

General Education Review Committee Agenda

September 29, 2006
ADM 201
12:45 p.m. – 1:45 p.m.

I. Roll

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

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

III. Approval of Meeting Summary for September 22, 2006 (pg. 3-6)

IV. Chair's Report

V. Course Action Requests

A. **CAS – HIST/INTL/PS – Request for Integrative Capstone Status**

Chg	HIST	A325	Northeast Asia in 21 st Century (3 cr) (3+0)
Chg	INTL	A325	Northeast Asia in 21 st Century (3 cr) (3+0)
Chg	PS	A325	Northeast Asia in 21 st Century (3 cr) (3+0)
Chg	PS	A492	Senior Seminar in Politics (3 cr) (3+0)

VI. Old Business

- ### A. GER CCG Updates (pg.)
1. GER Course List with Implementation Dates
 2. Possible revisions to Curriculum Handbook (pg.)

3. Resulting Memo for updated GER CARs/CCGs (pg.)
4. Template for Review of GER Courses -Tom Miller (pg.)
5. Review Template outcomes for GER Natural Sciences (pg.)

VII. New Business

- A. Meeting Start Time
- B. Goals and objectives for the new academic year
- C. GER Assessment
 1. BIO102 GER Assessment Cycle (pg.)
 2. BIOL A102 Outcome Survey (pg.)
 3. BIOL A102 CCG (pg.)

VIII. Informational Items and Adjournment

General Education Review Committee Summary

September 22, 2006
ADM 201
12:45 p.m. – 1:45 p.m.

I. Roll

(x) Barbara Harville	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	
(x) Grant Baker	SOENGR	
() Vacant	Student	

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

Table all 325 courses

Agenda Approved

III. Approval of Meeting Summary for September 15, 2006 (pg. 3-6)

Chair's Report- "a" should be "at"

Action Items and approvals should be highlighted and bolded.

Summary Approved

IV. Chair's Report

Ben Curtis:

Linda Kay Davis report distributed

Worked with Vice Provost Miller on templates for review of GER Courses

Curriculum Handbook revision should include that faculty CAR's and CCG need to match course descriptors before faculty has to comply

V. Course Action Requests

A. CAS – HIST/INTL/PS – Request for Integrative Capstone Status

Chg HIST A325 Northeast Asia in 21st Century (3 cr) (3+0)
Tabled/ No revisions submitted

Chg INTL A325 Northeast Asia in 21st Century (3 cr) (3+0)
Tabled/ No revisions submitted

Chg PS A325 Northeast Asia in 21st Century (3 cr) (3+0)
Tabled/ No revisions submitted

Chg PS A492 Senior Seminar in Politics (3 cr) (3+0) (pg. 7-16)
CCG: Need other 2 instructional goals and student outcomes, could do this by rewording #3
CCG: Items need to match CAR- course description, title, course prerequisites, registration restrictions.
Tabled/ Need a clean copy of CCG

B. CAS - ANTH

Chg ANTH A354 Culture and Ecology (3 cr) (3+0) (pg. 17-27)
CCG: Under II A change from "Instructional Goal/ Objectives" to "Course Overview" or "Course Objectives"
CCG: Under III C change "discern" to "effectively acquire"
Approved w/ revisions as a GER Capstone

VI. Old Business

- A. GER CCG Updates (pg. 28-32)
1. Possible revisions to Curriculum Handbook (pg. 33-38)
Before memo is sent to faculty, curriculum committees, and chairs asking for revised CAR's and CCG's the information needs to be in handbook
Possible revisions submitted/ will discussed further at 9/29 meeting
Results should go to UAB then Faculty Senate
 2. Resulting Memo for updated GER CARs/CCGs (pg. 39-40)
Tabled
 3. Template for Review of GER Courses -Tom Miller (pg. 41)
Tabled
 4. Review Template outcomes for GER Natural Sciences (pg. 42)
Tabled

VII. New Business

- A. Meeting Start Time
Tabled
- B. Goals and objectives for the new academic year
Tabled
- C. GER Assessment
1. BIO102 GER Assessment Cycle (pg. 43-47)
 2. BIOL A102 Outcome Survey (pg. 48-49)
 3. BIOL A102 CCG (pg. 50-53)

VIII. Informational Items and Adjournment

Meeting Adjourned



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College AS CAS		1b. Division ASSC		1c. Department Political Science	
2. Course Prefix PS	3. Course Number A492	4. Previous Course Prefix & Number		5a. Credits/CEU 03	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Senior Seminar in Politics <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" 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 checked="" type="checkbox"/> Other GER Capstone Status			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spring/2007 To: /		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course BA Political Science					
14. Coordinate with Affected Units: Department, School, or College _____ Initiator Signature _____ Date _____					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone					
16. Course Description An examination of a single major problem in the study of politics. A course required of all Political Science majors.					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) Completion of GER Tier 1 (basic college-level skills) courses. Senior Standing and at least one upper division course from another Social Science.			
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action Changes reflect revision of course content to fulfill GER Integrative Capstone requirement.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

**Course Content Guide
College of Arts and Sciences
Department of Political Science**

I. Date of Initiation: Fall 2007

II. Course Information

Course Subject/Number: PS A492

Credits and Contact Hours: 3.0 Credits, 45 contact hours

Course Title: Senior Seminar in Politics

Grading Basis: A-F

Course Description: An examination of a single major problem in the study of politics. A course required of all Political Science majors.

Prerequisites: None

Co-requisites: None

Registration Restrictions: Completion of GER Tier 1 (basic college-level skills) courses. Senior Standing and at least one upper division course from another Social Science.

III. Instructional Goals and Student Outcomes

A. Instructional Goals

1. Presents a significant problem, issue, or topic in political science from a variety of disciplinary perspectives (comparative, international, philosophical, institutional, and behavioral), drawing on the expertise of department faculty members.
2. Demonstrates to students how political problems can be subjected to different interpretation from the various subfields of the discipline, which embrace a variety of disciplinary perspectives, approaches, and analytical techniques, including but not limited to Alaska Native Studies, Anthropology, Economics, History, Psychology, and Sociology.
3. Demonstrates to students how informational research skills build on knowledge of the discipline and provide a foundation for analysis of the problem, issue or topic.
4. Demonstrates the application of quantitative and qualitative research perspectives to the study of the problem, issue or topic.
5. Requires students to analyze, to synthesize, and then to exercise critical thinking based on their knowledge gained in the study to resolve the problem or respond to the issue or topic.

B. Student Outcomes

Outcomes	Assessment Method
Effectively communicate in detail the nature of the problem, issue, or topic that is the focus of the course.	Oral and written presentations, project, and exams
Demonstrate knowledge integration by identifying and applying a variety of disciplinary and interdisciplinary approaches	Bibliography, oral and written presentations, research project

to this problem.	
Demonstrate critical thinking through comparison of disciplinary and interdisciplinary perspectives, selecting the approach and framework that yields the best explanation/resolution of the problem	Examinations
Demonstrate the disciplinary confidence and command to carry out an appropriate senior-level research and writing project on an aspect of the problem.	Research project, presentations, and paper
Demonstrate the ability to exercise quantitative as well as qualitative research skills.	Research project
Demonstrate the ability to perform a literature search and review.	Research project

IV. Guidelines for Evaluation

Requirements for papers or projects and written examinations will assess the integration of knowledge, critical thinking, information literacy, and effective communication (listening, reading, writing). Assignments for participation and presentation will gauge communication skills (listening and speaking) in addition to assessing integration of knowledge and critical thinking.

Specific assessment assignments for this seminar style course will comprise:

- Prepared reading and responses.
- Participation in discussion of materials in response to questions relating to specific texts.
- Preparation of bibliographies.
- Preparation of written questions.
- Comparative statistical analysis, where appropriate to problem topic.
- Research project. Senior-level paper. Presentation of research.

