General Education Reform at UA: The General Education Taskforce
WHY DO GENERAL EDUCATION REFORM?
GENERAL EDUCATION AT THE UNIVERSITY OF ALABAMA
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 the 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
GE CAPACITIES

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:

- Ethical Reasoners
- Problem Solvers
- Individually and Socially Responsible Citizens
- Critical Thinkers
- Interculturally Competent and Knowledgable Individuals
- Effective Communicators
ESSENTIAL LEARNINGS

KNOWLEDGE OF HUMAN CULTURES AND THE PHYSICAL AND NATURAL WORLD

INTELLECTUAL AND PRACTICAL SKILLS

INTEGRATIVE AND APPLIED LEARNING

PERSONAL AND SOCIAL RESPONSIBILITY

WHERE LEGENDS ARE MADE
HIGH-IMPACT EDUCATIONAL PRACTICES

First-Year Experiences
- Common Intellectual Experiences
- Learning Communities
- Undergraduate Research

Community Engagement

ePortfolios
- Writing Intensive Courses
- Capstone Courses & Projects
- Collaborative Assignments & Projects
- Internships

Diversity / Global Learning
FYE
FIRST-YEAR EXPERIENCE
UA’s CAPSTONE CREED

“As a member of The University of Alabama community, I will pursue knowledge, act with fairness, integrity and respect; promote equity and inclusion; foster individual and civic responsibility; and strive for excellence in all I do.”
CONCEPT 1

UNIVERSITY FOUNDATIONS

<table>
<thead>
<tr>
<th></th>
<th>Capacity*</th>
<th>Essential Learning**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Composition</td>
<td>EC</td>
<td>II</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>PS</td>
<td>II</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>IC</td>
<td>III</td>
</tr>
<tr>
<td>Digital Literacy</td>
<td>IS</td>
<td>II</td>
</tr>
</tbody>
</table>

Proposed Distribution + HIPs for UA GE

- 6 hours First-Year Experience (FYE)
- 6 hours History or English Literature Sequence
- 6 hours (HU) / (FA)
- 6 hours (SS) / (BS)
- 11 hours (NS) / (MA)
- 3 hours Upper level (300/400) DEISJ

Core curricular hours = 38 credit hours

Flexible hours Community Engagement Requirement

Satisfied in Major Field @ UA

- 3 hours 300- and 400-level (ADV Comm*)
- 3 hours Capstone

*CLEP applies, but not to FYE, CE, DEI, Capstone

*Transfer applies, excepting FYE, CE, DEI, Capstone and 300-/400-level ADV Comm., which must be satisfied at UA
CONCEPT 2

UNIVERSITY FOUNDATIONS

<table>
<thead>
<tr>
<th></th>
<th>Capacity</th>
<th>Essential Learning**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Composition</td>
<td>EC</td>
<td>II</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>PS</td>
<td>II</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>IC</td>
<td>III</td>
</tr>
<tr>
<td>Digital Literacy</td>
<td>IS</td>
<td>II</td>
</tr>
</tbody>
</table>

**Proposed Distribution + HIPs for UA GE**

- 6 hours First-Year Experience (FYE)
- 6 hours History or English Literature Sequence
- 6 hours (HU) / (FA)
- 6 hours (SS) / (BS)
- 11 hours (NS) / (MA)
- 3 hours Upper level (300/400) DEISJ
- T. I. D. E. requirement (15 hours drawn from above)

Core curricular hours = 38 credit hours

- Flexible hours Community Engagement Requirement

**Satisfied in Major Field @ UA**

- 3 hours 300- and 400-level (ADV Comm*)
- 3 hours Capstone

*CLEP applies, but not to FYE, CE, DEI, Capstone

*Transfer applies, excepting FYE, CE, DEI, Capstone and 300-/400-level ADV Comm., which must be satisfied at UA
CONCEPT 3

