

Guidelines for
The Core Curriculum Oversight Committee
and the General Education Curriculum

The University of Alabama

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Introduction

The guidelines in this document provide the requirements for the general education core curriculum implemented in the 2025-2026 academic year and the processes for regulation and oversight of the core curriculum. These guidelines replace the Core Curriculum Oversight Committee guidelines established in 1982 and most recently reaffirmed in January 2015. The 2015 guidelines are included in Appendix B. As outlined in the UA Faculty Handbook (Section IV.B.2), the core curriculum is overseen by the Core Curriculum Oversight Committee (CCOC) in accordance with the guidelines in this document. CCOC oversight of the core curriculum is consistent with the established understanding that curriculum development is a faculty prerogative, and the development of a university curriculum is the prerogative of the university faculty as a whole. Faculty oversight of curriculum is also one of the SACSCOC accreditation standards (standard 10.4c). This standard states that the institution "places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty." These guidelines are also consistent with the [Alabama Articulation and General Studies Committee](#) (AGSC, Appendix A), which was created to simplify the transfer of course credit between public institutions of higher education. To accomplish this task, the AGSC has developed and implemented a statewide general studies and articulation program that facilitates the transferability of course work among all Alabama public colleges and universities. The AGSC continues its role to serve as a monitoring committee for the articulation program and works to resolve any student appeals related to transfer of coursework as it relates to the articulation program.

The purpose of a core curriculum is to establish a balanced approach between the needs of a professional education and a general education, while encouraging a freedom for elective choices to foster individual endeavors. The general education curriculum is based upon the following assumptions:

1. The curriculum can only create academic excellence when genuinely sought by faculty, students, and administrators.
2. The core curriculum is a minimal set of courses; thus, departments or divisions are encouraged to add more extensive or intensive requirements to program-specific curricula as they see fit.
3. The core curriculum provides a basis for educated persons to possess an awareness of themselves within the world, to pursue various modes of inquiry, and to discern their responsibilities to both themselves and their society.

As such: Defining the skills and knowledge essential to an educated person is a matter of choice and judgment, not an empirical exercise, and the choices made are relative to the institution, its members, its cultural context, and its historical context. The choice of skills and knowledge cannot be based upon utility alone but should also be made within the pursuit of personal, professional, and academic excellence to foster integrity within the individual and their responsibilities within their culture, their society, and the world. In short, the core curriculum is

based upon the assumption that certain skills, subjects, and methodologies are shared amongst an educated community. These include: an introduction to university life and values, effective communication through writing, an appreciation of human endeavor, critical thinking and reading, and application of quantitative and inductive reasoning. Likewise, the core curriculum is based upon the assumption that no one can become knowledgeable in every field, but that there remain nevertheless certain skills, subjects, and methodologies that no educated person should be without.

Section I. The Core Curriculum Oversight Committee

I.1. The Core Curriculum Oversight Committee: Purpose and Process

To ensure that the core curriculum is responsibly implemented and to ensure that modifications will be made when circumstances require them, the Core Curriculum Oversight Committee (CCOC) has been established:

- to monitor implementation of the core curriculum and pathways program
- to interpret the intentions of, and initiate changes to, the core curriculum and pathways program

The CCOC will have the power to grant, deny, or revoke appropriate designations to courses proposed by the various divisions as part of the core curriculum or pathways program.

The CCOC will also be empowered to appoint subcommittees to consider various categories of courses and to call in additional faculty and students for advice when such expertise is needed. Decisions of the CCOC will be subject to the approval of and may be appealed to the Office for Academic Affairs (OAA) and the President.

The co-chairs of the CCOC will distribute these guidelines to members of the CCOC. The guidelines will be publicly posted on the OAA web site for review by stakeholders.

I.2. The Core Curriculum Oversight Committee Composition

The Core Curriculum Oversight Committee (CCOC) consists of the following voting members:

- At least twenty and no more than thirty-six faculty members. The faculty members will be chosen by OAA after consultation with the Academic Affairs Committee of the Faculty Senate.
- One representative of the Faculty Senate appointed by that body
- A number of students equal to the number of CCOC subcommittees, to be appointed by the Student Government Association Academic Affairs Committee.

For the sake of continuity, the faculty members appointed by the Office for Academic Affairs will serve three-year terms scheduled so that the terms of one-third of this group would end each year. CCOC members may be reappointed to consecutive terms. Regular terms shall take effect August 15 and continue until August 14 of the third year of service.