Seminar format of the class will test students' analytical ability, as well as their ability to read and to listen with comprehension; it will require them to demonstrate their oral and written communications ability through participation in seminar discussions, presentations of their research project, and papers and examinations. Their papers will demonstrate the attainment (or not) of information literacy.

V. Course Level Justification

To complete this course successfully, students will need to have mastered already intermediate-level study and presentation skills. The variety of perspectives brought to bear on the subject matter requires students to have a grasp of the range of the political science discipline. Materials will be those shared amongst academic political scientists. Previous introductory and sophomore courses should have provided students with the foundation for understanding and application of knowledge. In addition, the course requires senior standing.

VI. Topical Course Outline

1. Introduction of the problem, topic or issue
2. Demonstration of the significance of the problem for the discipline
3. Illustration of the different approaches and methodologies applied to this problem by the different subfields of the discipline: comparative, international, philosophical, American, and behavioral (presentations by all Political Science and by faculty in related fields in other disciplines).
4. Review of the bibliographic works that have made important contributions to the discussion of this topic.
5. Identification of remaining or open questions and new lines of research related to this topic. These will be drawn from major professional political science journals, professional papers, and reports from the National American Political Science Association (APSA) and Regional Political Science Associations' most recent annual meetings, as well as from the APSA's "State of the Discipline" publication).
6. Emphasize the influence of perspective on the development of a research approach and framework for analyzing the issue. Faculty presentations of the approach and research framework used in particular subfields.
7. Student responses to the topic: examinations, research presentations, final paper.
8. Conclusions: the state of the discipline with regard to this issue and in general.
9. Provide direction and the foundation for students to apply and use their Political Science degree in career employment opportunities or graduate studies.

VII. Suggested Texts

Among the books used for this course will be the latest edition of Ira Katznelson and Helen V. Milner, eds., *Political Science: The State of the Discipline*. Other texts will depend on the specific topic but will include those works recognized as encapsulating the state of the political science discipline with regard to this subject matter, which will be referenced in Katznelson and Milner. Thus, the following bibliography would be used if the topic is Parliamentary Political Systems.

VIII. Partial Bibliography

Allen, W.B., and Gordon Lloyd, (eds.), *The Essential Antifederalist*, University Press of America, 1985.

Bagehot, Walter, *The English Constitution*, Oxford University Press, 1961 (first published 1867).

Banks, Arthur S., *Political Handbook of the World*, Produced Annually by CSA, Binghamton N.Y.

Committee on the Constitutional System, *A Bicentennial Analysis of the American Political Structure: Report and Recommendations*, Committee on the Constitutional Structure, Washington D.C., 1987.

Dahl, Robert, *On Democracy*, Yale University Press, 1998.

-----, *Polyarchy: Participation and Opposition*, Yale University Press, 1971.

Dicey, A.V., *Introduction to the Study of the Law of the Constitution*, Macmillan, London, 1915.

Duverger, Maurice, *Political Parties: Their Organization and Activity in the Modern State*, 3e, Methuen, London, 1964.

Freedom House, *Democracy's Century*. <http://www.freedomhouse.org/reports/century.html>

Friedrich, Carl J., *Constitutional Government and Democracy*, Ginn, Boston, 1950.

Hamilton, Alexander, John Jay, and James Madison, *The Federalist: A Commentary on the Constitution of the United States*, Random House: Modern Library College Edition, n.d.

Huntington, Samuel P., *Political Order in Changing Societies*, Yale University Press, 1966.

-----, *The Third Wave: Democratization in the Late Twentieth Century*, University of Oklahoma Press, 1991.

Inglehart, Ronald, and Christian Welzel, *Modernization, Cultural Change, and Democracy: The Human Development Sequence*, Cambridge University Press, 2005.

International IDEA, *State of Democracy Project*, <http://www.idea.int/democracy/>

Katznelson, Ira, and Helen V. Milner, (eds.) *Political Science: The State of the Discipline*, Norton, 2002.

Lawson, Stephanie, "Conceptual Issues in the Comparative Study of Regime Change and Democratization", *Comparative Politics*, 25, no. 2 (January 1993): 183 – 205.

Lijphart, Arend, *Parliamentary versus Presidential Democracy*, Oxford University Press, 1992.

-----, *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*, Yale University Press, 1999.

-----, (ed.) and Alfred Stephan, *Problems of Democratic Consolidation*, Johns Hopkins University Press, 1996.

Linz, Juan J., and Arturo Valenzuela, (eds.), *The Failure of Presidential Democracy*, Johns Hopkins University Press, 1994.

-----, "The Virtues of Parliamentarism", *Journal of Democracy*, Vol 1, no. 4, (Fall 1990):84 – 91.

Montesquieu, Charles Louis de Secondat, baron de, *The Spirit of the Laws*, Cambridge University Press, 1989.

Norris, Pippa, *Democratic Phoenix: Reinventing Political Activism*, Cambridge University Press, 2002.

Parliamentary Affairs, "Parliamentary Democracy Today", Vol.57, no.3, *Parliamentary Affairs*, Oxford University Press, 2004.

-----, "Reflections on Parliamentary Democracy", Vol. 57, no. 4, *Parliamentary Affairs*, Oxford University Press, 2004.

Poguntke, Thomas, and Paul Webb, *The Presidentialization of Politics*, Oxford University Press, 2005.

Powell, G. Bingham, *Elections as Instruments of Democracy*, Yale University Press, 2000.

-----, *Contemporary Democratic Participation, Stability, and Violence*, Harvard University Press, 1982.

Przeworski, Adam *et al.*, *Democracy and Development: Political Institutions and Well-Being in the World, 1950 – 1990*, Cambridge University Press, 2000.

Putnam, Robert, *Democracies in Flux: The evolution of Social Capital in Contemporary Society*, Oxford University Press, 2004.

Reynolds, Andrew, (ed.) *The Architecture of Democracy: Constitutional Design, Conflict Management and Democracy*, Oxford University Press, 2002.

Sartori, Giovanni, *Comparative Constitutional Engineering: An Inquiry into Structures, Incentives, and Outcomes.*, Columbia University Press, 1994.

Seidle, F. Leslie, and David Docherty, *Reforming Parliamentary Democracy*, McGill Queens University Press, 2003.

Verney, Douglas V., *The Analysis of Political Systems*, Routledge & Kegan Paul, 1959.

Wilson, Woodrow, *Congressional Government: A Study in American Politics*, 1915.

