General Education Reform at UA:
The General Education Taskforce
The General Education Taskforce (GET) is charged with:

- determining the UA Community’s expectations of General Education (GE) and the current GE experiences at UA
- comparing those expectations with research-based practices that support student learning and success
- identifying the processes needed to develop, approve, implement, assess, and periodically review a responsive, dynamic program of general education
**General Education Taskforce**

**Fall 2018**
- Performed Research and Benchmarking
  - 270+ Item Annotated Bibliography
  - Benchmarked 82 Schools

**Spring 2019**
- Administered a campus-wide survey to faculty and staff

**Fall 2018**
- Generated a framework for identifying the relevant UA constituencies and stakeholders.
- Designed preliminary poll to solicit feedback from UA faculty & staff

**Spring 2019**
- Held two town halls for F&S
- Walking tour: Deans, Departments Chairs, CCOC, CAAD, COD, UA-AAA, OAA

**Fall 2019**
- Held fall retreat
- Developed draft of purpose statement, guiding principles and learning objectives
  - Subcommittees formed to explore learning objectives

**Summer 2019**
- Attended 3 AAC&U Sponsored Conferences: GE, GE Reform; High Impact Practices

**Spring 2020**
- Finalized purpose statement, guiding principles and learning objectives

**Fall 2019**
- Completed 5 student focus groups & worked with GSA 300 to determine student sentiment on UA's GE
- Presented purpose statement, guiding principles, and learning objectives to all colleges (Deans and Dept. Chairs), and to administrative bodies (CCOC, CAAD, COD, UA-AAA, UGC, Faculty Senate, OAA).
- Faculty Senate voted to approve as a working document
The University of Alabama’s General Education program empowers undergraduate students to be socially conscious, ethical, and well-rounded leaders with the knowledge and skills to live productive, responsible, and rewarding lives in a diverse and rapidly-changing world.

The program challenges students to develop their logical and creative capacities by providing transformational and integrative learning experiences that complement the undergraduate major.
Guiding Principles

Be learner-centered, accessible, inclusive, and equitable

Span the undergraduate experience

Focus on shared student learning outcomes

Include curricular and co-curricular experiences

Meet accreditation requirements

Encourage involvement and participation throughout faculty and staff

Employ best practices in teaching and learning

Encourage exploration and student ownership of general education

Accommodate non-traditional, transfer, and high-credit entry students
In completing the requirements of The University of Alabama General Education program, all undergraduates should demonstrate the fundamental skills, abilities, and behaviors that readily identify them as:

- Critical and Ethical Thinkers
- Effective Communicators
- Problem Solvers
- Individually and Socially Responsible Citizens
- Culturally Competent Individuals
GENERAL EDUCATION MODELS
Distribution Models

- 2 Social Science
- 2 Arts and Humanities
- 2 Math
- 2 Natural Science
- 2 Foreign Language
- 2 PE

(Possible additions: Writing 101 and 102)

Integrative Models

- Common Core
- Learning Communities
- Interdisciplinary Courses
- Integrative Courses
- Team-taught Courses
- Capstone Courses
- Campus-wide Themes
- e-Portfolios
- Service Learning

15%  64%  18%
General Education 1.0

- Natural Sciences & Math
- Social & Behavioral Sciences
- Arts & Humanities
General Education 2.0

- Natural Sciences & Math
- Social & Behavioral Sciences
- Arts & Humanities

- Jobs
- Major Courses
- Community Life
- Personal Goals
## A Core-Only Model

<table>
<thead>
<tr>
<th>Term One</th>
<th>Term Two</th>
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<tbody>
<tr>
<td>The Roots of Civilization I</td>
<td>The Roots of Civilization II</td>
</tr>
<tr>
<td>Identity and Its Constructions</td>
<td>Social Justice</td>
</tr>
<tr>
<td>Discovery I</td>
<td>Discovery II</td>
</tr>
<tr>
<td>Intercultural Studies I: Globalism and Its Consequences</td>
<td>Intercultural Studies II: What is “Good” Business</td>
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<tr>
<td>The Big Problem Course</td>
<td>Defining Success and Happiness</td>
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</table>
A Hybrid (Distribution + HIPs) Model

