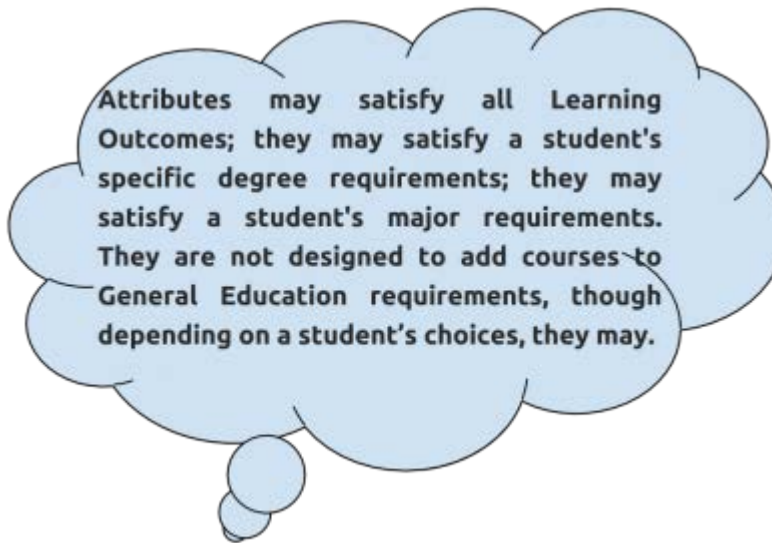


Attributes



Many courses in the new GER will be labelled by **attributes**. Courses can have more than one attribute, too!

Outcome #1: Build Knowledge

- **E, A, D, and Q** attributes may be applied.
 - Courses in Humanities, Social Sciences, Art, Natural Sciences, and Mathematics, 22 credits.
- Outcome #2. Develop intellectual and practical skills across the curriculum.

- **Q** Quantitative Literacy (3 credits)
- Outcome #3. Acquire tools for effective civic engagement

- **E** Civic Engagement (3 credits)
- **A** Alaska and Arctic Issues (3 credits)
- **D** Intercultural Competence & Diversity (3 credits)

UPPER DIVISION Outcome #4:

- **C** Communication across the curriculum courses, revising existing W and O requirements.

Alaska and Arctic Issues Across the Curriculum

Courses

Knowledge of Alaska and Arctic Issues

Definition: Knowledge of Alaska and Alaskan issues denotes critical understanding of inter-related elements of Alaska's and the Circumpolar North's history, cultures, values, communication styles, natural systems, politics and/or economy.

Subject Areas

1. Alaska/northern ecosystems and/or climate change
2. Indigenous peoples, languages and world views
3. Intercultural relations and politics in Alaska and the Arctic
4. Economic development, industry, engineering challenges, and their relation to the environment in the north
5. Natural resources and systems.

Instructional Objectives:

- Demonstrate understanding of the subject matter in one or more of the five broad subject areas listed above
- Analyze critically questions related to one or more of these fields of study
- Recognize and analyze the interrelatedness of these systems
- Compare and contrast circumpolar north regions in examination of a pertinent topic.

Civic Engagement Across the Curriculum

Civic Engagement

Definition: Civic engagement is “working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.”

UAF Learning Outcome: Civic engagement is an essential component of Learning Outcome #3:

Acquire tools for effective civic engagement in local through global contexts, including ethical reasoning, intercultural competence, and knowledge of Alaska and Alaskan issues.

Facility will be demonstrated through analyses of issues including dimensions of ethics, human and cultural diversity, conflicts and interdependencies, globalization, and sustainability.

Please note that other components of this Outcome—including intercultural competence and Alaska and Alaskan issues—are addressed separately.