GER COURSE LIST WITH IMPLEMENTATION DATES

As of 9-20-06

		Implementation Date	Most Recent Approval by OAA	Most Current CCG
TIER 1: BASIC COLLEGE-LEVEL SKILLS				
1. Oral Communication Skills				
COMM A111	Fundamentals of Oral Communication	Fall 1998	1998	1996
COMM A235	Small Group Communication	Fall 1998	1998	1996
COMM A237	Interpersonal Communication	Fall 1998	1998	1996
COMM A241	Public Speaking	Fall 1998	1998	1999
2. Quantitative Skills				
MATH A107	College Algebra	Fall 2005	2004	2004
MATH A108	Trigonometry	Fall 2005	2004	2004
MATH A109	Precalculus	Fall 2005	2004	2004
MATH A172	Applied Finite Mathematics	Fall 2005	2004	2004
MATH A200	Calculus I	Fall 2005	2004	2004
MATH A201	Calculus II	Fall 2005	2004	2004
MATH A272	Applied Calculus	Fall 2005	2004	2004
STAT A252	Elementary Statistics	Fall 2006	2006	2005
STAT A253	Applied Statistics for the Sciences	Fall 2006	2006	2005
STAT A307	Probability	Fall 2006	2006	2005
3. Written Communication Skills				
ENGL A111	Methods of Written Communication	Fall 2000	2001	2000
ENGL A211	Academic Writing About Literature	Fall 1998	1998	1997
ENGL A212	Technical Writing	Fall 1998	1998	1997
ENGL A213	Writing in the Social & Natural Sciences	Fall 2000	1999	1999
ENGL A214	Persuasive Writing	Fall 2000	2001	2000
ENGL A311	Advanced Composition	Fall 2000	2000	2000
ENGL A312	Advanced Technical Writing	Fall 2000	2000	2000
ENGL A414	Research Writing	Fall 2000	2000	2000
TIER 2: DISCIPLINARY AREAS				
4. Fine Arts				
ART A160	Art Appreciation	Summer 1988	1988	no date
ART A261	History of World Art I	Fall 2006	2006	2005
ART A262	History of World Art II	Fall 2006	2006	2005
ART A360A	History of Non-Western Art I	Fall 2006	2006	2006
ART A360B	History of Non-Western Art II	Fall 2006	2006	2006
DNCE A170	Dance Appreciation	Fall 2000	2000	2000
MUS A121	Music Appreciation	Fall 1988	1988	1992
MUS A221	History of Music I	Fall 2003	2002	2002
MUS A222	History of Music II	Fall 2003	2002	2002
THR A111	Introduction to the Theatre	Fall 1988	1988	1992
THR A311	Representative Plays I	Fall 1988	1988	1992
THR A312	Representative Plays II	Fall 1988	1988	1992
THR A411	History of the Theatre I	Fall 1988	1988	1992
THR A412	History of the Theatre II	Fall 1988	1988	1992
5. Humanities (outside the major)				
AKNS A101	Alaska Native Languages I	Spring 1994	1993	1993
AKNS A102	Alaska Native Languages II	Fall 1998	1998	1997
AKNS A201	Native Perspectives	Fall 1998	1998	1997
ART A261	History of World Art I	Fall 2006	2006	2005
ART A262	History of World Art II	Fall 2006	2006	2005
ART A360A	History of Non-Western Art I	Fall 2006	2006	2006
ART A360B	History of Non-Western Art II	Fall 2006	2006	2006
ASL A101	Elementary American Sign Language I	Spring 2000	1999	1999
ASL A102	Elementary American Sign Language II	Spring 2000	1999	1999
ASL A201	Intermediate American Sign Language I	Spring 2000	1999	1999
ASL A202	Intermediate American Sign Language II	Spring 2000	1999	1999
CHIN A101	Elementary Chinese I	Fall 1988	1988	1991

**GER COURSE LIST
WITH IMPLEMENTATION DATES**

As of 9-20-06

		Implementation Date	Most Recent Approval by OAA	Most Current CCG
CHIN A102	Elementary Chinese II	Fall 1988	1988	1991
ENGL A121	Introduction to Literature	Summer 1988	1988	2000
ENGL A201	Masterpieces of World Literature I	Summer 1988	1988	2000
ENGL A202	Masterpieces of World Literature II	Summer 1988	1988	2000
ENGL A301	Literature of Britain I	Fall 1999	1998	1998
ENGL A302	Literature of Britain II	Fall 1999	1998	1998
ENGL A305	Topics in National Literatures	Fall 1999	1998	1998
ENGL A306	Literature of the United States I	Fall 2000	1999	1999
ENGL A307	Literature of the United States II	Fall 2000	1999	1999
ENGL A310	Ancient Literature	Fall 2000	2000	2000
ENGL A383	Film Interpretation	Fall 2000	2000	2000
ENGL A445	Alaska Native Literatures	Fall 2000	2000	2000
FREN A101	Elementary French I	Fall 1988	1988	1993
FREN A102	Elementary French II	Fall 1988	1988	1993
FREN A201	Intermediate French I	Fall 1988	1988	1993
FREN A202	Intermediate French II	Fall 1988	1988	1993
GER A101	Elementary German I	Summer 1994	1993	1993
GER A102	Elementary German II	Summer 1994	1993	1993
GER A201	Intermediate German I	Summer 1994	1993	1993
GER A202	Intermediate German II	Summer 1994	1993	1993
HIST A101	Western Civilization I	Spring 1990	1988	1995
HIST A102	Western Civilization II	Spring 1990	1988	1995
HIST A121	East Asian Civilization I	Spring 2004	2004	2003
HIST A122	East Asian Civilization II	Spring 2004	2004	2003
HIST A131	History of United States I	Fall 1989	1988	1989
HIST A132	History of United States II	Spring 1990	1988	no date
HIST A341	History of Alaska	Fall 1994	1993	none/syllabus only*
HUM A211	Introduction to Humanities I	Summer 1988	1988	no date
HUM A212	Introduction to Humanities II	Summer 1988	1988	no date
HUM A250	Myths and Contemporary Culture	Spring 1994	1992	1993
ITAL A101	Elementary Italian I	Fall 2001	2001	2000
ITAL A102	Elementary Italian II	Spring 2002	2001	2000
JPN A101	Elementary Japanese I	Fall 1988	1988	1992
JPN A102	Elementary Japanese II	Fall 1988	1988	1992
JPN A201	Intermediate Japanese I	Spring 2001	2001	2001
JPN A202	Intermediate Japanese II	Fall 2000	2001	2001
KOR A101	Elementary Korean I	Fall 1991	1991	1992
KOR A102	Elementary Korean II	Fall 2000	2000	2000
LAT A101	Elementary Latin I	Fall 1988	1988	1993
LAT A102	Elementary Latin II	Fall 1988	1988	1993
LING A101	The Nature of Language	Spring 1994	1988	1999
MUS A221	History of Music I	Fall 2003	2002	2002
MUS A222	History of Music II	Fall 2003	2002	2002
PHIL A101	Introduction to Logic	Fall 1988	1988	no date
PHIL A201	Introduction to Philosophy	Fall 1988	1988	1992
PHIL A211	History of Philosophy I	Fall 1988	1988	1992
PHIL A212	History of Philosophy II	Fall 1988	1988	1992
PHIL A301	Ethics	Fall 1988	1988	1992
PHIL A313B	Eastern Philosophy and Religion	Fall 1996	1995	no date
PHIL A314	Western Religion	Fall 1996	1995	no date
PS A331	Political Philosophy	Fall 1998	1998	1997
PS A332	History of Political Philosophy I: Classical	Fall 1992	1991	none/syllabus only
PS A333	History of Political Philosophy II: Modern	Fall 1992	1991	none/syllabus only
RUSS A101	Elementary Russian I	Spring 1994	1993	1991
RUSS A102	Elementary Russian II	Spring 1994	1993	1992
RUSS A201	Intermediate Russian I	Fall 1988	1988	1992
RUSS A202	Intermediate Russian II	Summer 1989	1989	1992
SPAN A101	Elementary Spanish I	Fall 1988	1988	no date
SPAN A102	Elementary Spanish II	Fall 1988	1988	no date