The faculty members must be selected so that each college conferring undergraduate degrees plus the Honors College is represented by at least one voting member. A designee from the Office for Academic Affairs and representatives of the University Registrar shall serve as non-voting members. The CCOC will have two co-chairs who will serve three-year terms, which will be staggered. The co-chairs will be elected by the CCOC. The co-chairs must have served on CCOC for at least one year prior to being elected co-chair. If a co-chair's term exceeds the

length of their current appointment to the CCOC, they would agree to serve one additional term as a CCOC member.

Each year, at the beginning of the academic year, the CCOC will elect a secretary to keep minutes of the meetings. The role of secretary may be re-elected to consecutive terms.

A faculty committee member's lack of responding to sub-committee correspondence for 10 business days, not providing requested reviews at the sub-committee level in the time requested, missing voting on more than 30% of course proposals, or failure to attend called committee meetings without prior approval by the CCOC co-chairs may result in their removal by the CCOC co-chairs (with approval of the designee from the Office for Academic Affairs) if such absences are judged as unreasonable following a warning period of 1 month. If the CCOC co-chairs desire additional members during the academic year, they may request the appointment of additional members by the OAA.

I.2.1. CCOC Sub-Committees

The CCOC is divided into the following subcommittees, each of which will have a subcommittee chair appointed by the CCOC co-chairs:

1. Areas I & II (HU, FL, FA, L, FYC)
2. Areas III & IV (HI, SB, MA, N)
3. US and/or Global Citizenship (USGC)
4. Writing Intensive (W)
5. Experiential Learning (EXP)
6. Pathways (PW)

The CCOC co-chairs, secretary, and the subcommittee chairs will form the steering committee of the CCOC and this steering committee is authorized to make decisions in regard to any matter within the scope of the CCOC's responsibilities when, in the steering committee's judgment, circumstances require action before it is possible to convene a meeting of the entire CCOC. In particular, this could occur during the summer months when a majority of the CCOC are not on contract.

I.3. Meetings of the CCOC

The CCOC shall meet in-person at least one time per semester at a time that allows the majority of members to attend. An in-person meeting is understood to mean a face-to-face, remote, or hybrid synchronous meeting. The co-chairs of the CCOC may call additional meetings as needed to address matters arising before the CCOC. Votes on approval, renewal, and revocation of core designations (Section I.4) do not require an in-person meeting and may be conducted virtually. These votes will be conducted confidentially. The CCOC co-chairs may call in-person meetings for any course proposals requiring additional discussion by the CCOC.

I.4. Approval, Renewal, and Revocation of Core Designations

I.4.1. Procedure for Obtaining a New Core Designation

Courses being submitted for a new core designation will be proposed through the course submission process determined by the CCOC in conjunction with the University Registrar and OAA. All course proposals will require approval by the division chair/head and by the division's dean or designate. Course proposals seeking a core designation will be routed by the Registrar to the CCOC for review. All core course proposals must include a syllabus that complies with the [UA Syllabus Policy](#) and responds to any specific requirements of the core designation templates. During submission of the core designation proposal, additional discursive comments of how the course meets the requirements of the designation will be requested in the course proposal. If the course is cross-listed by two or more departments or divisions then the proposal must be approved by the chair/head of each department or division offering the course. If the course is cross-listed across more than one college then the course must be additionally approved by the dean (or designate) of each college or division. In each case, the proposal must affirm that if multiple sections of a course are taught, each instructor and all sections will abide by the core eligibility requirements as outlined below.

To be considered for implementation in the catalog for the following academic year, core course proposals must be submitted by the first Monday of November.

I.4.1.1. Review of core course proposals by the CCOC

Core designation proposals will be forwarded from the Registrar to the co-chairs of the CCOC upon receipt and screening by the Registrar. The co-chairs will initially screen submissions for completion of CCOC forms and requirements and then assign the proposal to the appropriate CCOC subcommittee chair for review.

If a course seeks eligibility under more than one core attribute, the course will be reviewed independently by the appropriate subcommittees. The proposal will be assigned to at least two members of the appropriate subcommittee, who will independently conduct an initial review of the proposal. The reviewers will return their initial recommendation to the subcommittee chair who will review the proposal and the reviewers' comments. A positive initial recommendation by the subcommittee will require consensus approval by the subcommittee chair and reviewers. A history of reviewer comments and/or subcommittee comments for each course as well as the committee's vote will be placed in a box folder by designation sought. This information will be available before a vote takes place.

