General Education Review Committee
Agenda

November 10, 2006
ADM 201
12:45 p.m. – 1:45 p.m.

I. Roll

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

II. Approval of the Agenda (pg. 1)

III. Approval of Meeting Summary for October 27, 2006 (pg. 2-3)

IV. Chair’s Report

V. Course Action Requests

VI. Old Business

A. GER CCG Updates
   1. Final Revisions to Curriculum Handbook (pg. 4)
   2. Final Memo for updated GER CARs/CCGs (pg. 5)
   3. Template Memo to Chairs and Faculty (pg. 6)
   4. Completed GER Review Templates (pg. 7-13)

VII. New Business

VIII. Informational Items and Adjournment
October 27, 2006
ADM 201
12:00 p.m. – 1:45 p.m.

I. Special GERC Session with Gary Rice on OPRA GER Topic Paper (pg. 27-35)
Does completing a GER course make the difference intended by the university and expected by the student?
What outcomes do we want to assess to answer that question?

Suggestions to Gary Rice:
• Determine if completion of Tier 1 basic skills have any impact on student performance in Tier 2 and Tier 3
• Suggestion to separate oral, written, and quantitative categories
• Level of importance of completing Tier 1 courses in first two years
• Measure difference in performance in Tier 2, after completion of Tier 1
• Measuring if Tier 1 meets university expectations by assessing abilities in Tier 1 Capstone by collecting data- ask how well are you students performing in basic skills capstone courses
• Measuring if Tier 1 meets student expectations by giving exit survey associated with Capstone- ask how well did these basic skills serve you in this course

II. 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
( ) Jeane Breinig CAS Written Communication
(x) Len Smiley CAS/UAB Quantitative Skills
( ) Robin Wahto CTC
( ) Walter Olivares CAS Fine Arts
(x) Tom Miller OAA Guest
( ) Vacant CHSW
( ) Grant Baker SOENGR/UAB
( ) Vacant Student

III. Approval of the Agenda (pg. 1-2)
Approved

IV. Approval of Meeting Summary for October 20, 2006 (pg. 3-4)
Add “and” to Chair’s report line 4 “Gary Rice called and”
Approved
V. Chair’s Report
Handbook revisions
Template

VI. Course Action Requests

A. CAS – HIST/INTL/PS

Chg HIST A325 Northeast Asia in 21st Century (3 cr) (3+0) (pg. 5-11)
Approved unanimously

Chg INTL A325 Northeast Asia in 21st Century (3 cr) (3+0) (pg. 11-16)
Approved unanimously

Chg PS A325 Northeast Asia in 21st Century (3 cr) (3+0) (pg. 17-22)
Approved unanimously

VII. Old Business

A. GER CCG Updates
1. Final Revisions to Curriculum Handbook (pg. 23)
2. Revised Memo for updated GER CARs/CCGs (pg. 24)
3. Hybrid template model for review of GER courses (pg. 25-26)

VIII. New Business

IX. Informational Items and Adjournment
# Section 8 - General Education Requirement (GER)

**Review of New and Existing GER Courses**

When an action involves a change in General Education Requirements (GER), the UAB will refer the action, preferably with recommendations, to the GER Review Committee.

When an action involves a change in the GER, the initiator must communicate with all effected Faculty in school/colleges, community campuses (including Prince William Sound Community College), Deans, and their assistants.

*All GER courses must have instructional goals and assessable student outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Outcomes (see pages - ).*

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the Departments and approved by the colleges, which must not exceed ten years.

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

The GERC Review Process is as follows:

1. Department/School/College prepare proposal and coordinate
2. UAB Agenda (1st reading)
3. GER Committee of UAB
4. UAB Agenda (2nd reading)
5. Faculty Senate (approved actions of UAB only)
6. Administration (approved actions of the UAA Faculty Senate only)

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; (other)
7. undertake such additional tasks or responsibilities relating to GERs as assigned by the Board.

---

**Notes:**

- Overview
- Formatted: Font: Bold
- Deleted: All GER course changes must consider the expected outcomes for that GER category.
- Deleted: Undergraduate Academic Board
- Deleted: UAB
- Deleted: UAB
- Deleted: refine
- Deleted: according to their appropriateness of courses
- Deleted: in

---

4
To: Deans, Directors, Department & Division Chairs, Curriculum Review Committee Chairs, and Faculty

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

Subject: New policies in GER section of Curriculum Handbook

GER Category Descriptors developed by UAA faculty were published in the 2006-2007 UAA Catalog. The following changes in the Curriculum Handbook with regards to the review of existing GER courses were approved by the Faculty Senate on November 3, 2006.