**GER COURSE LIST
WITH IMPLEMENTATION DATES**

As of 9-20-06

		Implementation Date	Most Recent Approval by OAA	Most Current CCG
SPAN A201	Intermediate Spanish I	Fall 1989	1989	1991
SPAN A202	Intermediate Spanish II	Fall 1989	1989	1991
THR A311	Representative Plays I	Fall 1988	1988	1992
THR A312	Representative Plays II	Fall 1988	1988	1992
THR A411	History of the Theatre I	Fall 1988	1988	1992
THR A412	History of the Theatre II	Fall 1988	1988	1992
6. Natural Sciences (must include a laboratory course)				
ASTR A103	Introductory Astronomy I	Fall 1988	1988	no date
ASTR A104	Introductory Astronomy II	Fall 1988	1988	no date
BIOL A102	Introductory Biology	Fall 1988	1988	1999
BIOL A103	Introductory Biology Laboratory	Fall 1988	1988	1999
BIOL A111	Human Anatomy and Physiology I	Fall 1988	1988	1992
BIOL A112	Human Anatomy and Physiology II	Fall 1988	1988	1992
BIOL A115	Fundamentals of Biology I	Fall 2002	2001	2001
BIOL A116	Fundamentals of Biology II	Fall 2002	2001	2001
BIOL A178	Fundamentals of Oceanography	Fall 2004	2004	2004
BIOL A179	Fundamentals of Oceanography Lab	Fall 2004	2004	2004
CHEM A103/L	Survey of Chemistry	Fall 1996	1996	1996
CHEM A104/L	Introduction to Organic Chemistry and Biochemistry	Fall 1996	1996	1996
CHEM A105/L	General Chemistry I	Fall 1996	1996	1996
CHEM A106/L	General Chemistry II	Fall 1996	1996	1996
ENVI A202	Earth as an Ecosystem: Introduction to Environmental Science	Fall 1998	1998	1997
GEOG A205/L	Elements of Physical Geography	Spring 1990	1989	none/syllabus only
GEOL A111	Physical Geology	Summer 1994	1993	1992
GEOL A221	Historical Geology	Fall 2004	2004	2004
GEOL A115/L	Environmental Geology	Summer 1994	1993	1992
GEOL A178	Fundamentals of Oceanography	Fall 2004	2004	2004
GEOL A179	Fundamentals of Oceanography Lab	Fall 2004	2004	2004
LSIS A101	Discoveries in Science	Fall 2001	2001	2000
LSIS A102	Origins: Earth-Solar Systems-Life	Fall 2001	2001	2000
LSIS A201	Life on Earth	Spring 2004	2003	2003
LSIS A202	Concepts and Processes: Natural Sciences	Spring 2004	2003	2001
PHYS A101	Physics for Poets	Spring 2003	2002	2002
PHYS A123/L	Basic Physics I	Fall 1997	1997	1996
PHYS A124/L	Basic Physics II	Fall 1997	1997	1996
PHYS A211/L	General Physics I	Spring 2002	2002	2002
PHYS A212/L	General Physics II	Spring 2003	2002	2002
7. Social Sciences (outside the major; from two different disciplines)				
ANTH A101	Introduction to Anthropology	Spring 1998	1988	1993
ANTH A200	Natives of Alaska	Fall 1994	1993	1993
ANTH A202	Cultural Anthropology	Spring 1988	1988	1992
ANTH A250	The Rise of Civilization	Fall 1988	1988	no date
BA A151	Introduction to Business	Fall 1988	1988	1999
ECON A201	Principles of Macroeconomics	Fall 2006	2006	2006
ECON A202	Principles of Microeconomics	Fall 2006	2006	2006
ENVI A201	Living on Earth: Introduction to Environmental Studies	Fall 1999	1998	1999
GEOG A101	Local Places: Global Regions/Introduction to Geography	Fall 2006	2006	2006
HS A220	Core Concepts in the Health Sciences	Spring 1991	1990	none/syllabus only
HUMS A106	Introduction to Social Welfare	Spring 1998	1998	1992
INTL A101	Local Places: Global Regions/Introduction to Geography	Fall 2006	2006	2006
INTL A301	Canada: Introductory Survey	Fall 1988	1988	1992
JPC A101	Introduction to Mass Communication	Fall 1988	2006	2004
JUST A110	Introduction to Justice	Fall 1988	1988	no date
JUST A330	Justice and Society	Fall 1988	1988	none/syllabus only
PARL A101	Introduction to Law	Spring 1991	1990	1994
PS A101	Introduction to American Government	Fall 1992	1991	1992
PS A102	Introduction to Political Science	Fall 1992	1991	1992
PS A311	Comparative Politics	Fall 1992	1991	1992

**GER COURSE LIST
WITH IMPLEMENTATION DATES**

As of 9-20-06

		Implementation Date	Most Recent Approval by OAA	Most Current CCG
PS A351	Political Sociology	Fall 1992	1991	1999
PSY A111	General Psychology	Fall 1988	1988	1999
PSY A150	Life Span Development	Fall 1988	1988	1999
SOC A101	Introduction to Sociology	Fall 1988	1988	1999
SOC A110	Introduction to Gerontology: Multidisciplinary Approach	Fall 2006	2006	2006
SOC A201	Social Problems and Solutions	Fall 1988	1988	1999
SOC A202	The Social Organization of Society	Fall 1988	1988	1999
SOC A222	Small and Rural Communities	Fall 1988	1988	1999
SOC A342	Sexual, Marital and Family Lifestyles	Fall 1988	1988	1999
SOC A351	Political Sociology	Fall 1992	1991	1999
SWK A106	Introduction to Social Welfare	Fall 1998	1998	1992
SWK A243	Cultural Diversity and Community Services	Fall 2001	2001	2001
WS A200	Introduction to Women's Studies	Spring 1990	1989	1989

		Implementation Date	Most Recent Approval by OAA	Most Current CCG
TIER 3: INTEGRATIVE CAPSTONE				
8. Integrative Capstone				
ART A491	Senior Seminar	Fall 2006	2006	2005
BIOL A452	Human Genome	Fall 2006	2006	2006
CEL A450	Civic Engagement Capstone	Fall 2006	2006	2006
CIS A376	Management Information Systems	Fall 2006	2006	2006
CS A470	Applied Software Development Project	Fall 2006	2006	2006
ECON A488	Seminar in Economic Research	Fall 2006	2006	2006
EDFN A300	Philosophical and Social Context of American Education	Fall 2006	2006	2005
GEOL A456	Geoarcheology	Fall 2006	2006	2006
HIST A390A	Themes in World History	Fall 2005	2005	no date
HIST A427	Post-Soviet Culture and Society	Fall 2005	2005	2004
HNRS A490	Senior Honors Seminar	Fall 2005	2005	2004
MATH A420	History of Mathematics	Fall 2005	2005	2005
MEDT A302	Clinical Laboratory Education and Management	Spring 2005	2005	2004
NS A411	Health II: Nursing Therapeutics	Fall 2005	2005	2004
PEP A384	Cultural and Psychological Aspects of Health and Physical Activity	Spring 2006	2005	2005
PSY A370	Biological Psychology	Spring 2006	2005	2005
RUSS A427	Post-Soviet Culture and Society	Fall 2005	2005	2004
SOC A488	Capstone Seminar	Fall 2006	2006	2006
STAT A308	Intermediate Statistics for the Sciences	Fall 2006	2006	2005
SWK A431	Social Work Practice IV	Fall 2005	2005	2004
TECH A453	Capstone Project	Fall 2006	2006	2005

* stacked with HIST A641, which has no CCG/syllabus only

DRAFT

Section 8 - General Education Requirement (GER)

Review of New and Existing GER Courses

Deleted: Overview

Formatted: Font: Bold

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, coordination must be done by the initiator with all deans of school/colleges, directors of community campuses, including Prince William Sound Community College. It is the responsibility of the dean/directors to notify the faculty in their units of proposed changes to the GER.

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 -).

Deleted: All GER course changes must consider the expected outcomes for that GER category.

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle which must not exceed ten years. A review and approval schedule proposed by the Departments and approved by the Colleges should be available to UAB.

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

Deleted: Undergraduate Academic Board

The GERC Review Process is as follows:

Deleted: UAB

Deleted: UAB

- 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) use the current UAA catalog's GER category descriptors and GER Student Outcomes as primary criteria for evaluating all GER courses in regard to their appropriateness as courses in the General Education curriculum. Tier III Integrative Capstone courses have additional criteria (see <http://governance2.uaa.alaska.edu/ger/tier3.model.pdf>);

Deleted: refine

Deleted: according

Deleted: of

- 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.

