



**Faculty Senate**  
UNIVERSITY of ALASKA ANCHORAGE

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

Fr: Kimberly Swiantek,  
UAA Governance Office

Re: Motion to Adopt GELO Outcomes as Overall Values

On December 5, 2014 the Faculty Senate approved the motion, brought forward by the Undergraduate Academic Board (UAB) and the General Education Requirement Committee (GERC), adopting the GELO outcomes as overall general education values that are supported by UAA's General Education outcomes. Incorporating this concept into the catalog, as well as other modifications to the general education catalog copy, will be worked on by GERC Chair Sandy Pence and Vice Provost Susan Kalina in the coming months in an effort to make the information more user-friendly

I have attached the General Education Learning Outcomes visual that was developed in accordance to this motion.

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

**Provost**

☒ Approved ☐ Disapproved

Comments:

*Elisha Baker*

~~Elisha Baker~~, Provost and Vice Chancellor

*San Gingrich*

*1/15/2015*  
Date

**Chancellor**

☒ Approved ☐ Disapproved

Comments:

*Tom Case*

Tom Case, Chancellor

*1/15/2015*

## UAA General Education Categories

## UAA General Education Learning Outcomes

## UAA General Education Values

Draft

Tier 1: The UAA GERs begin with basic college-level skills enhancement in:

- Oral Communication Skills
- Quantitative Skills
- Written Communication Skills

Communicate effectively in a variety of contexts and formats.

Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions.

Locate and use relevant information to make appropriate personal and professional decisions.

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.

Tier 2: GERs continue with courses in four required disciplinary areas categorized by course content and academic discipline that are designed to guarantee a breadth of academic experience:

- Fine Arts
- Humanities
- Natural Sciences
- Social Sciences

Relate knowledge to the historical context in which it developed and the human problems it addresses.

Interpret different systems of aesthetic representation and understand their historical and cultural contexts.

Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics.

Identify ways in which science has advanced the understanding of important natural processes.

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.

Tier 3: 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.

Adopt critical perspectives for understanding the forces of globalization and diversity.

Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

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.

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.