All GER courses must have instructional goals and assessable student outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Outcomes.

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the Departments and approved by the colleges, which must not exceed ten years.

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.

The Curriculum Office has prepared the attached list of GER courses, where the Office of Academic Affairs (OAA) approval date and Course Content Guide (CCG) date are indicated.

OAA will issue requests to Deans for GER course revisions and, together with the Departments and Colleges, arrange a process and a timeline for completion of GER course revisions through the normal Governance process.

GER revisions will continue to be submitted to the Undergraduate Academic Board (UAB). After first reading, UAB forwards all GER courses to the General Education Review Committee (GERC) for review. To assist faculty in GER course revision and the GERC in review of new and existing GER courses, the GERC would like to have stakeholders participate in developing a course Review Template for each GER category. These would be similar to the template currently in use for the review and approval of GER Tier 3: Integrative Capstone courses, and would also be published on the GER website (http://www.uaa.alaska.edu/governance/ger/index.cfm). The GERC is sending a rough draft of each GER category’s course Review Template to the Deans, appropriate faculty, and Department Chairs and is requesting stakeholder review and revision of these templates prior to their use by the GERC for GER course review.
To: CAS Dean, GER Natural Sciences courses Chairs, and GER Sciences Faculty

From: Ben Curtis, Chair GERC

Subject: Natural Sciences GER Review Template

This academic year, the General Education Review Committee (GERC) will begin reviewing GER courses based on the GER Category Descriptor outcomes developed by UAA faculty and published in the 2006-2007 UAA Catalog. 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.

To assist faculty in Natural Sciences GER course revision and the GERC in review of new and existing Natural Sciences GER courses, the GERC would like to have Chairs and faculty for courses in the GER Natural Sciences category participate in developing a GER Natural Sciences course Review Template, similar to the template currently used for review of the Tier 3: Integrative Capstone courses.

When completed, the Natural Sciences GER review template should capture the essential category descriptor outcomes and preamble student outcomes that discipline experts agree are required for a GER course to match the UAA Catalog GER category descriptor and be included in the Natural Sciences GER category.

To begin this process, the GERC and its GER category representative have prepared a two page draft of a GER Natural Sciences course Review Template (see attachments). The first Introductory page includes the appropriate preamble student outcome, and category descriptor outcomes in bold. These were placed on the attached second page, a draft Template for Review of Natural Sciences GER courses.

Similar draft GER category review templates are being distributed for the other GER categories. The GERC would like review of and suggestions for revision to the attached draft template by the end of the Fall semester. Revised templates can be sent to Christine Tullius (ancmt3@uaa.alaska.edu) in the Governance Office by replying to this memo. The GERC wants review and revision completed prior to publication of the review template on the GER website (http://www.uaa.alaska.edu/governance/ger/index.cfm) and its use for the review of GER Natural Sciences courses.

Thank you for your assistance. If you have any questions, please feel free to contact me (bcurtis@matsu.alaska.edu) or other members of the GERC (see GER website above).
Template for Review of Tier 2: Natural Sciences GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)
After completing the General Education Requirement, UAA students shall be able to:
1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.

6. **Identify ways in which science has advanced the understanding of important natural processes.**
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

**Tier 2: Natural Sciences Courses:** (All Natural Sciences GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

**Natural Sciences** (must include a laboratory course) 7 credits
The natural sciences focus on gaining an understanding of the matter, events and processes that form and sustain our universe. Methods of scientific inquiry are diverse, but all aim to formulate general principles that explain observations and predict future events or behaviors within their disciplines.
Laboratory courses illustrate how scientists develop, test, and challenge scientific theories, providing an appreciation for the process and problems involved in the advancement of scientific knowledge.

