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# Undergraduate Academic Board

Audio: 786-6755 | ID: 46450 | Agenda

October 30, 2015

2:00-5:00pm

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Audio Conference: 786-6755, Passcode: 46450

## I. Roll

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Sandy Pence (FS)       | <input type="checkbox"/> Carrie King (COH, Chair) | <input type="checkbox"/> Vacant (KPC)                  |
| <input type="checkbox"/> Utpal Dutta (FS)       | <input type="checkbox"/> Yvonne Chase (COH)       | <input type="checkbox"/> Luke Grabarek (Mat-su)        |
| <input type="checkbox"/> Cheryl Smith (FS)      | <input type="checkbox"/> Vacant (COE)             | <input type="checkbox"/> Kathryn Hollis-Buchanan (Kod) |
| <input type="checkbox"/> Alberta Harder (CAS)   | <input type="checkbox"/> Vacant (CTC)             | <input type="checkbox"/> DB Palmer (PWSC)              |
| <input type="checkbox"/> Barbara Harville (CAS) | <input type="checkbox"/> Jeff Hoffman (COENG)     | <input type="checkbox"/> Christina Stuve (ADV)         |
| <input type="checkbox"/> Vacant (CAS)           | <input type="checkbox"/> Robin Hanson (LIB)       | <input type="checkbox"/> Ian Minnock (USUAA)           |
| <input type="checkbox"/> Vacant (CBPP)          |   |  |

## Ex-Officio Members

- ☐ Susan Kalina
- ☐ Lora Volden
- ☐ Scheduling and Publications

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

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

## IV. Administrative Report

A. Vice Provost for Undergraduate Academic Affairs Susan Kalina

B. University Registrar Lora Volden

## V. Chair's Report

A. UAB Chair, Carrie King

B. GERC Chair, Sandy Pence

## VI. Program/Course Action Request- Second Readings

## VII. Program/Course Action Request- First Readings

[Chg \\_\\_\\_\\_\\_ Minor, Environmental Studies](#)

[Chg \\_\\_\\_\\_\\_ Bachelor of Science, Environment and Society](#)

## VIII. Old Business

- A. Report on General Education Alignment across the UA System: A Proposal for Student Success (pg. 5-27)

**IX. New Business**

- A. Restricting Registration for CSCE Upper-Division Courses (pg. 28-29)

**X. Informational Items and Adjournment:**

- A. Temporary Courses:
  - CPLX A394b/CSCE A394b Social Network Analysis and Complex Networks

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# Undergraduate Academic Board

Audio: 786-6755 | ID: 46450 | Summary

**October 23, 2015**

**2:00-5:00pm**

**ADM 204**

**I. Roll**

(x) Sandy Pence (FS)	(x) Carrie King (COH, Chair)	(x) Luke Grabarek (Mat-su)
(x) Utpal Dutta (FS)	(e) Yvonne Chase (COH)	(e) Kathryn Hollis-
(x) Cheryl Smith (FS)	( ) Vacant (COE)	Buchanan(Kod)
(x) Alberta Harder (CAS)	( ) Vacant (CTC)	(x) Christina Stuve (ADV)
(x) Barbara Harville (CAS)	(x) Jeff Hoffman (COENG)	(x) Ian Minnock (USUAA)
( ) Vacant (CAS)	(x) Robin Hanson (LIB)	
( ) Vacant (CBPP)	( ) Vacant (KPC)	

**Ex-Officio Members**

(e) Susan Kalina  
(e) Lora Volden  
(x) Scheduling and Publications

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

*Approved*

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

*Approved*

**IV. Administrative Report**

**A. Vice Provost for Undergraduate Academic Affairs Susan Kalina**

*No report*

**B. University Registrar Lora Volden**

*No report*

**V. Chair's Report**

**A. UAB Chair, Carrie King**

*No report*

**B. GERC Chair, Sandy Pence**

*Approved PEP A384 and the Report on General Education Alignment*

**VI. Program/Course Action Request- Second Readings**

Chg BS, Aviation Technology

*Unanimously Approved for Second Reading*

**VII. Program/Course Action Request- First Readings**

Add EE A417 Green Electrical Energy Systems – Stacked with EE As617

*Waive first reading, approve for second*

[Add EE A427 Fundamentals of Smart Grids](#) – Stacked with EE A627  
*Waive first reading, approve for second*

[Chg PEP A384 Cultural and Psychological Aspects of Health and Physical Activity](#)  
*Waive first reading, approve for second*

**VIII. Old Business**

**IX. New Business**

- A. Report on General Education Alignment across the UA System: A Proposal  
for Student Success (pg. 5-27)  
*GERC Chair, Sandy Pence, will make edits based on the discussion and collect/incorporate  
further feedback prior to the second reading  
Accepted for first reading*

**X. Informational Items and Adjournment:**

# Report on General Education Alignment across the UA System: A Proposal for Student Success

Faculty Alliance GER Alignment Task Force  
May 2015

## A. COMMON UA GENERAL EDUCATION STUDENT LEARNING OUTCOMES

Based upon the work of the General Education Learning Outcomes committee from 2010-12, the GER Alignment Task Force of the Faculty Alliance committee acknowledges that the Faculty Senates of the University of Alaska Anchorage, Fairbanks, and Southeast have adopted following Common General Education Student Learning Objectives as guiding principles:

All baccalaureate graduates in the University of Alaska system shall achieve the following student learning objectives:

1. **Build Knowledge of Human Institutions, Socio-Cultural Processes, and the Physical and Natural World** through study of the natural and social sciences, mathematics, humanities, and the arts.
2. **Develop Intellectual and Practical Skills** across the curriculum, including inquiry and analysis, quantitative literacy, critical and creative thinking, problem solving, written and oral communication, information literacy, and collaborative learning.
3. **Acquire Tools for Effective Civic Engagement** in local through global contexts, including ethical reasoning and intercultural competence, with particular emphasis on Alaska and the circumpolar north.
4. **Integrate and Apply Learning**, including ability to synthesize knowledge and skills across general and specialized studies, adapting them to new settings, questions, and responsibilities, and forming a foundation for lifelong learning.

**Comment [SDP1]:** GERC: At some point in time this could use rewording—doesn't make syntactic sense.

**Comment [SDP2]:** GERC: This is currently disconnected from our curriculum, not reality. In the future, consider phrasing to be Alaska-related but not so specific?

The Common General Education Student Learning Objectives align with the General Education Requirements (GERs) as specified in BOR guidelines and University regulations, but the recommendations below also require a revision to university regulatory language

The aligned structure detailed in this report is based upon these shared principles.

## B. ALIGNED GENERAL EDUCATION REQUIREMENT STRUCTURES

In furtherance of the above learning objectives, based upon the AAC&U's LEAP Outcomes (Liberal Education & America's Promise) as well as general principles for general education that are specific to the missions and accreditations of the individual universities, the GER Alignment Task Force recommends that three universities agree upon the following common General Education Requirement (GER) structure for students earning B.A. and B.S. degrees. In what follows, all courses described are at least three credits.

1. Written and Oral Communication: 9 Credits

- All students will take two courses emphasizing written communication and one course emphasizing oral communication. (6 Credits Written)  
(3 Credits Oral)
2. Humanities, Social Sciences, and Arts: 15 Credits  
All students will take 5 courses in the broad categories of Humanities, Social Sciences and Arts; at least one course must be in the category of Humanities, one must be in the category of Arts, and one must be in the category of Social Sciences. (3 Credits Humanities)  
(3 Credits Social Sciences)  
(3 Credits Arts)  
(6 credits from above)
3. Natural Sciences and Mathematics: 9-10 Credits  
All students will take 3 courses in natural sciences and mathematics, at least one of which is a natural science course with laboratory and one of which is a mathematics course. (4 Credits Natural Sciences)  
(3 Credits Mathematics)  
(3 Credits from above)

**General Education Requirement Total 34 Credits minimum**

#### **C. PROPOSED REVISION OF UNIVERSITY GER REGULATIONS & Alignment**

In order (1) to achieve structural alignment of the GER described above across the three institutions, (2) to provide maximum curricular flexibility, (3) to facilitate assessment, (4) to enable innovation, and (5) to accommodate the faculty expertise, student bodies, and specific missions of each institution, the GER Alignment Task Force recommends the revision of the University Regulations governing the General Education Requirements. (See *Appendix 1: Proposed Revision of University Regulations Regarding GERs* for the details). The proposed structural GER alignment also facilitates each institution's ability to meet NWCCU accreditation requirements for General Education. In particular, the Task Force recommends changing the distribution of credits/courses among the categories to reflect the aligned GER structure described in section B and revising the definitions of courses corresponding to those categories.

#### **D. ARTICULATION OF COMMON BACCALAUREATE OUTCOMES ALIGNED TO GER STRUCTURES**

Agreement upon the Common UA General Education SLOs and aligned GER structures and categories will facilitate a broader discussion concerning assessment of student learning and curriculum revision based upon GER assessment ('closing the loop'):

Common	>	Aligned	>	Aligned	>	MAU
UA		General		GER		GER
General		Education		Categories		Courses
Education		Structure				
Student						
Learning						
Objectives						

The proposed alignment structure will allow each institution to adapt, define, and assess the GER according to their own institutional needs, faculty expertise, curricular requirements, and student populations.

## E. GER STRUCTURAL ALIGNMENT & INTER-INSTITUTION TRANSFERABILITY

Moreover, to fulfill the outcomes of the broad categories in the aligned GER structures, students will be allowed to take courses from any of the three universities to satisfy general education requirements; each university maintains a list (a “classification list”) of courses offered at that institution that satisfy General Education Requirements for that category.

An individual course may appear in more than one category, but a single course cannot satisfy more than one general education or degree requirement for a single student. However, courses that satisfy GER for a student may also satisfy major, minor, or program requirements.

If a student chooses to take a GER-satisfying course from a UA institution other than the student’s degree-granting institution (her “home” institution), then that course will transfer to the home institution and will satisfy the GER category requirement at the home institution according to its GER category course listing.

Current courses in each of the categories at each of the institutions are as follows.<sup>1</sup>

### The Faculty Alliance GER Alignment Task Force, May 2015

Leah Berman (UAF)  
 Andrea L. Deweese (UAS)  
 Khrys Duddleston (UAA)  
 Mary Ehrlander (UAF)  
 Daniel T. Kline (UAA, Chair)  
 Rainer Newberry (UAF)  
 Heidi C. Pearson (UAS)  
 Sandra D. Pence (UAA)  
 Glenn Wright (UAS)

#### Appendix

1. Proposed Revision to R10.04.040 – General Education Requirements

**Comment [SDP3]:** NOTE: This may conflict with BOR policy P10.04.062-C. Courses need to transfer into the same category as the original course was designated.

