



**Faculty Senate**  
UNIVERSITY of ALASKA ANCHORAGE

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[www.uaa.alaska.edu/governance/facultysenate](http://www.uaa.alaska.edu/governance/facultysenate)

To: Provost and Vice Chancellor Elisha Baker,  
University of Alaska Anchorage

Fr: Kimberly Swiantek,  
UAA Governance Office

Re: Revisions to the GER Course Review Process

On October 3, 2014 the Faculty Senate approved the motion, brought forward by the Undergraduate Academic Board (UAB) and the General Education Requirement Committee (GERC), to revise the review process for GER courses. The current review process for GER courses includes being reviewed by the UAB before and after the GERC. This forces initiators to attend a minimum of three meetings and causes potential delays in the approval of GER curriculum. With the implementation of the new electronic curriculum software (CIM), the current process will take even longer. The UAB and GERC reviewed the current process and decided that it was unnecessary and inconvenient for initiators and reviewers. As a result, they have motioned that GER courses be reviewed by the GERC first before being reviewed by the UAB.

The Curriculum Handbook has been updated to reflect this change and is attached to this memo for your review and approval.

If I may be of further assistance, please let me know.

**Provost**

☒ Approved ☐ Disapproved

Comments:

DocuSigned by:

*Elisha "Bear" Baker*

October 14, 2014

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Elisha Baker, Provost and Vice Chancellor

Date

**Chancellor**

☒ Approved ☐ Disapproved

Comments:

DocuSigned by:

*Tom Case*

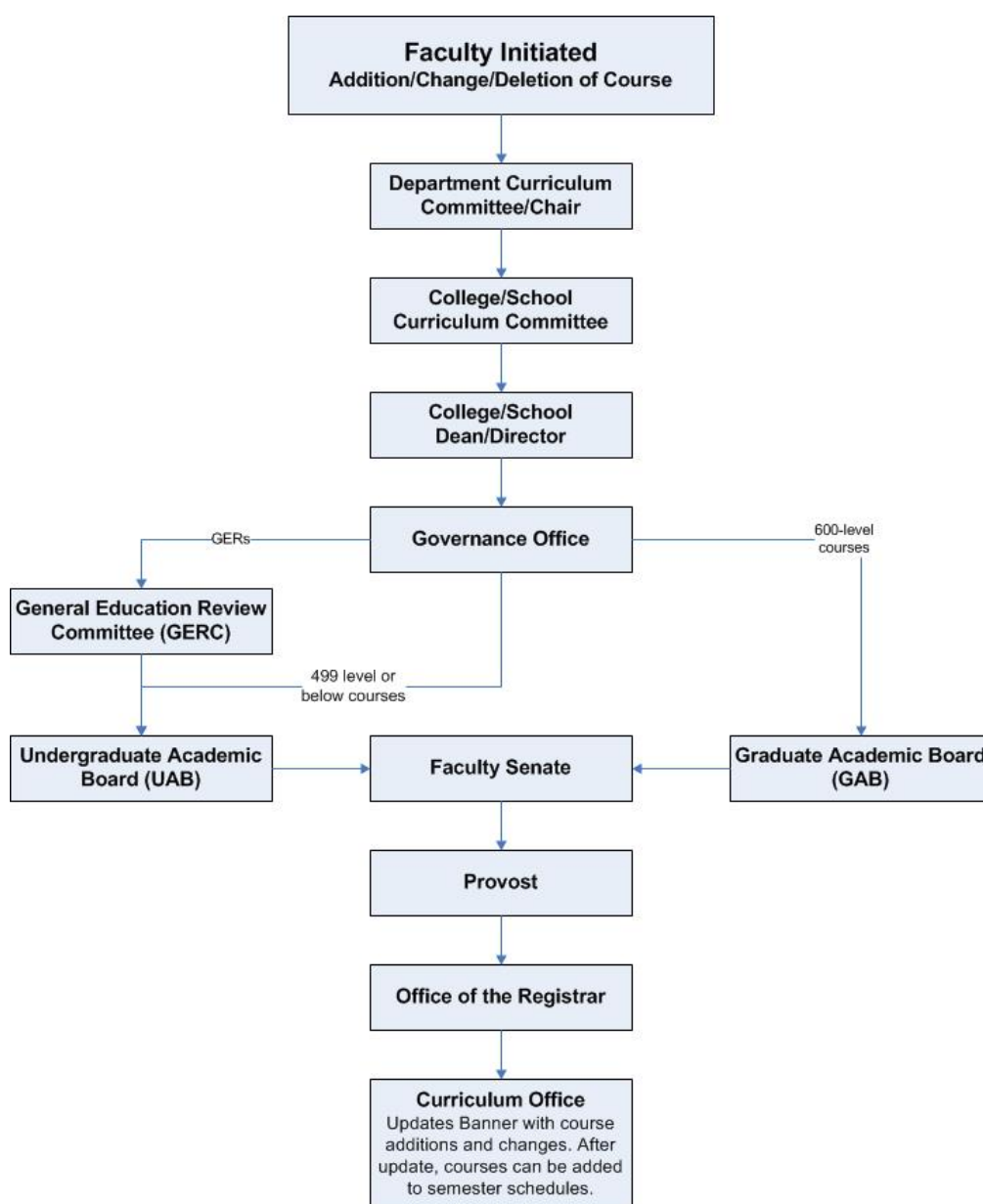
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Tom Case, Chancellor