Students completing their natural sciences requirement will be able to **(1) apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions.** They will also **(2) demonstrate an understanding of the fundamentals of one or more scientific disciplines, (3) a knowledge of the discoveries and advances made within that discipline and the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.**

Students completing the laboratory class will **(1) demonstrate the ability to work with the tools and in the settings encountered by professionals in the discipline, (2) will critically observe materials, events or processes, and will accurately record and analyze their observations.**
### Draft Template for Review of Tier 2: Natural Sciences GER Courses

For each of the below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG. All modifications to a previous CAR/CCG, other than bibliography updates, require UAB approval.

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAR</td>
<td>CCG date within 10 years</td>
</tr>
<tr>
<td>CCG</td>
<td>Course Description</td>
</tr>
<tr>
<td></td>
<td>Course Outline</td>
</tr>
<tr>
<td>Bibliography</td>
<td></td>
</tr>
</tbody>
</table>

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

#### Instructional Goals

**Student Outcomes** At the completion of the course the student will be able to:

<table>
<thead>
<tr>
<th>Category</th>
<th>Descriptor</th>
<th>Outcomes for Lecture courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Apply the scientific method through formulating hypotheses, proposing testable predictions, and then testing to reach supportable conclusions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Demonstrate an understanding of the fundamentals of the courses’ scientific discipline.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Demonstrate a knowledge of the discipline’s discoveries and advances that have impacted thought and technology throughout history.</td>
</tr>
</tbody>
</table>

**Category Descriptors**

**Outcomes for Lab courses**

1. Demonstrate the ability to work with the tools and in settings of the discipline.
2. Critically observe events or processes and accurately record and analyze observations.

**Appropriate numbered GER preamble Student Outcomes**

**Must Include:** 6. Identify ways in which science has advanced the understanding of important natural processes.

**May include:**

7. Locate and use relevant information to make appropriate personal and professional decisions.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.

Your answers below will help to track the availability of GER courses:

<table>
<thead>
<tr>
<th>Average sections offered per year</th>
<th>Average annual number of sections closed by capacity</th>
<th>Average enrollments per section at semester open</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Signature and date:**

Approved__, Not approved__ **Dept:**

Approved__, Not approved__ **College:**

Approved__, Not approved__ **UAB:**

Approved__, Not approved__ **Provost:**
Template for Review of Tier 2: Humanities GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)
After completing the General Education Requirement, UAA students shall be able to:
1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 2: Humanities Courses: (All Humanities GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

**Humanities** (outside the major) 6 credits
The humanities examine the characteristic of reality, the purpose of human existence, the properties of knowledge, and the qualities of sound reasoning, eloquent communication, and creative expression. They study the problems of right conduct in personal, social, and political life. They also consider the qualities of the divine, the sacred, and the mysterious. In these tasks the humanities reflect upon the world’s heritage of the arts, history, languages, literature, religion, and philosophy. Students who complete a content-oriented course in the humanities should be able to (1) identify texts or objects, to place them in the historical context of the discipline, (2) to articulate the central problems they address, and to provide reasoned assessments of their significance. Students who complete a skills-oriented humanities course in logic should be able to (1) identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to recognize common fallacies. They should also be able to (2) use a formal technique to determine the validity of simple deductive arguments and to (3) evaluate the adequacy of evidence according to appropriate inductive standards. Students who complete a skill-oriented humanities course in a language should (1) demonstrate proficiency in listening, speaking and writing.
**Draft Template for Review of Tier 2: Humanities GER Courses**

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

For each of the below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG. All modifications to a previous CAR/CCG, other than bibliography updates, require UAB approval.

<table>
<thead>
<tr>
<th>CAR</th>
<th>CCG date within 10 years</th>
<th>Course Description</th>
<th>Course Outline</th>
<th>Bibliography</th>
</tr>
</thead>
</table>

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>Assessment Artifacts collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category Descriptor Outcomes</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Demonstrate proficiency in listening, speaking, reading, and writing in the target language at the appropriate elementary or intermediate level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of linguistic functions and terminology in the target language which correspond to the grammatical structures examined in the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate cultural knowledge of topics addressed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Appropriate numbered GER preamble Student Outcomes**

**Must Include:** 3. Relate knowledge to the historical context in which it developed and the human problems it addresses.