<sup>1</sup> In the course equivalency matrices that follow, courses in the current UAF GER common core are listed. It is anticipated that UAF’s proposed GER revision, currently under discussion and which is structurally aligned with UAA and UAS, will offer a substantially expanded slate of GER courses for each category.

## GER Course Equivalency Matrix

All courses are three credits unless otherwise noted

**Comment [SDP4]:** Recommend re-formatting for consistent appearance.

### Written Communication (Currently under revision to align with PRPE-DEVE)

UAA	UAF	UAS
<b>ENGL A111</b> Introduction to Composition	<b>ENGL F111X</b> Introduction to Academic Writing (ENGL F190H may be substituted.)	<b>ENGL S111</b> Methods of Written Communication
<b>ENGL A211</b> Academic Writing About Literature	<b>ENGL F211X</b> Academic Writing about Literature	<b>ENGL S211</b> Intermediate Composition Writing About Literature
<b>ENGL A212</b> Technical Writing		<b>ENGL S212</b> Technical Report Writing
<b>ENGL A213</b> Writing in the Social & Natural Sciences	<b>ENGL F213X</b> Academic Writing about the Social and Natural Sciences (3	
<b>ENGL A214</b> Persuasive Writing		

### Oral Communication

UAA	UAF	UAS
<b>COMM A111</b> Fundamentals of Oral Communication	<b>COMM F121X</b>	<b>COMM S111</b> Fundamentals of Oral Communication
<b>COMM A235</b> Small Group Communication	<b>COMM F131X</b> Fundamentals of Oral Communication: Group Context	<b>COMM S235</b> Small Group Communication and Team Building
<b>COMM A237</b> Interpersonal Communication	<b>COMM F141X</b> Fundamentals of Oral Communication: Public Context	<b>COMM S237</b> Interpersonal Communication
<b>COMM A241</b> Public Speaking		<b>COMM S241</b> Public Speaking

**Comment [SDP5]:** Aligns with COMM A/S237.

**Comment [SDP6]:** Aligns with COMM A/S241



## Mathematics (proposed aligned curriculum currently under review)

UAA	UAF	UAS
	<b>MATH F113</b> Concepts and Contemporary Applications of Mathematics	<b>MATH S113</b> Concepts and Contemporary Applications of Mathematics
<b>MATH A121</b> College Algebra for Managerial and Social Sciences		
	<b>MATH F122</b> Precalculus for Business and Economics	
<b>MATH A151</b> College Algebra for Calculus	<b>MATH F151</b> College Algebra for Calculus	<b>MATH S151</b> College Algebra for Calculus
<b>MATH A152</b> Trigonometry	<b>MATH F152</b> Trigonometry	<b>MATH S152</b> Trigonometry
<b>MATH A155</b> Precalculus (6)		
	<b>MATH F156</b> Precalculus (4)	
<b>MATH A221</b> Applied Calculus for Managerial and Social Sciences		
	<b>MATH F222</b> Calculus for Business and Economics (4)	
<b>MATH A231</b> Introduction to Discrete Mathematics		
	<b>MATH F232</b> Calculus for Life Sciences	
<b>MATH A251</b> Calculus I	<b>MATH F251</b> Calculus I	<b>MATH S251</b> Calculus I
<b>MATH A252</b> Calculus II	<b>MATH F252</b> Calculus II	<b>MATH S252</b> Calculus II
<b>MATH A253</b> Calculus III	<b>MATH F253</b> Calculus III	<b>MATH S253</b> Calculus III
		<b>STAT S107</b> Survey of Statistics
	<b>STAT F200</b> Elementary Probability and Statistics	
<b>STAT A252</b> Elementary Statistics		
<b>STAT A253</b> Applied Statistics for the Sciences		
<b>STAT A307</b> Probability and Statistics		

Comment [SDP7]: Delete, not GER

## Natural Science with Lab

UAA	UAF	UAS
		<b>ANTH S205</b> Biological Anthropology (NO LAB)
<b>ASTR A103/L</b> Solar System Astronomy and Laboratory (4)		
<b>ASTR A104/L</b> Stars, Galaxies and Cosmology and Laboratory (4)		
		<b>ASTR S225</b> General Astronomy (NO LAB)
	<b>ATM F101X</b> Weather and Climate of Alaska (4)	
	<b>BIOL F100X</b> Human Biology (4)	
	<b>BIOL F101X</b> Biology of Sex (4)	
	<b>BIOL F103X</b> Biology and Society (4)	<b>BIOL S103</b> Biology and Society (4)
<b>BIOL A102</b> Introductory Biology (3) and <b>BIOL A103</b> Introductory Biology Lab (1)		
	<b>BIOL F104X</b> Natural History (4)	<b>BIOL S104</b> Natural History of Alaska (4)
<b>BIOL A108</b> Principles and Methods in Biology (6)	<b>BIOL F115X</b> Fundamentals of Biology I (4)	<b>BIOL S105</b> Fundamentals of Biology I (4)
	<b>BIOL F116X</b> Fundamentals of Biology II (4)	<b>BIOL S106</b> Fundamentals of Biology II (4)
	<b>BIOL F120X</b> Introduction to Human Nutrition (4)	

**Comment [SDP8]:** Recommend deleting all non-lab courses that don't align to a similar with a lab component. These are already listed in the non-lab list.