Deletion of a GER Course

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding Summer Sessions. The list of GER courses will be provided to UAB by the Office of Academic Affairs each spring. Review of the GER list will be done annually by UAB in the spring semester.

Membership

Pursuant to the December 2002 Faculty Senate Resolution #1, the membership of the GERC shall consist of:

Five (5) to seven (7) members of UAB, no two of whom represent the same College or the extended campuses. One must be an extended campuses' UAB member.

At least one faculty member from a discipline represented in each of the General Education Categories: Written Communications, Oral Communications, Quantitative Skills, Natural Sciences, Social Sciences, Humanities, and Fine Arts. Members from these categories will be added if and only if they are not represented among the UAB members selected above.

At least one faculty representative from each of the UAA colleges: CAS, CBPP, CHSW, Engineering, COE, CTC. Members from these colleges and schools will be added if and only if they are not represented among the UAB members or General Education Category members selected above.

A student representative.

All membership terms are for two academic years.

The UAB_GERC members will be elected by UAB members at a meeting prior to the first Faculty Senate meeting of the academic year. The Category discipline representatives, as needed, will be selected by the Faculty Senate Executive Board after a call for nominations is made at the first Faculty Senate meeting. The College representatives, as needed, will be chosen internally at the College(s) otherwise lacking membership. The UAB Chair will notify the college(s) promptly after the Faculty Senate Executive Board selections are made, if they must supply a member to GERC.

A quorum is constituted by a majority of UAB members of the GERC. All other regulations of UAB apply to the General Education Review Committee.

Deleted: UAB

GENERAL EDUCATION REQUIREMENTS (GER) FOR BACCALAUREATE DEGREES

PREAMBLE

The GER provides students with a common educational experience in order to (1) provide a foundation for further study and (2) broaden the educational experience of every degree-seeking student. It is designed to promote an elevation of the student's level in basic college-level skills (Tier 1), a breadth of exposure to traditional academic disciplines (Tier 2), and experience in applying his/her education in understanding and responding to the evolving state of knowledge and the world in the 21st Century (Tier 3).

Tier 1: Basic College-Level Skills 12 credits

The UAA GER begins with Basic College-Level Skills enhancement in written communication, oral communication, and quantitative skills:

- Courses in Written Communication and Oral Communication develop the critical reading, thinking, and communication skills (writing, speaking, and listening) necessary for personal and professional success.
- Courses in Quantitative Skills foster the analytical and mathematical abilities necessary for success in undergraduate study and professional life. Baccalaureate students are required to complete the 12 credits of Basic College-Level Skills (Oral, Written, and Quantitative) before completing 60 total degree applicable credits. Students may select approved Basic College-Level Skills, which may also fulfill requirements in their intended major. Faculty in English, Communication, and Mathematics provide placement criteria (which may require the completion of preparatory coursework).

*Note the GER sections above and below are from the current 2006-2007 Catalog. The current CurriculumHandbook092106 on the UAA website does NOT contain the 2006-2007 catalog copy, and I have not indicated all the revisions needed. It should be updated.

Tier 2: Disciplinary Areas 22 credits

The GER continues with courses in four required disciplinary areas categorized by course content and academic discipline that are designed to guarantee a breadth of academic experience. These are Fine Arts, Humanities, Natural Science, and Social Science:

- Courses in the Fine Arts examine the historical, aesthetic, critical, and creative aspects of art.
- Courses in the Humanities consider the cultural, historical, literary, aesthetic, ethical, and spiritual traditions shaping the contemporary world.
- Courses in Natural Science present theoretical and descriptive approaches to understanding the natural and physical worlds. Lab courses in the Natural Sciences emphasize gathering data and analyzing hypotheses according to the scientific method.
- Courses in the Social Sciences explore insights about individuals, groups, and cultures derived from empirical methodologies.

Note: The 37-credit General Education Requirement, including the 3-credit Integrative Capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see chapter 7, Academic Standards and Regulations, Related Undergraduate Admissions Policies).

Tier 3: Integrative Capstone 3 credits

For Baccalaureate students, the GER experience culminates with an Integrative Capstone, which includes courses from across the university that require students to integrate knowledge of GER basic college-level skills (Tier 1) and/or disciplinary areas (Tier 2) as part of their course design.

Tier 3 (Integrative Capstone) courses may be taken only after the student has completed all Tier 1 (Basic College-Level Skills) requirements.

GER Advising Note: All students should consult a faculty or academic advisor for appropriate course selections.

- Baccalaureate students are required to complete 12 credits of Basic College-Level Skills (Oral, Written, and Quantitative) before completing 60 total degree applicable credits.
- Each of the eight General Education Classifications has a list of approved courses (see the General Education Classification List). Only courses from the GER Classification List may be used to satisfy a distribution area requirement.
- Courses used to satisfy distribution area requirements in General Education may also be used to satisfy School/College requirements and/or Degree/Program requirements, but no course may be counted in more than one General Education category.
- Courses ending with numbers _93 or _94 cannot satisfy a GER, and UAA courses not on the approved GER Classification List cannot be petitioned to meet a GER.
- *The 37-credit General Education Requirement, including the 3-credit Integrative Capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see chapter 7, Academic Standards and Regulations, Related Undergraduate Admissions Policies).*

GER STUDENT OUTCOMES

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 1: Basic College-Level Skills

Oral Communication Descriptor:

Oral Communication skills courses increase the abilities of students to interact appropriately and effectively in a variety of contexts, including interpersonal, small group, and public speaking settings. In these courses, students develop both their message creation and message interpretation skills in order to be more successful communicators. In doing so, students develop an awareness of the role of communication in a variety of human relationships. Students develop and implement effective and appropriate communication skills, including the ability to develop, organize, present, and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.

Written Communication Descriptor:

Written communication courses emphasize that writing is a recursive and frequently collaborative process of invention, drafting, and revising as well as a primary element of active learning in literate cultures. Students practice methods for establishing credibility, reasoning critically, and appealing to the emotions and values of their audience. They write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis. They develop the tools to read, think, and write analytically about print and non-print texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars. Students demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation, and spelling.

Quantitative Skills Descriptor:

Quantitative skills courses increase the mathematical abilities of students in order to make them more adept and competent producers and wiser consumers of the mathematical, statistical and computational analyses which will dominate 21st century decision-making. In these courses, all baccalaureate students develop their algebraic, analytic and numeric skills, use them to solve applied problems, and correctly explain their mathematical reasoning.

Tier 2: Disciplinary Areas

Fine Arts and General Education Descriptor:

The Fine Arts (visual and performing arts) focus on the historical, aesthetic, critical, and creative approaches to understanding the context and production of art as academic and creative disciplines as opposed to those that emphasize acquisition of skills. Students who complete the Fine Arts requirement should be able to identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition. They should be able to interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists and their overall impact of subsequent artistic work.

Humanities Descriptor:

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 identify texts or objects, to place them in the historical context of the discipline, 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 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 use a formal

technique to determine the validity of simple deductive arguments and to evaluate the adequacy of evidence according to appropriate inductive standards. Students who complete a skill-oriented humanities course in a language should demonstrate proficiency in listening, speaking and writing.

Natural Sciences Descriptor:

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 apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions. They will also demonstrate an understanding of the fundamentals of one or more scientific disciplines, a knowledge of the discoveries and advances made within that discipline; as well as, 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 have demonstrated their ability to work with the tools and in the settings encountered by professionals in the discipline, will carefully observe materials, events or processes and accurately record and analyze their observations.

Social Sciences Descriptor:

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 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 distinguish between empirical and non-empirical truth claims. They should 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 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 demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.