**Motion:** After reviewing the workflow for GER courses, the eCurriculum Workflow Subcommittee (comprised of UAB and GAB members), proposes that all GER courses be reviewed by the General Education Committee (GERC) first, before being reviewed by the Undergraduate Academic Board (UAB). This changes the current process of having the courses be reviewed by UAB before and after going to the GERC.

**Justification:** This shift will allow for a more efficient workflow process in the eCurriculum software (CIM) and avoid unnecessary delays in approval.

**Figure 3.1: Permanent Academic Course Approval Process**



## Section 6 - General Education Requirement (GER)

### 6.1 General Education and General Course Requirements

The Associate of Arts degree program and programs at the baccalaureate level must comply with the UAA General Education Requirements specified for that program in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of communication, computation and human relations. These components must be at the collegiate level, must require a combined effort equivalent to at least 6 academic credits (for the program), and their student learning outcomes must be assessed.

The student learning outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

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

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

All GER courses must have instructional goals and assessable student learning outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Learning Outcomes. See the Governance webpage at [www.uaa.alaska.edu/governance/GER](http://www.uaa.alaska.edu/governance/GER).

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the departments and approved by the colleges, which must not exceed 10 years.

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

~~When an action involves a change in GER, the UAB will refer the action, preferably with recommendations, to the action will be reviewed by the General Education Review Committee (GERC) and referred to the UAB for approval with recommendations.~~

The GERC review process is as follows:

1. Department/school/college prepare proposal and coordinate
- ~~2. UAB agenda (first reading)~~
- ~~3.2.~~ GER Committee of UAB
- ~~4.3.~~ UAB agenda ~~(second reading)~~
- ~~5.4.~~ Faculty Senate (approved actions of UAB only)
- ~~6.5.~~ Administration (approved actions of the UAA Faculty Senate only)

### 6.2 Revision of or Request for GER Course

It is advisable to write the CCG first. The information from the CCG can then be pasted into the CAR. Before developing the CCG, the following need to be considered in addition to the course content: type of course, level, number, whether it will be stacked or cross-listed, prerequisites and registration restrictions, instructor goals and student learning outcomes.

## 1. Additional Considerations:

- Inter MAU coordination to facilitate transfer between campuses.
  - Courtesy coordination is recommended to determine potential transfer conflicts.
  - Check other campus' catalogs to see if they have a course with the same prefix and number.
  - If this is the case and the course is not a GER, consider using a new, unused (at all MAUs) course number if making this course a GER at UAA. The registrar's office can provide assistance with course number suggestions.
  - If a new number is inappropriate, please bring transfer concerns to the attention of the GERC.
- The appropriate GER template must be applied ([www.uaa.alaska.edu/governance/](http://www.uaa.alaska.edu/governance/))
- Addresses appropriate GER student learning outcome(s) from the GER Preamble ([www.uaa.alaska.edu/records/catalogs/catalogs.cfm](http://www.uaa.alaska.edu/records/catalogs/catalogs.cfm))
  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.
- Meets category definition from Board of Regents Regulation ([www.alaska.edu/bor/policy-regulations/](http://www.alaska.edu/bor/policy-regulations/))
- Addresses and assesses GER student learning outcomes for the classification descriptions described in the catalog ([www.uaa.alaska.edu/records/catalogs/catalogs.cfm](http://www.uaa.alaska.edu/records/catalogs/catalogs.cfm)) and this handbook
  - **Oral communication skills.** Students:
    - develop both their message creation and message interpretation skills in order to be more successful communicators.
    - develop an awareness of the role of communication in a variety of human relationships.
    - 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.
  - **Quantitative skills.** Students:
    - develop their algebraic, analytic and numeric skills; use them to solve applied problems.
    - correctly explain their mathematical reasoning.
  - **Written communication skills.** Students:
    - practice methods for establishing credibility, reasoning critically and appealing to the emotions and values of their audience.