**Comment [SDP9]:** delete

**Comment [SDP10]:** delete

UAA	UAF	UAS
<b>BIOL A111</b> Human Anatomy and Physiology I (4)	<b>BIOL F213X</b> Human Anatomy and Physiology I (4)	<b>BIOL S111</b> Human Anatomy and Physiology I (4)
<b>BIOL A112</b> Human Anatomy and Physiology II (4)	<b>BIOL F214X</b> Human Anatomy and Physiology II (4)	<b>BIOL S112</b> Human Anatomy and Physiology II (4)
<b>BIOL/GEOL A178</b> Fundamentals of Oceanography and <b>BIOL/GEOL A179</b> Fundamentals of Oceanography Laboratory (4)		<b>OCN S101</b> Introduction to Oceanography (NO LAB)
<b>BIOL/CPLX A200</b> Introduction to Complexity (NO LAB)		
		<b>CHEM S100</b> Introduction to Chemical Science (NO LAB)
	<b>CHEM F100X</b> Chemistry in Complex Systems (4)	
<b>CHEM A103/L</b> Survey of Chemistry and Laboratory (4)	<b>CHEM F103X</b> Basic General Chemistry (4)	<b>CHEM S103</b> Introduction to General Chemistry (4)
<b>CHEM A104/L</b> Introduction to Organic Chemistry and Biochemistry and Laboratory (4)	<b>CHEM F104X</b> Beginnings in Biochemistry (4)	
<b>CHEM A105/L</b> General Chemistry I and Laboratory (4)	<b>CHEM F105X</b> General Chemistry (4)	<b>CHEM S105</b> General Chemistry I (4)
<b>CHEM A106/L</b> General Chemistry II and Laboratory (4)	<b>CHEM F106X</b> General Chemistry (4)	<b>CHEM S106</b> General Chemistry II (4)
		<b>ENVS S102</b> Earth and Environment (4)

Comment [SDP11]: Delete

Comment [SDP12]: Delete

UAA	UAF	UAS
<b>ENVI A211/L</b> Environmental Science: Systems and Processes and Laboratory (4)		
<b>GEOG A111/L</b> Earth Systems: Elements of Physical Geography (NO LAB)	<b>GEOG F111X</b> Earth and Environment: Elements of Physical Geography (4)	<b>GEOG S102</b> Earth and Environment (4)
		<b>GEOG S205</b> Elements of Physical Geography (NO LAB)
<b>GEOL A111/L</b> Physical Geology and Laboratory (4)		<b>GEOL S104</b> Physical Geology (4)
		<b>GEOG S105</b> Geological History of Life (NO LAB)
<b>GEOL A115/L</b> Environmental Geology and Laboratory (4)		
<b>GEOL A221</b> Historical Geology (4)		
	<b>GEOS F100X</b> Introduction to Earth Science (4)	
	<b>GEOS F101X</b> The Dynamic Earth (4)	
	<b>GEOS F106X</b> Life and the Age of Dinosaurs (4)	
	<b>GEOS F112X</b> History of Earth and Life (4)	
	<b>GEOS F120X</b> Glaciers, Earthquakes and Volcanoes (4)	
	<b>GEOS F125X</b> Humans, Earth and Environment (4)	

Comment [SDP13]: Delete

Comment [SDP14]: Delete

UAA	UAF	UAS
	<b>MSL F111X</b> The Oceans (4)	
<b>PHYS A101</b> Physics for Poets (NO LAB)		
		<b>PHYS S102</b> Survey of Physics (4)
	<b>PHYS F102X</b> Energy and Society (4)	
<b>PHYS A123/L</b> Basic Physics I and Laboratory (4)	<b>PHYS F103X</b> College Physics (4)	<b>PHYS S103</b> College Physics I (4)
<b>PHYS A124/L</b> Basic Physics II and Laboratory (4)	<b>PHYS F104X</b> College Physics (4)	<b>PHYS S104</b> College Physics II (4)
	<b>PHYS F115X</b> Physical Science I (4)	
	<b>PHYS F175X</b> Astronomy (4)	
<b>PHYS A211/L</b> General Physics I and Laboratory (4)	<b>PHYS F211X</b> General Physics (4)	<b>PHYS S211</b> General Physics I (4)
<b>PHYS A212/L</b> General Physics II and Laboratory (4)	<b>PHYS F212X</b> General Physics (4)	<b>PHYS S212</b> General Physics II (4)
	<b>PHYS F213X</b> Elementary Modern Physics (4)	
		<b>PHIL S206</b> Symbolic Logic (NO LAB)

Comment [SDP15]: Delete

Comment [SDP16]: Delete

## Natural Science — non-lab

UAA	UAF	UAS
	[All courses satisfying the Natural Science GER at UAF are lab courses]	<b>ANTH S205</b> Biological Anthropology
<b>ASTR A103</b> Solar System Astronomy		