If a consensus for approval is not achieved after the initial review, the subcommittee chair will contact the appropriate CCOC co-chair, who will contact the proposing department or division to request additional information or to suggest amendments to the proposal to address the subcommittee's concerns. The goal of this process is for the subcommittee to collaboratively

work with departments on preparing a successful core designation proposal. Upon receiving an amended proposal or additional clarification, the subcommittee will reconsider the proposal using the same reviewers as described in the preceding paragraph. After a good faith effort to resolve any remaining concerns with the department, the subcommittee will make a positive or negative recommendation on the core course proposal and forward this recommendation to the CCOC co-chairs.

The co-chairs will then bring the proposal to the full CCOC for a vote. The full committee's decision will be based on a majority vote (50%+1) of the voting members of the CCOC. A ten-business-day CCOC vote for proposed courses will then be conducted, with the suspension of ten-business-days on March 1 of each year due to time constraints. If the CCOC votes not to approve the core designation, the CCOC co-chairs will provide the department or division with the reasoning for this decision in writing. A shared online folder will contain all CCOC course voting results (yes, no, abstain).

If a course goes to a full CCOC vote and a member's concern during voting cannot be resolved amongst co-chairs and subcommittee chair, and subcommittee reviewers, the discussion will be placed on the next CCOC's meeting agenda. Furthermore, the CCOC reserves the right to vote again on the course after this discussion if a vote has already been issued previous to the meeting. Concerns must be expressed via email to co-chairs and subcommittee chair within the ten-day voting window.

The CCOC will make decisions on core course proposals on a continuous basis. The CCOC will endeavor to make final decisions on core course proposals by March 15 if submitted by the first Monday in November. Any proposal for which a decision has not been finalized by April 14 will be tabled to the following academic year.

I.4.2. Revision of Courses with Current Core Designation

Once a course is approved for core curriculum credit, the department or division must ensure that the academic integrity of the course that was approved is maintained. Substantive changes (more than minor edits or changes in prerequisites) in course content or requirements must be approved by the CCOC if the core designation is to be continued. When these changes are made, a new core course proposal must be submitted according to the process above (Section I.4.1).

Non-substantive changes to courses, such as minor changes to the course title, course description, course number, meeting patterns, or prerequisites will not require review by the full CCOC. The CCOC shall have final authority to determine whether a change to a course is substantive and would require reapproval of the core designation.

I.4.3. Periodic Review of Courses with Core Designation

To ensure that designated core courses remain appropriate for the core, courses accorded a UA core curriculum designation will be formally reviewed every five years. The Registrar will

publish a schedule of course reviews per department or division. During the assigned year for a department or division, all core designated courses offered by the department or division will be reviewed by the CCOC. Renewal proposals will follow the same submission process described in Section I.4.1. Submission of core designation renewals will be due on the first Monday of November.

The review of core courses will be conducted according to the procedure described in Section I.4.1. As with new courses, the appropriate subcommittee will review the course to ensure that it remains relevant and meets the requirements of the core designation. If necessary, the subcommittee chair will address any concerns regarding the course's core designation with the department or division in an effort to meet the requirements for the core designation. The subcommittee will then make its recommendation to the full CCOC for a vote to renew or revoke the core designation. If the core designation is approved for renewal, the core designation will ordinarily remain active for five years until the next periodic review. The CCOC reserves the right to review courses at any time during the five-year review cycle.

If the CCOC recommends revocation of the core designation, this decision will be communicated to the Registrar, the designee from the Office for Academic Affairs, and the proposing department or division. The CCOC co-chairs will provide the department or division with the reasoning for this decision in writing. The core designation will remain in effect for one academic year after the decision to revoke the core designation to minimize negative impacts on students.

I.4.4. Discontinuation of a Core Designation by a Department or Division

If a department or division wishes to discontinue the core designation for a course, the department or division head will remove the core designation using the CIM form. To avoid negative impacts on students, the core designation will remain in effect for one academic year following the decision to discontinue a core designation. Upon deactivation of the core designation, the designation will be removed from the Student Information System and the Schedule of Classes. OAA authorizes the University Registrar to make appropriate changes in the course inventory.

Section II. Requirements of the Core Curriculum

II.1. Requirements of the Core Curriculum

The core curriculum described below will be required for students starting with the 2025-2026 catalog year and continuing until a revised core curriculum is implemented.

To achieve a general education while pursuing a specific concentration in a chosen field of study, each undergraduate student will construct a curriculum that includes coursework in the following areas:

II.1.1. Foundational Core Curriculum

The following requirements, with the exception of the First-Year Compass Course (FYCC), may be completed prior to enrolling at UA or by transfer credit. Only courses at the 100- or 200-level may be used to meet requirements in the Foundational Curriculum.