TIER 3: INTEGRATIVE CAPSTONE

Integrative Capstone

The GER experience culminates with the Integrative Capstone, which includes courses from across the university that require students to synthesize across GER domains. Integrative Capstone courses must include knowledge integration of GER Basic College Level skills (Tier 1) and/or Disciplinary Areas (Tier 2) as part of their course design. Integrative Capstone courses should focus on practice, study, and critical evaluation, and include in their student outcomes an emphasis on the evolving realities of the 21st century.

Students completing the Integrative Capstone requirement must demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

DRAFT

For GERC Discussion Only

To: Deans, Chairs, and Curriculum Committees:

GER Category Descriptors developed by UAA faculty were published in the current Catalog. The following changes in the Curriculum Handbook in regards to the review of existing GER courses was approved by UAB/Faculty Senate on (date).

(Quote relevant Curriculum Handbook Changes)

To comply with these policies(procedures), the General Education Review Committee (GERC) is requesting the assistance and participation of Deans, Department Chairs, and faculty in revising existing GER course CARs and CCGs that either do not have instructional goals and outcomes consistent with GER Category descriptors, or that were approved by UAB more than five years ago.

Governance has prepared the attached list of GER courses, where courses with outdated CARs and CCGs in need of revision are indicated. Since this is a significant proportion of all GERs, the GERC believes that it is appropriate to suggest priorities for faculty revision of CARs and CCGs that need to go through the process of curriculum committee approval, and submission to UAB for GERC review.

1. GER courses that are both outdated and lacking assessable outcomes that match the current category descriptors. The highest priority given to GER courses taken by the largest number of UAA students.
2. GER courses that are outdated with assessable outcomes, which need outcome revisions to be consistent with the current category descriptors.
3. GER courses that were approved by UAB within the last (five) six years, which need revision of outcomes to be consistent with the current category descriptors.

The above priorities are only suggestions. It is Chairs, Faculty, and their Curriculum Committees that will make decisions with regard to their GER course revisions. To provide assistance, the GERC has indicated the highest suggested priority courses on the attached list. This consists of outdated GER courses, that upon a cursory examination, appear not to have acceptable outcomes.

To assist in the preparation and GERC review of new and existing GER courses we would like to have stakeholders participate in developing a GER Category Course Review Template similar to that currently in use for the review and approval of GER Tier III Integrative Capstone courses.(web address). As a starting point, the GERC has attached a (rough) draft of these review templates by extracting the published outcomes from each GER category descriptor, and would request stakeholder review and revision of these templates prior to their use by the GERC for course review.

The GERC is charged by UAB with anticipating a timeline and supporting (assessment rubrics) faculty in GER assessment that produces a completed assessment cycle for representative GER courses by the next NWCCU accreditation visit in 2010. GER Assessment requires that GER CCGs have assessable outcomes that match the GER category descriptors and support the GER Preamble Student Outcomes. Within this timeline, completion of needed revisions, particularly of high priority GER courses, by the end of the current academic year is a goal of the GERC, for which we request the assistance of the campus community.

Template for Review of 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.

Template for Humanities Courses: (All Humanities GER courses should address one or more of these)

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, 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 (2) 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 (3) use a formal technique to determine the validity of simple deductive arguments and to (4) evaluate the adequacy of evidence according to appropriate inductive standards. Students who complete a skill-oriented humanities course in a language should (5) demonstrate proficiency in listening, speaking and writing.

Crs. Prefix:	Crs. #	Date of Review:	Reviewer Name:
<p>For each of the below, check those components that have been reviewed and indicate if each was <u>modified</u> or found <u>acceptable</u>. Modifications, other than bibliography updates, require UAB approval.</p>			
CAR	Course Description	Course Activities	Course Topics
	Student Learning Outcomes	Assessment Methods	Bibliography
<p>Please indicate for this course – circle all that apply</p>			
Delivery modes: Lecture, Lab, practicum, correspondence, Video broadcast, video tapes, on-line, other			
<p>Please list the student learning outcomes for this course and the means used for assessing and analyzing student performance. Identify the outcomes that relate to the 9 overall GER outcomes and those that relate to the Humanities GER outcomes (five highlighted above).</p>			
Outcome	Assessment Method	Artifacts collected	
<p>Your answers below will help to track the availability of GER courses</p>			
Average sections offered per year	Average annual number of sections closed by capacity	Average enrollments per section at semester open	

Signature and date:

Approved __, Not approved __ Dept: _____ Approved __, Not approved __ College: _____

Approved __, Not approved __ UAB: _____ Approved __, Not approved __ Provost: _____

DRAFT (2)
For GERC discussion only

Template for Review of GER Natural Science Courses by GERC

Course:

Date:

Topics, activities and references current? Yes___ No___

Addresses and assesses which of the 9 GER outcomes? [We may want to leave room to list the ones that apply.](#)

	Outcomes included in course		Outcomes Assessed with Appropriate tools		Comments
	Yes	No	Yes	No	
The GER CCG includes assessable Student Outcomes that indicate at the completion of the course the student will be able to:					
1. Apply the scientific method through formulating hypotheses, proposing testable predictions, and then testing to reach supportable conclusions.					
2. Demonstrate an understanding of the fundamentals of the courses' scientific discipline.					
3. Demonstrate a knowledge of the discipline's discoveries and advances that have impacted thought and technology throughout history.					
For Lab Courses the student will be able to:					
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.					

Notes:

GER STUDENT OUTCOMES

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.

6. Natural Sciences (must include a laboratory course) 7

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 apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions. They will also demonstrate an understanding of the fundamentals of one or more scientific disciplines, a knowledge of the discoveries and advances made within that discipline; as well as, 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 have demonstrated their ability to work with the tools and in the settings encountered by professionals in the discipline, will carefully observe materials, events or processes and accurately record and analyze their observations.

BIOL A102 Objectives/Outcomes Written for required Mat-Su College Student Course Outcome Survey Course Objectives/Outcomes- The Student:

- 1. Gained an understanding of the diversity of life/species on Earth.**
- 2. Obtained a solid foundation in the fundamentals of Biology consisting of basic theories, facts, and terminology, that allows a better understanding of daily interactions with the Biological world.**
- 3. Can describe a use of the scientific method in Biology, to develop testable theories or hypotheses, and appreciate that the challenge and usefulness of the scientific method is that it must be testable through experiments or observation.**
- 4. Can describe the major events in history of Biology, cell theory, evolutionary theory, and molecular biology of genes, and explain their important contribution to modern society, through our increased knowledge about the natural world.**

GER Basic Skills Outcomes-

- 1. Give students the ability to think critically and reason logically to reach sound conclusions in the biological sciences, based on understanding of biological processes and methods used to elucidate them.**
- 2. Give students the ability to apply their knowledge of basic Biology to analyze and solve problems in new contexts, including the interpretation of written texts and graphical data.**
- 3. Give students the ability to communicate in oral, written, and/or electronic form the central course concepts using the language of Biology.**
- 4. Give students the ability to locate, assess, and use relevant information from a variety of print and electronic sources appropriate to Biology.**

BIOL A102 Introductory Biology
Student Self-Assessment of Course achievement of GER Outcomes*

The purpose of this survey is to get your perceptions about how well the objectives of this course were met, and its contribution to GER basic skills. These perceptions will be used to improve the course. Your honest responses will be a great assistance to the continual improvement of the program. Please circle the appropriate response.

GER Outcomes 6.&8. Give students the ability to think critically and reason logically to reach sound conclusions in the biological sciences, based on understanding of biological processes and methods used to elucidate them.

	O excellent	O very good	O good	O fair	O poor
Spring 05 Covers	71.4%	14.3%	14.3%	0%	0%
Student Skills	42.9%	28.6%	28.6%	0%	0%
Fall 04 Covers	43.8%	31.3%	18.8%	6.3%	0%
Student Skills	43.8%	25.0%	25.0%	6.3%	0%

GER Outcomes 2, 6, & 8. Give students the ability to apply their knowledge of basic Biology to analyze and solve problems in new contexts, including the interpretation of written texts and graphical data.