<b>ASTR A104</b> Stars, Galaxies and Cosmology		
		<b>ASTR S225</b> General Astronomy
<b>BIOL A102</b> Introductory Biology		
<b>BIOL/CPLX A200</b> Introduction to Complexity		
<b>BIOL/GEOL A178</b> Fundamentals of Oceanography		<b>OCN S101</b> Introduction to Oceanography
<b>CHEM A103</b> Survey of Chemistry  <b>CHEM A104</b> Introduction to Organic Chemistry and Biochemistry  <b>CHEM A105</b> General Chemistry I		<b>CHEM S100</b> Introduction to Chemical Science
<b>CHEM A106</b> General Chemistry II		
<b>ENVI A211</b> Environmental Science: Systems and Processes		
<b>GEOG A111</b> Earth Systems: Elements of Physical Geography		<b>GEOG S205</b> Elements of Physical Geography
		<b>GEOL S105</b> Geological History of Life
<b>GEOL A111</b> Physical Geology		
<b>GEOL A115</b> Environmental Geology		
<b>BIOL/GEOL A178</b> Fundamentals of Oceanography (duplicate)		<b>OCN S101</b> Introduction to Oceanography

		<b>PHIL S206</b> Symbolic Logic
<b>PHYS A101</b> Physics for Poets		
<b>PHYS A123</b> Basic Physics I		
<b>PHYS A124</b> Basic Physics II		
<b>PHYS A211</b> General Physics I		
<b>PHYS A212</b> General Physics II		

## Humanities

UAA	UAF	UAS
<b>AKNS A101A</b> Elementary Central Yup'ik Language I (4)		
<b>AKNS A101B</b> Elementary Tlingit Language I (4)		<b>AKL S105</b> Elementary Tlingit I (4)
<b>AKNS A101C</b> Elementary Alaska Native Language I (4)		
<b>AKNS A101E</b> Elementary Alutiiq Language I (4)		
<b>AKNS A102A</b> Elementary Central Yup'ik Language II (4)		
<b>AKNS A102B</b> Elementary Tlingit Language II (4)		<b>AKL S106</b> Elementary Tlingit II (4)
<b>AKNS A102C</b> Elementary Alaska Native Language II (4)		
<b>AKNS A102E</b> Elementary Alutiiq Language II (4)		
		<b>AKL S107</b> Elementary Haida I (4)
		<b>AKL S108</b>

UAA	UAF	UAS
		Elementary Haida II (4)
<b>AKNS A201</b> Alaska Native Perspectives		
<b>ART A261</b> History of Western Art I		
<b>ART A262</b> History of Western Art II		
<b>ART A360A</b> History of Non-Western Art I		
<b>ART A360B</b> History of Non-Western Art II		
<b>ASL A101</b> Elementary American Sign Language I (4)		<b>ASL S101</b> Beginning American Sign Language I (4)
<b>ASL A102</b> Elementary American Sign Language II (4)		<b>ASL S102</b> Beginning American Sign Language II (4)
<b>ASL A201</b> Intermediate American Sign Language I (4)		
<b>ASL A202</b> Intermediate American Sign Language II (4)		
<b>CHIN A101</b> First Year Chinese I (4)		
<b>CHIN A102</b> First Year Chinese II (4)		
<b>CHIN A201</b> Second Year Chinese I (4)		
<b>CHIN A202</b> Second Year Chinese II (4)		
<b>ENGL A121</b> Introduction to Literature		
		<b>ENGL S215</b> Introduction to Literary Study
<b>ENGL A201</b> Masterpieces of World Lit I		
<b>ENGL A202</b> Masterpieces of World Lit II		



UAA	UAF	UAS
		<b>ENGL S261</b> Introduction to Creative Writing
<b>ENGL A301</b> Literature of Britain I		<b>ENGL S223</b> Survey of British Literature I
<b>ENGL A302</b> Literature of Britain II 3		<b>ENGL S224</b> Survey of British Literature II
<b>ENGL A305</b> National Literatures in English		
<b>ENGL A306</b> Literature of the United States I		<b>ENGL S225</b> Survey of American Literature I
<b>ENGL A307</b> Literature of the United States II		<b>ENGL S226</b> Survey of American Literature II
<b>ENGL A310</b> Ancient Literature		
<b>ENGL A383</b> Film Interpretation		
<b>ENGL A445</b> Alaska Native Literatures		
<b>FREN A101</b> Elementary French I (4)		
<b>FREN A102</b> Elementary French II (4)		
<b>FREN A201</b> Intermediate French I (4)		
<b>FREN A202</b> Intermediate French II (4)		
<b>FREN A301</b> Advanced French I (4)		
<b>FREN A302</b> Advanced French II (4)		
<b>GER A101</b> Elementary German I (4)		
<b>GER A102</b> Elementary German II (4)		
<b>GER A201</b> Intermediate German I (4)		
<b>GER A202</b> Intermediate German II (4)		

UAA	UAF	UAS
<b>GER A301</b> Advanced German I (4)		
<b>GER A302</b> Advanced German II (4)		
<b>HIST A101</b> Western Civilization I		
<b>HIST A102</b> Western Civilization II		
		<b>HIST S105</b> World History I
		<b>HIST S106</b> World History II
<b>HIST A121</b> East Asian Civilization I		
<b>HIST A122</b> East Asian Civilization II		
<b>HIST A131</b> History of United States I		<b>HIST S131</b> History of the U.S. I
<b>HIST A132</b> History of United States II		<b>HIST S132</b> History of the U.S. II
<b>HIST A341</b> History of Alaska		
<b>HNRS A192</b> Honors Seminar: Enduring Books		
		<b>HUM S120</b> A Sense of Place: Alaska and Beyond
<b>HUM A211</b> Introduction to Humanities I		
<b>HUM A212</b> Introduction to Humanities II		
		<b>JOUR S101</b> Introduction to Mass Communications
<b>JPN A101</b> First Year Japanese I (4)		
<b>JPN A102</b> First Year Japanese II (4)		