II.1.1.1. First-Year Compass Course (FYCC)

Students must take two first-year compass courses, which will include one UA-wide compass course and one college compass course. This requirement must be completed with courses taken at UA. Transfer students will take a course designed specifically for transfer students in their first year at UA.

II.1.1.2. Area I: First-Year Composition

Students must complete 3-6 credits of first-year writing (FYC) courses.

II.1.1.3. Area II: Humanities, Literature, World Languages, and Fine Arts

Students must take 9 semester hours of courses approved for Area II designations.

At least one 3-hour course must carry a literature (L) designation.

Students must demonstrate proficiency in a world language (FL). Proficiency can be demonstrated by students who have successfully completed: two years at the high school level, one year of world languages at a community college or other institution of higher education, completing an AA or AS degree, obtaining the Seal of Biliteracy, or by passing a language proficiency exam as defined by the Department of Modern Languages and Classics. Students who do not demonstrate proficiency through the methods described above will complete this requirement by taking a sequence of world languages courses. Students who place into a language 102 class will satisfy this requirement in one semester.

II.1.1.4. Area III: Mathematical and Natural Sciences

Students must take 11 semester hours of courses approved for the mathematical and natural sciences.

Students must take one 3- or 4-hour course approved with a mathematical science (MA) designation, which may be a mathematics or statistics course, or course combining elements of both fields. Mathematics courses with an MA designation must be at the level of MATH 110 or higher.

Students must take 8 hours of courses approved for the natural science (N) designation, which must include two hours of laboratory or field experiences.

II.1.1.5. Area IV: History and Social and Behavioral Sciences

Students must take 9 semester hours of courses approved for the Area IV designations.

At least one 3-hour course must carry a history (HI) designation.

II.1.2. Advanced Core Curriculum

Writing Intensive, US and/or Global Citizenship, and Experiential Learning courses must be completed at The University of Alabama. Transfer credit may not be used to meet these requirements.

II.1.2.1. Writing Intensive

Students must take one 3-hour course with a Writing Intensive (W) designation, preferably in the students' major. Writing Intensive courses must be taught at the 300-, 400-, or 500- level as part of the coursework for the Bachelor's Degree.

II.1.2.2. US and/or Global Citizenship

Students must take one 3-hour course with a US/Global citizenship (USGC) designation. USGC-designated courses must be taught at the 300-, 400-, or 500- level as part of the coursework for the Bachelor's Degree.

II.1.2.3. Experiential Learning

Students must complete an approved experiential learning (EXP) course, which could include study abroad, an internship or co-op experience, undergraduate research, or community-engaged learning. Experiential Learning must be completed with a course at The University of Alabama. EXP courses can be at the 100-, 200-, 300-, 400-, or 500- level as part of the coursework for the Bachelor's Degree.

II.2. Counting of Core Courses

Courses cannot carry more than one Foundational Core designation. Courses may carry more than one Advanced Core designation, provided that each designation has been independently approved by the CCOC. Students taking advanced core courses with more than one core designation may apply all the course core designations to satisfy the Advanced Curriculum requirements.

Courses approved for the core curriculum are identified in the schedule of classes available on myBama and on the Registrar website (<https://registrar.ua.edu/>). The designation of courses can also be found in the class listing in the Undergraduate Catalog. Review of courses for the core curriculum is an ongoing process. New courses may be approved and added to the list of those that meet core curriculum requirements. The core designation for existing courses may be discontinued. A course qualifies for core curriculum credit if the course is approved at the time the course is taken. The student should consult the core curriculum listings to ensure that the core designation is in effect at the time the course is taken.

II.3. Satisfying Core Curriculum Requirements Through Transfer Credit or Examination

The requirements of the Foundational Core Curriculum, except for the First-Year Compass Course requirement, may be satisfied with courses taken at another institution or through standardized proficiency exams. Transfer credit may not be used to satisfy requirements of the First-Year Compass Course, Writing Intensive, Experiential Learning, or US/Global Citizenship requirements.

Courses completed at two-year and four-year public institutions in Alabama, which are approved core courses through the Alabama General Studies Committee/Alabama Transfers (<https://alabamatransfers.com>), are transferable. Courses completed at any institution that would transfer in as an equivalent of a UA course carrying a foundational core designation, except the First-Year Compass Course, will receive credit for that designation at the time the course is transferred. Questions regarding course equivalency and core curriculum designation are addressed by the Transfer Credit Policy as listed in the Undergraduate Catalog.

If a student receives UA credit for a core-designated course through a standardized examination, such as the advanced placement (AP) or CLEP tests, they will receive the core credit assigned to the UA equivalent courses. Academic departments or divisions will determine what level of performance is required to demonstrate proficiency necessary to receive credit for a UA course.

