10/8/10</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)	13c. Coordination with Library Liaison Date: <u>10/8/10</u>
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14. General Education Requirement Oral Communication Written Communication Quantitative Skills Humanities
 Mark appropriate box: Fine Arts Social Sciences Natural Sciences Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
 Survey of the processes that form the physical environment and the resulting physical patterns. Study of landforms, climate, soils, water resources, vegetation and their world and regional patterns.

16a. Course Prerequisite(s) (list prefix and number) N/A	16b. Test Score(s) N/A	16c. Co-requisite(s) (concurrent enrollment required) N/A
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16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level	16e. Registration Restriction(s) (non-codable) N/A
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17. Mark if course has fees 18. Mark if course is a selected topic course

19. Justification for Action
 Student needs will best be met with independent environmental science and physical geography courses. This necessitates the creation of this course.

Initiator (faculty only) _____ Date _____ <u>Dorn Van Dommelen</u> <small>Initiator (TYPE NAME)</small> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____
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GEOG A111

Course Content Guide

Date: 14 February 2011

I. Course Information

- a. College: Arts and Sciences
- b. Course subject: GEOG
- c. Course number: A111
- d. Credits/Contact: 3 credits, 3 + 0
- e. Title: Earth Systems: Elements of Physical Geography
- f. Grading basis: A-F
- g. Prerequisites: No
- h. Course fees: No
- i. Description: Survey of the processes that form the physical environment and the resulting physical patterns. Study of landforms, climate, soils, water resources, vegetation and their world and regional patterns.

II. Instructional Goals and Student Outcomes

A. Instructional Goals

The instructor will:

1. Introduce students to the discipline of physical geography and give them an appreciation for its depth and utility.
2. Teach students about some of the key techniques and methods of geographic inquiry in the physical sciences (map use, GIS, remote sensing, field interpretation, etc.)
3. Provide students with a broad-based and thorough introduction to the earth sciences, key natural processes and global, physical patterns. Teach how key elements of the earth's physical systems are interrelated.
4. Convey the importance of scientific inquiry and method in understanding the natural world while also developing critical skills in questioning scientific findings and history.
5. Describe the impacts the natural world, in the form of natural and human-made hazards, has on human systems.

B. Student Outcomes

Students will be able to :

Outcomes	Assessment Methods
Recognize the nature of scientific inquiry and identify its strengths and problems.	Exams
Identify and describe the important physical processes that shape the surface of the earth and produce global patterns.	Exams Projects

Identify and describe the important physical processes that control weather and climate and produce global climate patterns.	Exams Projects
Explain how interactions between the lithosphere and atmosphere impact the earth's water, soil, and biome patterns.	Exams Projects

IV. Guidelines for Evaluation

Instructors may use a variety of tools for evaluation including, but not limited to essays, quizzes, journals, and examinations. However, each instructor will administer a final examination, or a combination of mid-term examinations and a final examination to measure the outcomes outlined above. The geography curriculum committee will review evaluation tools and examinations once per year.

V. Course Level Justification

This is an introductory course intended to introduce students to the basics of physical geography.

VI. Topic Course Outline

GEOG A111 is offered as a GER-Natural Science *because* it is comprehensive in its treatment of the earth sciences and teaches students about the interdependence of physical systems. Consequently, breadth in the treatment of these topics is more important than an in-depth examination of several of the topics.

Instructors are expected to utilize a variety of techniques in their delivery of the course material, however, course instruction should not overemphasize the use of audio-visual materials.

A. Introduction

- 1 Introduction to Geography
- 2 The Globe, Maps, etc.
- 3 Techniques: Map Interpretation, GIS, Remote Sensing, etc.