UAA	UAF	UAS
<b>JPN A201</b> Second Year Japanese I (4)		
<b>JPN A202</b> Second Year Japanese II (4)		
<b>JPN A301</b> Advanced Japanese I (4)		
<b>JPN A302</b> Advanced Japanese II (4)		
<b>LING A101</b> The Nature of Language		
<b>MUS A221</b> History of Music I		
<b>MUS A222</b> History of Music II		
<b>PHIL A101</b> Introduction to Logic		<b>PHIL S101</b> Introduction to Logic and Reasoning
<b>PHIL A201</b> Introduction to Philosophy		<b>PHIL S201</b> Introduction to Philosophy
<b>PHIL A211</b> History of Philosophy I		
<b>PHIL A212</b> History of Philosophy II		
<b>PHIL A301</b> Ethics		<b>PHIL S301</b> Ethics
<b>PHIL A305</b> Professional Ethics 3 Credits		
<b>PHIL A313</b> Eastern Philosophy and Religion		
<b>PHIL A314</b> Western Religions		
<b>PS A331</b> Political Philosophy		
<b>PS A332</b> History of Political Philosophy I: Classical		
<b>PS A333</b> History of Political Philosophy II: Modern		

**Comment [SDP17]:** Delete—no longer GER

**Comment [SDP18]:** Delete—no longer GER

UAA	UAF	UAS
<b>RUSS A101</b> Elementary Russian I (4)		<b>RUSS S101</b> Elementary Russian I (4)
<b>RUSS A102</b> Elementary Russian II (4)		<b>RUSS S102</b> Elementary Russian II (4)
<b>RUSS A201</b> Intermediate Russian I (4)		
<b>RUSS A202</b> Intermediate Russian II (4)		
<b>RUSS A301</b> Advanced Russian I (4)		
<b>RUSS A302</b> Advanced Russian II (4)		
<b>SPAN A101</b> Elementary Spanish I (4)		<b>SPAN S101</b> Elementary Spanish I (4)
<b>SPAN A102</b> Elementary Spanish II (4)		<b>SPAN S102</b> Elementary Spanish II (4)
<b>SPAN A201</b> Intermediate Spanish I (4)		
<b>SPAN A202</b> Intermediate Spanish II (4)		
<b>SPAN A301</b> Advanced Spanish I (4)		
<b>SPAN A302</b> Advanced Spanish II (4)		
<b>THR A311</b> Representative Plays I		
<b>THR A312</b> Representative Plays II		
<b>THR A411</b> History of the Theatre I		
<b>THR A412</b> History of the Theatre II		

## Social Sciences

UAA	UAF	UAS
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UAA	UAF	UAS
<b>ANTH A101</b> Introduction to Anthropology		<b>ANTH S101</b> Introduction to Anthropology
<b>ANTH A200</b> Natives of Alaska		
<b>ANTH A202</b> Cultural Anthropology		<b>ANTH S202</b> Cultural Anthropology <b>ANTH S211</b> Fundamentals of Archaeology
<b>ANTH A250</b> The Rise of Civilization		
<b>BA A151</b> Introduction to Business		
<b>CEL A292</b> Introduction to Civic Engagement		
		<b>ECON S100</b> Introduction to Economics
<b>ECON A123</b> Introduction to Behavioral Economics		
<b>ECON A201</b> Principles of Macroeconomics		<b>ECON S201</b> Principles of Economics I: Macro
<b>ECON A202</b> Principles of Microeconomics		<b>ECON S202</b> Principles of Economics II: Micro
<b>ECON A210</b> Environmental Economics and Policy		
<b>EDEC A105</b> Introduction to the Field of Early Childhood		
<b>ENVI A212</b> Living on Earth: People and the Environment		
<b>GEOG/INTL A101</b> Local Places/Global Regions: An Introduction to Geography		<b>GEOG S101</b> Introduction to Geography
<b>PS A101</b> Introduction to American Government		<b>GOVT S101</b> Introduction to American Government
<b>PS A102</b> Introduction to Political Science		<b>GOVT S102</b> Introduction to Political Science

**Comment [SDP19]:** UAF has ECE F101 (NO gen ed status) that UAA early childhood program accepts as substitute for EDEC A105, but it cannot meet the gen ed requirement.

