General Education Reform at UA:
The General Education Taskforce
GENERAL EDUCATION TASKFORCE CHARGE

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
WHY ARE WE RECOMMENDING REFORMING GENERAL EDUCATION?
OUR STUDENT POPULATION HAS CHANGED
ENROLLMENT

19,828 ➔ 38,320

WHERE OUR STUDENTS COME FROM

~60/40 ➔ Out of state vs. In state

DIVERSITY

Significant shift in U. S. Demographics

ENROLLMENT CLIFF

-15% ➔ Forecasted decline in college-going students (2025-2029)

NEED TO SERVE STUDENTS AT THE MARGIN

55/49/35 ➔ 4 year graduation rates listed from overall to underrepresented minorities to Black, African American
OUR STUDENTS ARE ASKING FOR A CHANGE TO GENERAL EDUCATION
WE NEED TO MAKE SURE STUDENTS ARE GETTING WHAT THEY NEED TO SUCCEED NOW AND IN THE FUTURE
ASSESSMENT
RECRUITMENT
EQUITY, INCLUSION & BELONGING
RETENTION
CLARITY & COHERENCE
PROVIDE A TRUE LIBERAL EDUCATION
WHAT IS OUR CURRENT CORE CURRICULUM?
CURRENT CORE CURRICULUM

6 Semester Hours Written Composition
6 Semester Hours Foreign Language or Computer Science
12 Semester Hours Humanities/Literature/Fine Arts
12 Hours Social Science/Behavioral Science
11 Hours Natural Science/Mathematics
+
6 Semester Hours Writing Intensive

53 Semester Hours
WHAT ARE WE RECOMMENDING?
GET’S GE PURPOSE STATEMENT

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 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
- Individually and Socially Responsible Citizens
- Interculturally Competent and Knowledgable Individuals
- Problem Solvers
- Critical & Creative Thinkers
- Effective Communicators

WHERE LEGENDS ARE MADE
HIGH-IMPACT EDUCATIONAL PRACTICES

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

Community Engagement

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

Diversity / Global Learning
- ePortfolios
## Model 1: Essential Learnings + T.I.D.E.

<table>
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<tr>
<th>Category</th>
<th>Score</th>
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<td>Foundations</td>
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<tr>
<td>High-Impact Experiences</td>
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Bama Beginnings
2 Semester Hours
Foundations

- Composition: 6 semester hrs.
- Quantitative Literacy: 3 semester hrs.
- Foreign Language: 6 semester hrs.
- Digital Literacy: 3 semester hrs.
Essential Learnings + T.I.D.E.

Teamwork & Problem Solving
Inquiry & Analysis
Digital & Information Literacy
Ethical Reasoning

Knowledge of Human Cultures
6-9 semester hrs.

Physical & Natural World
8 semester hrs.

Creative Arts
3-6 semester hrs.

WHERE LEGENDS ARE MADE
High-Impact Practices

- Community Engagement: Variable 3 semester hrs.
- Diversity, Equity, & Inclusion: 3 semester hrs.
- Advanced Communications: 6 semester hrs.
- Capstone: 3 semester hrs.
COMPARISON TO OLD CC

- 6 Semester Hours Written Composition
- 6 Semester Hours Foreign Language or Computer Science
- 12 Semester Hours Humanities/Literature/Fine Arts
- 12 Hours Social Science/Behavioral Science
- 11 Hours Natural Science/Mathematics
- **53 Semester Hours**

- 6 Semester Hours Writing Intensive

- 2 Semester Hours First Year Experience
- 6 Semester Hours Written Composition
- 6 Semester Hours Foreign Language
- 3 Semester Hours Quantitative Literacy
- 3 Semester Hours Digital Literacy
- 6-9 Semester Hours Knowledge of Human Cultures
- 8 Semester Hours Physical & Natural World
- 3-6 Semester Hours Creative Arts
- 5 T. I. D.E Courses
- 3 Semester Hours DEI (Upper division)

- **43 Semester Hours**

- Community Engagement
- Advanced Communications (in the major)
- Capstone (in the major)
## Model 2: Pathways

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<td>High-Impact Experiences</td>
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Bama Beginnings
2 Semester Hours
Foundations

Composition
6 semester hrs.

Quantitative Literacy
3 semester hrs.

Foreign Language
6 semester hrs.
Pathways

Knowledge of Human Cultures
6 semester hrs.

Physical & Natural World
8 semester hrs.

Diversity, Equity, & Inclusion
3 Semester hrs.

Intellectual & Practical Skills
3-6 semester hrs.

Personal & Social Responsibility
3-6 semester hrs.
Knowledge of Human Cultures
Physical & Natural World
Diversity, Equity, & Inclusion
Intellectual & Practical Skills
Personal & Social Responsibility

LEGENDS ARE MADE
High-Impact Practices

- Community Engagement
  Variable

- Advanced Communications
  6 semester hrs.

- Capstone
  3 semester hrs.
COMPARISON TO OLD CC

- 6 Semester Hours Written Composition
- 6 Semester Hours Foreign Language or Computer Science
- 12 Semester Hours Humanities/Literature/Fine Arts
- 12 Hours Social Science/Behavioral Science
- 11 Hours Natural Science/Mathematics
- **53 Semester Hours +**
- 6 Semester Hours Writing Intensive

- 2 Semester Hours First Year Experience
- 6 Semester Hours Written Composition
- 6 Semester Hours Foreign Language
- 3 Semester Hours Quantitative Literacy
- 26 Semester Hours in Chosen Pathway
- **43 Semester Hours +**
- Community Engagement
- Advanced Communications (in the major)
- Capstone (in the major)
WHAT ARE THE NEXT STEPS?
FEASIBILITY STUDY
WHERE LEGENDS ARE MADE

General Education Transition Process

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

2026-27
- Implement Capstone requirement
- Continue assessment

2025-26
- Implement Community Engagement requirement
- Continue assessment

2024-25
- Launch new Core
- Implement F.Y.E.
- Continue assessment

2023-24
- Continue course approvals
- Conclude professional development
- Continue assessment

2022-23
- Begin course approvals
- Update catalog
- Conduct professional development
- Hire HIPs Director
- Continue assessment

2021-22
- Finalize G. E. proposal
- Present G. E. proposal to Faculty Senate for approval
- Hire Executive Director & Assessment Coordinator
- Establish transition team
- Begin implementation & create oversight structure
- Begin assessment
WHAT WILL YOU BE VOTING ON?
Adoption of Purpose Statement, Guiding Principles & Capacities

Model 1 vs. Model 2

Expedited Implementation
QUESTIONS
WILL ANYONE LOSE THEIR JOBS?
SO HOW WILL THIS IMPACT ME?