General Education Reform at UA:
The General Education Taskforce
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

INTELLLECTUAL AND PRACTICAL SKILLS

INTEGRATIVE AND APPLIED LEARNING

PERSONAL AND SOCIAL RESPONSIBILITY
HIGH-IMPACT EDUCATIONAL PRACTICES

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

Community Engagement

Capstone Courses & Projects
- Collaborative Assignments & Projects
- Internships

Diversity / Global Learning

Writing Intensive Courses

ePortfolios
## Concept 1

**UNIVERSITY FOUNDATIONS**

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<tr>
<th></th>
<th>Capacity</th>
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<tr>
<td>Written Composition</td>
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**Proposed Distribution + HIPs for UA GE**

- 6 Hours First-Year Experience
- 6 Hours of History or English Literature Sequence
- 6 Hours (HU/FA)
- 6 Hours (SS/BS)
- 8 Hours (NS/MA)
- 3 Hours Upper-Level (300/400) DEISJ

**Flexible Hours Community Engagement**

**Satisfied in Major Field @ UA**

- 3 Hours 300-/400-Level (ADV Comm.*)
- 3 Hours Capstone

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

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

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Proposed Distribution + HIPs for UA GE

- 6 Hours First-Year Experience
- 6 Hours of History or English Literature Sequence
- 6 Hours (HU/FA)
- 6 Hours (SS/BS)
- 8 Hours (NS/MA)
- 3 Hours Upper-Level (300/400) DEISJ
- T.I.D.E. Requirements (15 Hours, drawn from above)
- Flexible Hours Community Engagement

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- 3 Hours 300-/400-Level (ADV Comm.*)
- 3 Hours Capstone

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## CONCEPT 3

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### Proposed Distribution + HIPs for UA GE’

- 6 Hours First-Year Experience
- 6 Hours Knowledge of Human Culture
- 6 Hours Personal and Social Responsibility
- 8 Hours Physical and Natural World
- 6 Hours Intellectual and Practical Skills
- 3 Hours Intercultural Competence & Knowledge

Flexible Hours Community Engagement

**Satisfied in Major Field @ UA**

- 3 Hours 300-/400-Level (ADV Comm.*)
- 3 Hours Capstone

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

*Transfer applies, except for 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 (1; CT)</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>
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<tbody>
<tr>
<td>The Physical and Natural World (2)</td>
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<td>Intellectual and Practical Skills (CT; PS; 3)</td>
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## Potholes to Avoid

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<tr>
<th>Pothole</th>
<th>Pothole Patch</th>
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<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>
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Proposed Timeline

2026-27
First comprehensive review of new Core; First cohort graduates

2025-26
Capstone requirement initiated; ongoing assessment

2024-25
Assessment begins; Community Engagement requirement initiated

2023-24
New Core is live; FYE implementation

2022-23
Begin course approvals; Update catalog; Conduct professional development; Hire HIPs Director; Establish Center for Teaching and Learning

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