- write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis.
  - develop the tools to read, think and write analytically about print and nonprint texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars.
  - 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.
- **Fine arts.** Students 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.
  - 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.**  
Students who complete a **content-oriented** course in the humanities should be able to:
- identify texts or objects, place them in the historical context of the discipline,
  - articulate the central problems they address and 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,
- evaluate their soundness or cogency, and recognize common fallacies.
- use a formal technique to determine the validity of simple deductive arguments and
- 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.** Student 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.
  - demonstrate an understanding of the fundamentals of one or more scientific disciplines,
  - demonstrate a knowledge of the discoveries and advances made within that discipline, and the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.

Students completing the laboratory class will:

- demonstrate the ability to work with the tools and in the settings encountered by professionals in the discipline,
- critically observe materials, events or processes, and
- accurately record and analyze their observations.

**Social sciences.** Students will be able to:

- describe the discipline she or he has studied and discuss the key principles or themes that unify it.
- describe and contrast key scientific theories and theoretical approaches in a discipline and the ways in which these theories structure social scientists' thinking and research.
- demonstrate the ability to think critically about how society works and how our social realities are created by diverse social processes and cultural practices. Describe the wide range of

social science data and the importance of using empiricism, both qualitative and quantitative, in making claims about the social world and in setting evidence-based social policy.

- explain and use basic social science methods and summarize the assumptions behind and the limitations of inductive or deductive approaches that might include: the formulation of research questions and hypotheses; data collection and analysis; and testing, verifying, and rejecting hypotheses.

**Integrative capstone.** Students 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.
- Provides rationale for retaining or adding this course to the GER menu
- Integrative capstone courses that restrict registration to completion of Tier I GERs should use the following registration restriction verbiage: Completion of Tier I (basic college-level skills) courses.

Actions involving changes in GER are referred to the GERC ~~after first reading at UAB~~. After GERC review and approval, the ~~second-first~~ reading takes place at UAB.

2. The following must be submitted to the Governance Office ([aygov@uaa.alaska.edu](mailto:aygov@uaa.alaska.edu)):

a. Signed CAR.

*Note: The Governance Office will accept electronic signed CARs as long as all signatures up to the Dean/Director level are present and legible and the approved or disapproved boxes are checked.*

b. Completed CCG.

If the new or revised course affects a degree or certificate, a separate signed PAR must be submitted for each program change, together with revised catalog copy in Word using the track changes function. A Word copy of the current catalog is available on the Governance website ([www.uaa.alaska.edu/records/catalogs/catalogs.cfm](http://www.uaa.alaska.edu/records/catalogs/catalogs.cfm)).

c. Signed Fee Request Form (one per course) for courses with new, deleted or revised fees. ([www.uaa.alaska.edu/governance/coordination/index.cfm](http://www.uaa.alaska.edu/governance/coordination/index.cfm)).

3. Coordination should be done early in the process and consists of three steps:

a. Coordination memo or email. Coordination is required when the new course has any impact on another course or program. The faculty initiator must contact the department chair/director of every affected program and provide documentation of the changes to the affected programs upon request. Proof of coordination must be provided to the Governance Office.

A list of impacted courses, programs and catalog references can be found by an electronic search of the UAA catalog using keywords such as MATH A172. A spreadsheet is required listing the reference, the impacted program/course/catalog copy, and the impact (program requirements, electives, selectives, course prerequisite, corequisites).

b. The faculty initiator is also required to send an email to [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu) explaining the revision or new course. The email must include contact information, as well as:

- School and department (CAR boxes 1a and 1c),
- course prefix (CAR box 2),
- course number (CAR box 3),
- course title (CAR box 6),

- Add/Change/Delete and if change, a summary list of changes (CAR box 8),
- course description (CAR box 15),
- justification for action (CAR box 19),
- any other relevant information.

Do not attach the CAR/PAR or the CCG to the email. The coordination email must be sent at least 10 working days before being presented at ~~UAB/GAB~~GERC.

- c. The faculty initiator is required to send the CAR and CCG to the library liaison for that department ([http://consortiumlibrary.org/find/subject\\_liaison\\_librarians](http://consortiumlibrary.org/find/subject_liaison_librarians)).
4. GER courses are approved through the curriculum approval process outlined in section 3.
  5. GER changes should have a Fall implementation date. To ensure approval is received in time, the faculty initiator should consult the curricular production calendar on the Governance website. Curriculum must have first reading at UAB by the third Friday in February to be considered for Fall implementation.

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### 6.3 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 purge list of GER courses will be provided to GERC and UAB by the Office of the Registrar each spring. Review of the GER list will be done annually by GERC and UAB in the spring semester.