UNIVERSITY FOUNDATIONS

<table>
<thead>
<tr>
<th></th>
<th>Capacity*</th>
<th>Essential Learning**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Composition</td>
<td>EC</td>
<td>II</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>PS</td>
<td>II</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>IC</td>
<td>III</td>
</tr>
<tr>
<td>Digital Literacy</td>
<td>IS</td>
<td>II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pathways Distribution + HIPs for UA GE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 hours First-Year Experience (FYE)</td>
</tr>
<tr>
<td>6 hours Knowledge of Human Culture</td>
</tr>
<tr>
<td>6 hours Personal and Social Responsibility</td>
</tr>
<tr>
<td>6 hours Physical and Natural World</td>
</tr>
<tr>
<td>6 hours Intellectual and Practical Skills</td>
</tr>
<tr>
<td>3 hours Intercultural Competence &amp; Knowledge</td>
</tr>
</tbody>
</table>

Core curricular hours = 33 credit hours

Flexible hours Community Engagement Requirement

Satisfied in Major Field @ UA

3 hours 300- and 400-level (ADV Comm*)

3 hours Capstone

*CLEP applies, but not to FYE, CE, DEI, Capstone

*Transfer applies, excepting FYE, CE, DEI, Capstone and 300-/400-level ADV Comm., which must be satisfied at UA
CONCEPT 3

The Essential Learnings grid

<table>
<thead>
<tr>
<th>Knowledge of Human Cultures&lt;sup&gt;1; CT&lt;/sup&gt;</th>
<th>Big Question 1 (e.g., What Is a Just and Safe Society?)</th>
<th>Big Question 2 (e.g., How Should We Live in a Digital Age?)</th>
<th>Big Question 3 (e.g., What Creates Love &amp; Happiness?)</th>
<th>Big Question 4 (e.g., How Can We Be Healthier?)</th>
<th>Big Question 5 (e.g., How Can We Sustain the Globe for the Future?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Physical and Natural World&lt;sup&gt;2&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual and Practical Skills (CT)(PS)&lt;sup&gt;3&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal and Social Responsibility (ER) (IS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intercultural Competence and Knowledge (IC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Potholes to Avoid

<table>
<thead>
<tr>
<th>Pothole</th>
<th>Pothole Patch</th>
</tr>
</thead>
<tbody>
<tr>
<td>The taskforce should issue a report for others to implement</td>
<td>Continuity between the planning team and the implementation process</td>
</tr>
<tr>
<td>Assume there is no need for a staffing plan</td>
<td>Include a staffing plan as part of the curricular reform proposal</td>
</tr>
<tr>
<td>Ignore the reward structure</td>
<td>Align the reward structure with the priorities of gen ed</td>
</tr>
<tr>
<td>Assume that anybody can teach gen ed. courses</td>
<td>Align instructional requirements of new courses with faculty competencies</td>
</tr>
<tr>
<td>Insist that the entire program be implemented at once</td>
<td>Incremental implementation of the new program</td>
</tr>
<tr>
<td>Take it for granted the program will work well the 1st time</td>
<td>Assume there will be hiccups. Consider initiating implementation through a trial or pilot program</td>
</tr>
<tr>
<td>Regard assessment as someone else’s job</td>
<td>Embed a commitment to productive assessment within the fiber of the program</td>
</tr>
</tbody>
</table>
General Education Transition Team

- Executive G. E. Director
- UGC and/or CCOC Representative
- GET Co-Chairs
- F.Y.E. & Community Engagement Representatives
- University Registrar’s Office
- Assessment Coordinator
Proposed Timeline

**2026-27**
First comprehensive review of new Core; First cohort graduates; Establish College of Undergrad Education

**2025-26**
Capstone requirement initiated; ongoing assessment

**2024-25**
Assessment begins; Community engagement requirement initiated

**2023-24**
New Core is live; FYE implementation; Establish Center for Teaching and Learning

**2022-23**
Begin course approvals; Update catalog; Conduct professional development; Hire Dean

**2021-22**
Faculty approval of new Curriculum; Hire Directors & Assessment Coordinator; Establish transition team; Begin implementation & create oversight structure
QUESTIONS