**May include:** 4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.

Your answers below will help to track the availability of GER courses

<table>
<thead>
<tr>
<th>Average sections offered per year</th>
<th>Average annual number of sections closed by capacity</th>
<th>Average enrollments per section at semester open</th>
</tr>
</thead>
</table>

**Signature and date:**

Approved__, Not approved__ **Dept:**__________________________  Approved__, Not approved__ **College:**__________________________  

Approved__, Not approved__ **UAB:**__________________________  Approved__, Not approved__ **Provost:**__________________________
For each of the below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG. All modifications to a previous CAR/CCG, other than bibliography updates, require UAB approval.

<table>
<thead>
<tr>
<th>CAR</th>
<th>CCG date within 10 years</th>
<th>Course Description</th>
<th>Course Outline</th>
<th>Bibliography</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCG has Instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student Outcomes

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

<table>
<thead>
<tr>
<th>Category Descriptor Outcomes for Content-oriented courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify texts or objects and place them in the historical context of the discipline.</td>
</tr>
<tr>
<td>2. Identify texts or objects, articulate the central problems they address, and provide reasoned assessments of their significance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category Descriptor Outcomes for Logic courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to recognize common fallacies.</td>
</tr>
<tr>
<td>2. Use a formal technique to determine the validity of simple deductive arguments.</td>
</tr>
<tr>
<td>3. Evaluate the adequacy of evidence according to appropriate inductive standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category Descriptor Outcomes for Language courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate proficiency in listening, speaking, reading, and writing in the target language at the appropriate elementary or intermediate level.</td>
</tr>
<tr>
<td>2. Demonstrate knowledge of linguistic functions and terminology in the target language which correspond to the grammatical structures examined in the course.</td>
</tr>
<tr>
<td>3. Demonstrate cultural knowledge of topics addressed.</td>
</tr>
</tbody>
</table>

#### Appropriate numbered GER preamble Student Outcomes

**Must Include:**
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.

**May include:**
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.

Your answers below will help to track the availability of GER courses

<table>
<thead>
<tr>
<th>Average sections offered per year</th>
<th>Average annual number of sections closed by capacity</th>
<th>Average enrollments per section at semester open</th>
</tr>
</thead>
</table>

**Signature and date:**

Approved__, Not approved__  Dept:________________________

Approved__, Not approved__  College:____________________

Approved__, Not approved__  UAB:________________________

Approved__, Not approved__  Provost:______________________
Template for Review of Tier 2: Social Sciences GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)
After completing the General Education Requirement, UAA students shall be able to:
1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 2: Social Sciences Courses: (All Social Sciences GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

Social Sciences (outside the major; from 2 different disciplines) 6 credits
The social sciences focus on the acquisition, analysis, and interpretation of empirical data relevant to the human experience. Disciplines differ in their focus on collective as opposed to individual behavior, biological as opposed to social or cultural factors, the present as opposed to the past, and quantitative as opposed to qualitative data. Students who complete a general education social sciences course should (1) be motivated to reflect on the workings of the society of which they are apart and should possess a broad perspective on the diversity of human behavior. They should be able to (2) distinguish between empirical and non-empirical truth claims. They should (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. They should (4) have an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, quantitative reasoning, and application to social aspects of contemporary life. A student who has met the social science general education requirement is expected to be able to (5) demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.
### Draft Template for Review of Tier 2: Social Sciences GER Courses

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

For each of the below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG. All modifications to a previous CAR/CCG, other than bibliography updates, require UAB approval.

<table>
<thead>
<tr>
<th>CAR</th>
<th>CCG date within 10 years</th>
<th>Course Description</th>
<th>Course Outline</th>
<th>Bibliography</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>Assessment Artifacts collected</th>
</tr>
</thead>
</table>

1. Be motivated to reflect on the workings of the society of which they are apart and possess a broad perspective on the diversity of human behavior.

2. Distinguish between empirical and non-empirical truth claims.

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.

4. Demonstrate an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, quantitative reasoning, and application to social aspects of contemporary life.

5. Demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.

**Appropriate numbered GER preamble Student Outcomes**

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

**May include:**

Your answers below will help to track the availability of GER courses.

<table>
<thead>
<tr>
<th>Average sections offered per year</th>
<th>Average annual number of sections closed by capacity</th>
<th>Average enrollments per section at semester open</th>
</tr>
</thead>
</table>

**Signature and date:**

Approved__, Not approved__ Dept:________________________

Approved__, Not approved__ College:______________________

Approved__, Not approved__ UAB:________________________

Approved__, Not approved__ Provost:______________________