	O excellent	O very good	O good	O fair	O poor
Spring 05 Covers	57.1%	14.3%	28.6%	0%	0%
Student Skills	42.9%	14.3%	42.9%	0%	0%
Fall 04 Covers	31.3%	43.8%	18.8%	6.3%	0%
Student Skills	18.8%	50.0%	25.0%	6.3%	0%

GER Outcome 1. Give students the ability to communicate in oral, written, and/or electronic form the central course concepts using the language of Biology.

	O excellent	O very good	O good	O fair	O poor
Spring 05 Covers	57.1%	14.3%	28.6%	0%	0%
Student Skills	42.9%	28.6%	28.6%	0%	0%
Fall 04 Covers	43.8%	43.8%	12.5%	0%	0%
Student Skills	31.3%	50.0%	12.5%	6.3%	0%

GER Outcome 7. Give students the ability to locate, assess, and use relevant information from a variety of print and electronic sources appropriate to Biology.

	O excellent	O very good	O good	O fair	O poor
Spring 05 Covers	71.4%	0%	28.6%	0%	0%
Student Skills	42.9%	28.6%	28.6%	0%	0%
Fall 04 Covers	37.5%	37.5%	25.0%	0%	0%
Student Skills	31.3%	37.5%	25.0%	6.3%	0%

*Correspondence of **Numbered (1-9) GER Outcomes** from preamble of 2006-2007 UAA Catalog to the BIOL A102 GER Basic Skills Outcomes on Student Outcomes Survey.

Analysis of BIOL A102 Introductory Biology Assessment Cycle

At the end of each semester, Mat-Su College requires students to complete a self-assessment for how each course section covered course objectives and student acquired understanding/skills in regard to these course outcomes. This self-assessment is completed electronically using the online program *Zoomerang* <http://info.zoomerang.com/>, which compiles a report with numerical and graphical representation of the percentages of students who indicated a rating of: excellent, very good, good, fair, or poor. These reports are distributed to each instructor, their Coordinators, and retained by Academic Affairs.

The comparison above of my Fall 04 and Spring 05 BIOL A102 sections, where instruction differed only in the inclusion of four targeted written research reports in Spring 2005(see attached example), indicated a significant increase in student self-assessment of both how well the course covered, as well as, their understanding/skill in regard to the some of the listed GER outcomes. In general students rated course coverage of GER outcomes higher than their acquired understanding/skills in relation to these outcomes.

The inclusion of written reports in Spring 05 produced the following shifts in the percentage of students giving excellent(ex) or very good(vg) ratings for course coverage and skill acquisition of GER Outcomes. Substantive changes are underlined.

<u>GER Outcome</u>		<u>Before written reports</u>	<u>After written reports</u>
Critical Thinking	<u>Course covers</u>	<u>excellent 43.8% → excellent 71.4%</u>	
	Student skills	excellent 43.8% → excellent 42.9%	
Solve problems In new contexts	<u>Course covers</u>	<u>excellent 31.3% → excellent 57.1%</u>	
	<u>Student skills</u>	<u>excellent 18.8% → excellent 42.9%</u>	
Communicate in Oral or written	Course covers	excellent 43.8% → excellent 57.1%	
	<u>Student skills</u>	<u>ex.31.3% vg. 50% → ex.42.9%vg.28.6%</u>	
Locate and use Relevant information	<u>Course covers</u>	<u>excellent 37.5% → excellent 71.4%</u>	
	Student Skills	excellent 31.3% → excellent 42.9%	

Conclusion

Written reports will be continued as an instructional component of my Fall 2006 section of BIOL A102. These guided research reports produced a significant enhancement of student self-assessment of course achievement of GER Outcomes. The results from a single indirect assessment measure of GER outcomes should be confirmed and expanded by a direct and objective measure of student achievement of GER outcomes (see attached proposed direct assessment instrument).

BIOL A102: Written Report #3: Global Warming in Alaska

_____ :Name _____ 40pts

DUE on or before March 29

Read at least two original articles, Internet sites, or sections of a book other than your text for each question in #1, #2, #3 and write a short answer (minimum of 200 words) to the question(s) posed. Critical thinking is important. You should select sources that, in your opinion, are of high quality, unbiased, and accurate. Otherwise, if an issue is controversial, your answer may be "biased" by the sources you select. You must include a list of the references you use for your answers, with a minimum of 4 references using an approved reference style (APA).

If you use search engines to find Internet references, I have searched using <http://www.google.com> and the **bold key words** to find relevant references for each question. Google ranks its search hits based on the number of times a site is accessed. It is still essential to use your judgment regarding the source of information and official government research sites like EPA, FDA, and NIH have to be more conservative regarding the facts they present. For Internet references, use the APA reference style below. Include only the components present, for example there may not be an author. Year is the date of the publication, and retrieved date is when YOU access the page. URL is the actual Internet address

APA Reference styles:

Journal article : Lipinski, C. & Hopkins, A. (2004). Navigating chemical space for biology and medicine. *Nature* 432, 855-861.

Book: Sole, R. & Goodwin, B (2000). *Signs of life: how complexity pervades biology*. New York: Basic Books.

Internet:

Author or Government Agency/Corporation/Organization. (year). *Title*. Retrieved month day, year, from URL.

Example:

Martz, E. (2004). *Protein ExplorerFrontDoor*. Retrieved January 5, 2005, from <http://molvis.sdsc.edu/protexpl/frntdoor.htm>

National Center for Biotechnology Information (2004). *Human Genome Resources*. Retrieved January 5, 2005, from <http://www.ncbi.nlm.nih.gov/genome/guide/human/>

web search terms: **ACIA + pdf + testimony; ACIA + Highlights; EPA + Alaska + Global warming; Global Change + Arctic implications**

Questions:

1. During the last 50 years is there evidence for global warming occurring in Alaska, and if so, how many degrees of warming in winter?
2. Are there effects of global warming on the population number and/or distribution (geographical range) of Alaskan species?
3. Are there effects of global warming on the yearly duration (how many months it exists) and extent (area covered by) of seasonal Arctic sea ice?
4. Are there effects of global warming on subsistence in Alaska?
5. Are there effects of global warming on coastal villages in Alaska?

BIOL A102 Final Exam Written Artifact (5% of final exam grade)

Average temperatures in Alaska have increased by 5-7 °F in winter over the last fifty years. Average extent of late-summer sea ice in the Arctic Ocean has decreased 15-20% in the last thirty years. Climate models for Alaska predict annual average temperature increases of 5-9 °F and an increase of 7-13 °F in winter temperatures over the next 100 years, with a potential for complete loss of late-summer sea ice before the end of this century, along with a 25% loss of tundra area available for migratory bird nesting as boreal forests move north.

Previous climate change events on Earth occurred over thousands of years and were accompanied by both local species extinction and the evolution/immigration of new species. Based on your understanding of the process of evolution of species by natural selection, explain and justify any expected difference in the total number of surviving species in Alaska after a climate change occurring over thousands of years compared to the current climate change event that is anticipated to occur over the next one hundred years.

Grade: A >90% B 80-89% C 70-79% D 60-69% F <60%

GER Outcomes Assessment

The essay above demonstrates the student’s ability to think critically and reason logically to reach sound conclusions in the biological sciences, based on understanding of biological processes and methods used to elucidate them.

strongly agree agree undecided disagree strongly disagree

The essay above demonstrates the student’s ability to apply their knowledge of basic Biology to analyze and solve problems in new contexts.

strongly agree agree undecided disagree strongly disagree

The essay above demonstrates the student’s ability to communicate in written form a central course concept using the language of Biology.

strongly agree agree undecided disagree strongly disagree

***Zoomerang is used to electronically record the optional UAA written student comments, and can include an individual written student assessment.**

BIOL A102 (Introductory Biology) Outcomes Survey

The purpose of this survey is to get your perceptions about how well the objectives of this course were met, and its contribution to GER basic skills. These perceptions will be used to improve the course. Your honest responses will be a great assistance to the continual improvement of the program.