B. The Lithosphere

- 1 Structure of Earth, Rocks, Plate Tectonics
- 2 Earthquakes
- 3 Volcanism and Landforms
- 4 Solid Tectonic Processes and Landforms
- 5 Weathering, Mass Wasting, Avalanches
- 6 Rivers and Stream Landforms
- 7 Desert and Eolian Landforms
- 8 Coastal Processes and Landforms
- 9 Glaciers and Landforms
- 10 Karst and Landforms
- 11 Permafrost and Landforms

C. The Atmosphere

- 1 Solar Energy, Seasonality

- 2 Atmospheric Structure and Composition
- 3 Atmospheric Heating
- 4 Atmospheric Circulation
- 5 Ocean Circulation
- 6 Global Warming
- 7 El Nino
- 8 Atmospheric Moisture
- 9 Weather Systems
- 10 Global Climate Systems

D. Integration

- 1 Hydrological Systems
- 2 Soil Systems
- 3 Biogeography

VII. Suggested Texts

Many standard texts are available in physical geography including:

Christopherson, R.W. 2009. *Elemental Geosystems*. Upper Saddle River, NJ: Prentice-Hall

Gabler, R.E., Peterson, J.F., Trapasso, L.M. 2006. *Essentials of Physical Geography*. Florence, KY: Cengage.

Strahler, A.H. 2010. *Introducing Physical Geography*. New York, NY: Wiley.

Each year a committee composed of all full-time geography faculty members and physical geography adjuncts will develop a list of texts to be used in GEOG A111. This list will be approved by the geography program coordinator or department chair.

VIII. Bibliography

Below is a sample of possible resources:

Ahrens, C.D. 2008. *Meteorology Today*. Florence, KY: Brooks-Cole.

Ahnert, F. 1998. *Introduction to Geomorphology*. London: Arnold.

Barry, R.G. and Chorley, R.J. 2009. *Atmosphere, Weather and Climate*. London: Routledge.

Benn, D.I. 2010. *Glaciers and Glaciation*. London and New York, NY: Arnold.

Bird, E. 2008. *Coastal Geomorphology: An Introduction*. New York, NY: Wiley.

Brady, N.C. and Weil, R.R. 2007. *Nature and Properties of Soils*. London: MacMillan.

Davis, R.A. 1997. *The Evolving Coast*. New York, NY: Scientific American Library.

- Hugget, R.J. 2005. *Fundamentals of Biogeography*. London: Routledge.
- Keary, P. and Vine, F.J. 2009. *Global Tectonics*. New York, NY: Wiley-Blackwell.
- Keller, E. 2007, *Introduction to Environmental Geology*. Upper Saddle River, NJ: Prentice Hall.
- Kershaw, S., Cundy, A. and A Cundy. 2004. *Oceanography: an Earth Science Perspective*. London: Routledge.
- Knighton, A.D. 1998. *Fluvial Forms and Processes: A New Perspective*. London: Arnold.
- McClung, D and Schaerer. 2006. *The Avalanche Handbook*. Seattle, WA: The Mountaineers.
- Robinson, P.J. and Henderson-Sellers, A. 1999. *Contemporary Climatology*. Harlow: Longman.
- Smithson, P. et al. 2008. *Fundamentals of the Physical Environment*. London: Routledge.
- Ward, R.C. and Robinson, M. 2000. *Principles of Hydrology*. London: McGraw-Hill.

Original GER Purge List for 2011-12 UAA Catalog

BANNER							
SUBJECT	COURSE	COLLEGE	COURSE	LAST TERM			
PREFIX	NUMBER	CODE	COURSE TITLE	EFFECTIVE	OFFERED	GER TYPE	COMMENTS
Code	Sbcrse Crse Number	Sbcrse College Code	Sbcrse Title	Sbcrky Term Code Start	Sbsect Term Code		
RUSS	A101E	AS	*Elementary Russian I	199702	200603	Humanities	
SPAN	A101E	AS	*Elementary Spanish I	199702	200703	Humanities	
SPAN	A102E	AS	*Elementary Spanish II	199702	200701	Humanities	
SPAN	A201E	AS	*Intermediate Spanish I	199702	200703	Humanities	
HUM	A250	AS	*Myths & Contemporary Culture	199702	200501	Humanities	
HNRS	A490	HC	*Senior Honors Seminar	199703	200803	Integrative Capstone	