**Comment [SDP20]:** Add LEGL A101 Introduction to Law below this.

UAA	UAF	UAS
		<b>GOVT S230</b> Introduction to Political Philosophy
		<b>GOVT S251</b> Introduction to International Relations
		<b>HIST S105</b> World History I
		<b>HIST S106</b> World History II
		<b>HIST S131</b> History of the US I
		<b>HIST S132</b> History of the US II
<b>HNRS A292</b> Honors Seminar in Social Science		
<b>HS A220</b> Core Concepts in the Health Sciences		
<b>HUMS/SWK A106</b> Introduction to Social Welfare		
<b>JPC A101</b> Media and Society		
<b>JUST A110</b> Introduction to Justice		
<b>JUST/SOC A251</b> Crime and Delinquency		
<b>JUST A330</b> Justice and Society		
<b>JUST A375</b> Juvenile Justice and Delinquency		
<b>PS A311</b> Comparative Politics		
<b>PS/SOC A351</b> Political Sociology		
<b>PSY A111</b> General Psychology		<b>PSY S101</b> Introduction to Psychology
<b>PSY A150</b>		<b>PSY S250</b>

**Comment [SDP21]:** Add JPC A204 Media Literacy below this.

**Comment [SDP22]:** Need to add to UAF social science column JUST F300X Ethics and Justice. It may not align with any UAA or UAS course.

UAA	UAF	UAS
Lifespan Development		Lifespan Development
<b>PSY A200</b> Introduction to Behavior Analysis		
<b>SOC A101</b> Introduction to Sociology		<b>SOC S101</b> Introduction to Sociology
<b>SOC A110</b> Introduction to Gerontology: Multidisciplinary Approach		
<b>SOC A201</b> Social Problems and Solutions		<b>SOC S202</b> Social Problems
<b>SOC A202</b> Social Institutions		
<b>SOC A342</b> Sexual, Marital and Family Lifestyles		
<b>SWK A243</b> Cultural Diversity and Community Service Learning		
<b>URS A121</b> Methods of Inquiry		
<b>WS A200</b> Introduction to Women's and Gender Studies		

## Fine Arts

UAA	UAF	UAS
<b>AKNS A215</b> Music of Alaska Natives and Indigenous Peoples of Northern Regions		
<b>AKNS A216</b> World Indigenous Music		
<b>ART A160</b> Art Appreciation		<b>ART S160</b> Art Appreciation
<b>ART A261</b> History of Western Art I		<b>ART S261</b> History of World Art I
<b>ART A262</b> History of Western Art II		<b>ART S262</b> History of World Art II

**Comment [SDP23]:** Delete—no longer Arts  
GER

**Comment [SDP24]:** Delete—no longer Arts  
GER

UAA	UAF	UAS
<b>ART A360A</b> History of Non-Western Art I		
<b>ART A360B</b> History of Non-Western Art II		
<b>DNCE A170</b> Dance Appreciation		
<b>MUS A121</b> Music Appreciation		<b>MUS S123</b> Music Appreciation
<b>MUS A124</b> History of Jazz		
<b>MUS A215</b> Music of Alaska Natives and Indigenous Peoples of Northern Regions		
<b>MUS A216</b> World Indigenous Music		
<b>MUS A221</b> History of Music I		
<b>MUS A222</b> History of Music II		
<b>THR A111</b> Introduction to the Theatre		<b>THR S111</b> Theatre Appreciation
		<b>THR S211</b> Theatre History & Literature I
		<b>THR S212</b> Theatre History & Literature II
<b>THR A311</b> Representative Plays I		
<b>THR A312</b> Representative Plays II		
<b>THR A411</b> History of the Theatre I		
<b>THR A412</b> History of the Theatre II		

**Comment [SDP25]:** Delete—no longer Arts GER

**Comment [SDP26]:** Delete—no longer Arts GER

**Comment [SDP27]:** Delete—not GER

**Comment [SDP28]:** Delete—not GER

**Comment [SDP29]:** Delete—no longer Arts GER

**Comment [SDP30]:** Delete—no longer Arts GER

**Comment [SDP31]:** Delete—no longer Arts GER

**Comment [SDP32]:** Delete—no longer Arts GER

\*History courses at UAS can be used as humanities OR social science requirements, but not both; at UAA history courses fill a humanities requirement; at UAF, the proposed GER revision calls for history to fill a social science requirement.





## Appendix 1: Proposed Revision to R10.04.040 – General Education Requirements

*This document contains proposed changes to University Regulation R10.04.040. The proposed additions to existing regulation have been underlined and deletions are noted with strikeouts.*

### R10.04.040. General Education Requirements.

- A. Categories for the Common Core of General Education Requirements for Baccalaureate Degrees
1. Oral Communication Skills  
~~Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice.~~ Courses that fulfill this requirement provide guided practice in using oral communication as a tool for communicating ideas and responding to diverse and changing audiences.
  2. Written Communication Skills  
~~Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in organizing and communicating.~~ Courses that fulfill this requirement provide guided practice in using writing as a tool for communicating ideas and responding to diverse and changing audiences.
  3. Quantitative Skills Mathematics  
~~Courses that fulfill this requirement are those which emphasize the development and application of quantitative problem-solving skills and expose students to the theory, methods, and practice of mathematics as an intellectual discipline, rather than focusing on rote computation. as well as skills in the manipulation and/or evaluation of quantitative data.~~
  4. Natural Sciences  
~~Courses that fulfill this requirement are those that provide the student with broad exposure and include general introduction to the theory, methods, and disciplines of the natural sciences.~~  
Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the natural sciences, integrating basic knowledge and disciplinary methodologies.
  5. Arts  
Courses that fulfill this requirement introduce the student to the methods and context of the arts as academic disciplines as opposed to those that only emphasize acquisition of skills.
  - 5.6. Humanities  
~~Courses that fulfill this requirement are those that provide the student with an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills. General humanities courses introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions. Courses that fulfill this requirement introduce the student to the theory, methods, and practice of the humanities, integrating basic knowledge and disciplinary methodologies.~~
  6. Social Sciences  
~~Courses that fulfill this requirement are broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences. Courses that fulfill~~

**Comment [SDP33]:** GERC: General concern that revision language can have unintended consequences.

**Comment [SDP34]:** GERC: "Guided Practice" in oral communication is not discipline appropriate. Prefer original language with an added phrase: Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in orally communicating ideas, while responding to diverse and changing audiences, in an organized fashion through instruction accompanied by practice.