Performance goals: To contribute to the fulfillment of Outcome #3, students receiving a baccalaureate degree from UAF should successfully complete coursework and/or experiential learning opportunities that enhance their understanding in at least one of the following areas:

- Civic identity and commitment
- Civic communication
- Civic action and reflection
- Civic contexts and structures

Learning Objectives: Students demonstrate significant fulfillment of one or more of the following goals through applicable coursework or some combination of courses work and practical application:

Apply academic knowledge to the analysis and/or solution of real world problems in contemporary, socio-political contexts

Explore how historical contexts, issues and developments shape human conflicts and interdependencies—from local to global—and inform the search for possible solutions to contemporary social problems

Tailor communication strategies to effectively express, listen, and adapt to others with the goal of establishing relationships that bridge cultural divides and further civic action

Identify and/or apply theories and methodologies of sustainability to civic participation

Demonstrate knowledge of multiple ethical frameworks that inform relationships within and among communities.

Communication Across the Curriculum—Original 2013 proposal

C courses are upper-division courses which use communication to either help with learning course material and/or learning to communicate as a member of a discipline. C courses cannot be lower division.

Q. What about that C attribute? Doesn't that mean that students will no longer get to refine their writing and oral communication skills in their major?

A. Not at all. The C attribute modernizes the existing Os and Ws. It recognizes that communication happens in a variety of forms including written and oral varieties. The C provides more curricular space for upper-division faculty to use active learning techniques in their design of assignments that help undergraduates develop into effective communicators of their discipline, without the narrower focus of "W" or "O" requirements.

Q. What is the "Communication" course supposed to do?

A. The Communication course would leave up to faculty to decide how they wish to emphasize their discipline's communication methods. Some faculty may choose to address oral, written, and visual components in a single assignment; however, other faculty may emphasize one or two of these. The requirement does not dictate that all communication varieties must be taught in the course.

NOTE: The description of the C attribute is undergoing a revision through a faculty learning community. This group of teachers, advisors, and administrators are taking up the idea of "communicating across the curriculum." Because of this inquiry process, specifics here will change.

Communication

Definition: Communication is the development and expression of ideas in writing or speech. Communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Communication abilities develop through iterative experiences across the curriculum.

Relevant UAF Faculty Senate Approved Learning Outcome: Learning Outcome 4

Learning/Instructional objectives:

- Students will be able to revise written work in response to instructor and peer feedback.
- Students will be able to write effectively for diverse audiences.
- Students will be able to recognize and navigate the concepts, genres, and conventions of the course discipline.

- Students will be able to select appropriate writing technologies to collaborate in personal, professional and civic relationships.
- Students will be able to listen effectively and respond effectively to communication practices in the course.

Minimum criteria for course approval:

- Explicitly address at least three of the objectives listed above
- Have at least 50% of the graded course material based student papers, student presentations, and/or student multimodal projects.
- Provide guided and prompt feedback and opportunities for student revision on student projects, presentations, and papers.
- In addition to written and spoken communication, address other forms of communication in the course discipline, such as reading and listening and multimodal, digital, or visual communication.
- Address and practice accurate and ethical referencing/citation practices of source material as it pertains to source authority, academic honesty, and personal credibility.

Intercultural Competence and Diversity Across the Curriculum

Courses

Intercultural Competence and Diversity

Intercultural knowledge and competence is “a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.”

Instructional Objectives:

- Place social justice in historical and political context
- Articulate insights into their own cultural rules and biases
- Demonstrate a complex understanding of the complexity of the history, values, politics, beliefs, and practices of other cultures
- Interpret intercultural experiences from more than one (their own) worldview
- Articulate a complex understanding of cultural differences in verbal and non-verbal communication

Minimum Criteria for Approval

Courses in this category may focus on differences among people in the United States and/or on understanding contemporary issues from a global perspective or understanding cultures and societies different from those in the United States.

- Explicitly address at least one of the instructional objectives listed above.
- Address issues of race, ethnicity, gender and sexual identity, and other markers of cultural difference as a substantial component of the course, not as an “add on.”
- Emphasize the cultural interactions between the Western and non-Western worlds, and/or the interplay between various identity groups within the United States.
- Have at least 50% of the readings and assignments of the course devoted to topics relating to diversity and intercultural competence.