

# General Education Curriculum Review

Courses proposed to meet General Education requirements are reviewed by the General Education Council (GEC), which advises the Undergraduate Academic Board (UAB) on recommendations for General Education status. Faculty initiators have the opportunity to meet and collaborate with the GEC about the proposed course before recommendations are forwarded to UAB. This guidance document provides faculty with important criteria to consider for courses proposed to meet General Education requirements. These guidelines are built upon [guidance endorsed by the Faculty Senate in September 2020](#). When curricula are brought before the General Education Council, faculty initiators should be prepared to address these guidelines in relation to the proposed course. The six primary questions that will be asked when meeting with the GEC are:

- 1) Does the course primarily cover General Education content appropriate to the category proposed per the [catalog guidance](#)?
- 2) Are the course-specific student learning outcomes aligned and [mapped to the appropriate General Education student learning outcomes](#)?
- 3) What plan does the department have to ensure consistency across sections and campuses with regard to content and assessment?
- 4) How will the department solicit artifacts for assessment of the General Education SLOs they indicate they develop? And, how will the department identify faculty to participate periodically in General Education assessment?
- 5) Does the department have plans for any pedagogical or assessment innovation in the course (e.g., promoting High-Impact or decolonizing teaching practices, using shared assignments, sharing or integrating the General Education assessment rubrics, etc.)?
- 6) Are there any unnecessary barriers to enrollment in the course for students?

## GUIDELINES FOR GENERAL EDUCATION COURSES

Programs should consider the following guidelines when proposing courses to meet the General Education requirements. Proposed and ongoing courses that meet General Education requirements should:

- 1) Be reviewed through the Governance curriculum review process, including by the General Education Council, periodically as prescribed by the [General Education Review rotating schedule](#).
- 2) Cover predominantly content reflective of the General Education category per the [catalog](#) at an appropriate level for General Education:
  - a) Tier 1 and Tier 2 will be offered at the 100- and 200-level only.
  - b) Tier 3 courses will be offered at the 300- and 400-level.
- 3) Not include or create additional hidden requirements or barriers for students:
  - a) Programs should strive to minimize prerequisite courses to balance course accessibility with student preparedness. Some prerequisites or college-readiness status may be required as appropriate.
  - b) Integrative capstones will require all Tier 1 work to be completed and may have prerequisites that are Tier 2 courses or program requirements (if the capstone also serves as a program capstone).
  - c) Alaska Native-Themed (AKNT) and Diversity & Inclusion (D&I) courses will meet another General Education requirement category (Tier 1, 2, or 3) or a major program requirement.
  - d) Courses will generally hold a minimum of three credits (or 1 credit for lab courses) such that students who complete a course satisfy the General Education requirement without taking additional courses.
  - e) General Education courses should be offered regularly or in regular rotation.

- 4) Incorporate and assess institutional General Education student learning outcomes. Courses will map their course-specific student learning outcomes, assignments, and assessments with the targeted General Education student learning outcomes (and associated contributing outcomes for Tier 1, Tier 2, AKNT, and D&I courses). This alignment will be reflected in the course content guide in CIM. Which and how many student learning outcomes will be included and assessed vary by the type of requirement the course meets:
  - a) Tier 1 courses - incorporate and assess the appropriate Tier 1 categorical learning outcome and associated contributing outcomes found in the electronic curriculum management system (CIM).
  - b) Tier 2 courses - incorporate and assess the appropriate Tier 2 categorical learning outcome and associated contributing outcomes found in the electronic curriculum management system (CIM) as well as at least one other skill-based General Education categorical learning outcome (Effective Communication, Quantitative Skills, Information Literacy, Creative & Critical Thinking and Knowledge Integration, Intercultural Knowledge and Fluency).
  - c) Alaska Native-Themed and Diversity & Inclusion courses - incorporate and assess the Intercultural Knowledge and Fluency learning outcome as well as the associated contributing learning outcomes for the category (AKNT or D&I) found in the catalog ([AKNT](#) and [D&I](#)).
  - d) Tier 3 courses - incorporate and assess 1) Creative & Critical Thinking and Knowledge Integration, 2) Intercultural Knowledge and Fluency, 3) Information Literacy or one Tier 1, and 4) one Tier 2 categorical learning outcome.
- 5) Produce materials for General Education assessment. Programs and instructors will provide these materials for assessment when requested. Guidelines for appropriate assessments should be devised by the programs offering General Education courses, submitted to the GEC Assessment Working Group, and provided to all instructors who teach the courses. Programs that teach General Education-fulfilling courses will also provide a number of faculty proportional to their General Education enrollments to participate in assessment annually. The General Education assessment plan prescribes a [rotating schedule](#) for assessing the General Education learning outcomes.

#### Other desirable features of General Education courses include:

- Adopting high-impact and other innovative teaching practices and integrating pedagogical direction for their use in the course content guide in CIM
- Developing a plan to maintain consistency across sections, including across campuses and modalities
- Using the established General Education learning outcome assessment rubrics to evaluate assignments or General Education learning outcomes in courses or programs
- Incorporating multiple ways of knowing and inclusive pedagogies that benefit students with diverse background