Please circle the appropriate response.

Stated BIOL A102 Course Objective	How well did the course cover this objective?	Your understanding/skills related to this objective:
Gained an understanding of the diversity of life/species on Earth.	Poor / Fair / Good / Very Good / Excellent	Poor / Fair / Good / Very Good / Excellent
Obtained a solid foundation in the fundamentals of Biology consisting of basic theories, facts, and terminology, that allows a better understanding of daily interactions with the Biological world.	Poor / Fair / Good / Very Good / Excellent	Poor / Fair / Good / Very Good / Excellent
Can describe a use of the scientific method in Biology, to develop testable theories or hypotheses, and appreciate that the challenge and usefulness of the scientific method is that it must be testable through experiments or observation.	Poor / Fair / Good / Very Good / Excellent	Poor / Fair / Good / Very Good / Excellent
Can describe the major events in history of Biology, cell theory, evolutionary theory, and molecular biology of genes, and explain their important contribution to modern society, through our increased knowledge about the natural world.	Poor / Fair / Good / Very Good / Excellent	Poor / Fair / Good / Very Good / Excellent
<u>GER Basic Skills Outcomes</u>		
Give students the ability to think critically and reason logically to reach sound conclusions in the biological sciences, based on understanding of biological processes and methods used to elucidate them.	Poor / Fair / Good / Very Good / Excellent	Poor / Fair / Good / Very Good / Excellent
Give students the ability to apply their knowledge of basic Biology to analyze and solve problems in new contexts, including the interpretation of written texts and graphical data.	Poor / Fair / Good / Very Good / Excellent	Poor / Fair / Good / Very Good / Excellent
Give students the ability to communicate in oral, written, and/or electronic form the central course concepts using the language of Biology.	Poor / Fair / Good / Very Good / Excellent	Poor / Fair / Good / Very Good / Excellent
Give students the ability to locate, assess, and use relevant information from a variety of print and electronic sources appropriate to Biology.	Poor / Fair / Good / Very Good / Excellent	Poor / Fair / Good / Very Good / Excellent

What grade do you expect from this course? A, B, C, D, F

Comments:

COURSE CONTENT GUIDE
College of Arts and Sciences

Date April 12, 1999 Course Number BIOL A 102 Credits 3.0 Credits

Program Biological Sciences Course Title: Introductory Biology

I. Course Description:

One semester freshman level course for students with little or no biology background. Includes basic organization of cells, evolution, genetics, immune systems and functional relationships to modern living.

II. Course Design:

- a. Statement of course intent: Designed primarily for non-science majors.
- b. Number of course credits: 3.0
- c. Total time of student involvement:
 1. Lecture hours per week: 3 hours
 2. Laboratory hours per week: N/A
 3. Total time of work expected outside class: 6 hours per week
- d. Status of course relative to a degree or certificate program: This course satisfies the Natural Science category of the General Education Requirements
- e. Lab fees: N/A
- f. Time frame: Standard semester
- g. This is not a revision of an existing course.
- h. Coordination is not required with all academic schools and colleges, including extended Sites.

III. Course Activities:

This is a lecture course.

IV. Course Prerequisites/Course Co-requisites:

Prerequisites: None

Co-requisite: None

V. Course Evaluation:

Examinations with grades posted as A-F.

VI. Course Content Outline:

1.0 Molecules of life

2.0 Ecological considerations

3.0 Cell structure

4.0 Energy gain and use

5.0 Genetics

6.0 Cancer, what is it?

7.0 Cell division

8.0 Evolution

9.0 Immune system

10.0 Control systems-endocrine, nervous

VII. Bibliography or References:

Campbell, N. A., L.G. Mitchell, J.B. Reece; 1997. *Biology*. 2nd ed. Benjamin Cummings.

Gould, C. G., W. T. Keeton; 1996. *Biology*. 6th ed. Norton.

Raven, P. K. & G. B. Johnson; 1996. *Biology*. 4th ed. WC Brown.

Solomon, E. P. et al, 1996. *Biology*. 4th ed. Saunders College Publishing.

Wessells, N. K. & J. L. Hopson; 1996. *Biology*. 4th ed. Random House.

VIII. Instructional Goals and Defined Outcomes:

The student will obtain a solid foundation in the fundamentals of biology that will allow him/her to observe their daily interactions with other biotic and the abiotic constituents of this world and interpretate his/her reactions. This will allow the student to critically consider his/her reactions

University of Alaska, Anchorage

Proposal to Initiate, Modify or Delete a Course or Program of Study

1. College or School & Program College of Arts & Sciences	2. Course Prefix BIOL	3. Course Number 102	4. Previous Course Number 103 & 183	5. Number of Credits 3
6. Complete Course Title INTRODUCTORY BIOLOGY			7. Transcript Title (Provided by Records)	
8. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development		10. Type of Action <input type="checkbox"/> Deletion <input type="checkbox"/> Addition		
9. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/F <input type="checkbox"/> CEU		<input checked="" type="checkbox"/> Course or <input type="checkbox"/> Program <input checked="" type="checkbox"/> Modification of: <input type="checkbox"/> A. Credits <input checked="" type="checkbox"/> B. Title <input checked="" type="checkbox"/> C. Course No. <input type="checkbox"/> D. Prerequisites <input type="checkbox"/> E. Course Description		
11. Contact Hours (3 + 0)	12. Expected Hours of Work Outside Class	13. Number of Approved Courses Currently in Program	14. Implementation Date (month/year) Fall 88	
15. Course Cross-Listed with: _____				
Course Prefix Biol	Course No. 183	<input type="checkbox"/> New Course <input checked="" type="checkbox"/> Existing Course	Department Chairperson Signature	Date 22 Feb 88
16. Course Coordinated with Affected Units CAS Depts / Academic Affairs Board - GED / Nat Sci area. <u>Done/ok</u> 22 Feb 88				
Department, School, or College		Signature		Date
17. List any majors, minors, or programs that will/do require this course NA				
18. Course Description				
For inclusion in catalog <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				
<p>One semester freshman level course for students with little or no biology background. Includes basic organization of cells, organs, organisms, populations, evolution and functional relationships relevant to modern living.</p> <p>Special Notes: <input type="checkbox"/> 60-00 Primarily for non-science majors. Satisfies UAA general education and CAS natural science degree requirements.</p>				
19. Prerequisite(s) None.				
20. Justification (Give full justification for this proposal.) For new courses, attach course outline and bibliography. For existing courses, attach copy of current catalog description.				
<p>This change reflects the goal to eliminate inconsistencies in an "integrated curriculum for the Fall 1988 course schedule and the 1988-89 university catalog. This course replaces: ACC Biol 102, 103 and UAA Biol 107 & ACC 183 REC</p>				
21. Library Resources				

Initiator: JDK 22 Feb 88 _____ Date

Approved: JDK 22 Feb 88 _____ Date
 Disapproved: _____ Date
 Department Chairperson

Approved: _____ Date
 Disapproved: _____ Date
 Curriculum Committee Chairperson

Approved: _____ Date
 Disapproved: _____ Date
 Dean of College/School

Approved: _____ Date
 Disapproved: _____ Date
 Academic Affairs Board Chairperson

Approved: _____ Date
 Disapproved: _____ Date
 Vice Chancellor for Academic Affairs

2/25/88
5/16/88

instead of being pushed by the prevailing currents. The defined outcome is definitely to encourage the process of thinking by constantly providing in class examples of how biological processes occur and how common sense is elucidated from the unknown.