First-Year Seminar(s)

Social & Behavioral Sciences

Natural Sciences & Math

Arts & Humanities

Capstone Course(s)
General Education 3.0

- Internships
- e-Portfolios
- Capstone Course(s)
- Major
- Social & Behavioral Sciences
- Natural Sciences & Math
- Arts & Humanities
# HIGH-IMPACT EDUCATIONAL PRACTICES

<table>
<thead>
<tr>
<th>First-Year Seminars &amp; Experiences</th>
<th>Writing-Intensive Courses</th>
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<tbody>
<tr>
<td>Common Intellectual Experiences</td>
<td>Internships</td>
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<tr>
<td>Learning Communities</td>
<td>Service Learning / Community-Based Learning</td>
</tr>
<tr>
<td>Undergraduate Research</td>
<td>Collaborative Assignments &amp; Projects</td>
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<tr>
<td>Diversity / Global Learning</td>
<td>Capstone Courses &amp; Projects</td>
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<tr>
<td>ePortfolios</td>
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HIGH-IMPACT EDUCATIONAL PRACTICES

Diversity / Global Learning

Service Learning / Community-Based Learning

First-Year Seminars & Experiences

Writing-Intensive Courses

Capstone Courses & Projects
SAMPLE GENERAL EDUCATION MODELS
ETHICS
CULTURAL COMPETENCY
HUMAN EXPRESSION

FIRST-YEAR EXPERIENCE
COMMUNITY ENGAGEMENT
CAPSTONE COURSE / PROJECT*

FRESHMAN COMPOSITION
ORAL COMMUNICATION*
WRITING INTENSIVE*
NATURAL SCIENCE
SOCIAL / BEHAVIORAL SCIENCE
QUANTITATIVE REASONING
COMPUTATIONAL THINKING
HISTORY
(26) Pathways

<table>
<thead>
<tr>
<th></th>
<th>Innovation</th>
<th>Connections</th>
<th>Justice</th>
<th>Sustainability</th>
<th>Wellness</th>
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<tr>
<td>C&amp;A (6-8)</td>
<td>ART, HY, MGMT, THEA</td>
<td>ART, HY, LANG, RELST, THEA</td>
<td>ART, HY, SW, LANG, RELST</td>
<td>ANT, COM</td>
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<td>COMPSCI, GEO, ECON, ENVST</td>
<td>ECON, GEO</td>
<td>BIO, CHEM, GEO</td>
<td>BIO, ANT</td>
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<tr>
<td>HE (6-8)</td>
<td>SOC, MUS, GRS, EN, HY</td>
<td>ANT, EN, GRS, HY, MUS, POLYSCI</td>
<td>GRS, HY, EN, PHL, POLYSCI, PSY</td>
<td>HY, EN, POLYSCI</td>
<td>HY, SW, PHL, PSY</td>
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<td>CE (3)</td>
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Specific to Pathway (CCBP)

(3) CAPSTONE courses are housed in majors but connect to Pathways through e-Portfolios or other reflective courses or experiences.
WHAT IS THE PROCESS FOR REVISION, RATIFICATION, IMPLEMENTATION, ONGOING REVIEW, ADMINISTRATION, AND ASSESSMENT OF A COMPREHENSIVE PLAN FOR GENERAL EDUCATION?
SUB-COMMITTEES

STUDENT LEARNING OUTCOMES
MODEL DEVELOPMENT
ASSESSMENT
IMPLEMENTATION & OVERSIGHT
ADMINISTRATIVE OVERSIGHT

DEAN OF UNDERGRADUATE STUDIES

DIRECTOR OF GENERAL EDUCATION

UGC GENERAL EDUCATION SUBCOMMITTEE

CENTER FOR TEACHING & LEARNING
QUESTIONS?