**Comment [SDP35]:** Concern about not specifying English language, which is critical for students to be successful in their baccalaureate education. Suggest changing to "...using written English as a tool...."

**Comment [SDP36]:** Concern about the latitude this phrasing provides. Perhaps replacing 'only' with 'primarily' would convey that courses with skills emphases would not be eligible.

this requirement introduce the student to the theory, methods, and practice of the social sciences, integrating basic knowledge and disciplinary methodologies.

B. Minimum Credit Distribution for General Education Requirements for Baccalaureate Degrees

Written Communication Skills	6 credits <del>minimum</del>
Oral Communication Skills	3 credits <del>minimum</del>
Humanities/Social Sciences(non-arts)	15 <del>3</del> credits <del>minimum</del>
Arts	3 credits
Social Sciences	3 credits
<u>at least 3 credits in the arts</u>	
<u>at least 3 credits in general humanities</u>	
<u>at least 6 credits in the social sciences, from 2 different disciplines</u>	
Quantitative Skills/Natural Sciences	10 credits <del>minimum</del>
<u>at least 3 credits in mathematics</u>	
<u>at least 4 credits in the natural sciences, including a laboratory</u>	
Mathematics	3 credits
Natural Sciences, including a laboratory	4 credits

In addition, students must take:

At least 6 more credits from among arts, humanities, and social sciences

At least 3 more credits from among natural science and mathematics

Total general education credits: 34 credits ~~minimum~~

C. Assumptions Regarding General Education Requirements for Baccalaureate Degrees

- All credits must be at 100 level or above.
- Most requirements will be fulfilled at the 100 or 200 level. In some cases, upper division courses may meet the criteria.
- ~~Credit may be counted towards general education or a degree major requirement, but not both.~~  
No course may satisfy more than one general education requirement for a single student. However, general education courses may also satisfy degree or major requirements.
- General education requirements may extend beyond the 34 credit minimum described by the common core outlined in this Regulation.
- Additional general education curricula beyond these general education requirements may be implemented by individual institutions for accreditation or other purposes and are not subject to transfer or commonality mandates set forth in Board of Regents policy or university regulation.

**Comment [SDP37]:** GERC had no concerns about the credit changes. These still seem to provide a broad, liberal arts background.



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From: Frank Moore  
Chair, Computer Science & Engineering Department

To: UAB

In re: Restricting Registration for CSCE Upper-Division Courses

The Computer Science & Engineering Department faculty would like to restrict registration in all CSCE upper-division undergraduate courses to students who have declared a major in Computer Science, Computer Systems Engineering, or Electrical Engineering, or Instructor Approval. By forcing students to declare a major, we:

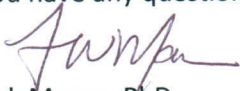
1. Guarantee that students in Computer Science and Computer Systems Engineering are receiving mandatory advising earlier in their studies. This change will make it easier for students to eliminate errors and make better progress towards graduation.
2. Prevent the situation in which a student waits until very late to declare a major, only then to be subject to degree requirements in place at that time, rather than at the time he or she actually began CS/CSE coursework. This change will eliminate the need for these students to submit a large number of academic petitions in order to graduate under older degree requirements.

All upper-division courses would be subject to this change, including:

CSCE A302 Object-oriented Programming II  
CSCE A305 Android Programming  
CSCE A311 Data Structures and Algorithms  
CSCE A320 Operating Systems  
CSCE A331 Programming Language Concepts  
CSCE A342 Digital Circuits Design  
CSCE A351 Automata, Algorithms, and Complexity  
CSCE A360 Database Systems  
CSCE A365 Computer Networks  
CSCE A385 Computer Graphics  
CSCE A395 Internship in Computing  
CSCE A401 Software Engineering  
CSCE A411 Artificial Intelligence  
CSCE A412 Evolutionary Computing  
CSCE A415 Machine Learning  
CSCE A431 Compilers  
CSCE A442 VLSI Circuit Design  
CSCE A445 Computer Design and Simulation  
CSCE A446 Digital Media and Interactive Systems

CSCE A448 Computer Architecture  
CSCE A450 Mobile Robotics  
CSCE A460 Database Systems  
CSCE A462 Data Mining  
CSCE A465 Computer and Network Security  
CSCE A470 Computer Science and Engineering Capstone Project  
CSCE A485 Computer and Machine Vision  
CSCE A490 Topics in Computer Science and Computer Systems Engineering  
CSCE A495 Computing Internship Project  
CSCE A498 Individual Research

If you have any questions, please do not hesitate to contact me. Thanks!



Frank Moore, PhD  
CS&E Department Chair



Fred Barlow, PhD.  
Dean, College of Engineering