Section III. Guidelines for Courses Requesting Core Designations

III.1. General Guidelines for Courses Requesting Core Designation(s)

III.1.1. Teaching Credentials

All instructors serving as instructor of record for core courses must satisfy the UA policy for [Teaching Credentials for Instructor of Record](#).

III.1.2. Foundational Core Courses

Courses receiving foundational core designations must be 100- or 200-level courses. They must be broad courses that are open to students from all majors. Departments must ensure that core designated courses remain consistent with the approved core designation(s). To ensure this, all instructors must be provided with the requirements for the appropriate core designation(s) and a copy of the syllabus that was used for approving or renewing the core designation(s). Courses may only receive ONE Foundational Core designation.

III.1.3. Advanced Core Courses

Courses receiving Advanced Core designations must be taken at The University of Alabama. These courses may cover specialized topics and be restricted to students in a particular major. Departments must ensure that core designated courses remain consistent with the approved core designation(s). To ensure this, all instructors must be provided with the requirements for the appropriate core designation(s) and a copy of the syllabus that was used for approving or renewing the core designation(s).

III.2. Guidelines for Courses Requesting Foundational Core Designations

III.2.1. AREA I - First-Year Writing (FYC) Designations

First-Year Writing (FYC) courses to satisfy the Freshman Composition designation must be courses that emphasize diverse rhetorical strategies and metacognition at the 100 level.

1. Class sizes should be small enough to allow the instructor to provide regular constructive feedback to students on their writing. Class sizes for FC courses will be determined by the Director of First-Year Writing in consultation with the chair of the Department of English and the Dean of the College of Arts & Sciences.
2. All classes will emphasize the development of diverse rhetorical strategies—writing in different ways for different audiences for different purposes.
3. All classes will emphasize critical thinking skills, such as analysis, synthesis, interpretation, and evaluation.
4. All classes will emphasize writing as a recursive process. Students will compose multiple drafts for each assignment and will have multiple and timely opportunities for peer and instructor feedback.

5. All classes will emphasize sentence-level conventions (grammar, punctuation, usage, citation) appropriate to the genre/assignment.
6. All classes will emphasize metacognition, or students' ability to reflect on their thinking.
7. Must include a minimum of four (4) extended compositions or equivalent assignments
8. The minimum number of assignments and their wordcount will be determined by the Director of First-Year Writing in consultation with the chair of the Department of English.

III.2.2. AREA II - Humanities (HU), Literature (L), Fine Arts (FA), and World Languages (FL) Designations

III.2.2.1. Humanities (HU)

Courses being considered for the Humanities (HU) designation must address students' ability to consider questions of human values, ethics, and/or aesthetics in order to form a fundamental understanding of human society and culture. In addition to literature, disciplines in the humanities include, but are not limited to philosophy, religious studies, speech, world languages (200-level), art, music, theatre, and dance.

III.2.2.1.1. Criteria for Humanities (HU)

1. The course addresses questions of values, ethics, and/or aesthetics in humanistic fields of learning.
2. The course emphasizes cultural value and appreciation of the humanities, rather than performance.

III.2.2.2. Literature (L)

Courses being considered for the Literature (L) designation must present major intellectual and aesthetic ideas, develop close reading skills, and include substantial in-class/out-of-class writing.

III.2.2.2.1. Criteria for Literature (L)

1. The course presents major intellectual and aesthetic ideas to establish an analytical perspective on the subject matter as well as an appreciation of the literature to include key literary elements.
2. The course develops a learned understanding of literary studies to include critical thinking skills with historical and/or cultural content.
3. The course includes substantial writing (i.e. a significant determinant of the final grade) that encourages the development of critical thinking skills requiring students to analyze, synthesize, and evaluate knowledge of literature through thesis development with textual support.
4. The course must be at the 200 level with written composition requirements as prerequisites.

5. The course must cover multiple authors, multiple genres, and multiple historical/literary periods.
6. To qualify for the Literature (L) designation, literary texts must be the primary object of study, not illustrative examples within broader cultural, philosophical, or historical inquiry.

III.2.2.3. Fine Arts (FA)

Courses being considered for the Fine Arts (FA) designation must emphasize appreciation of artistic expression rather than performance or creative endeavor in order to form an educated perspective.

III.3.3.1. Criteria for Fine Arts (FA)

1. The course develops a broad learned understanding of artistic expression and creative processes through aesthetics to include critical thinking skills with historical and/or cultural content.
2. The course emphasizes aesthetic value of fine arts, rather than performance.

III.2.2.4. World Languages

Courses being considered for the World Language (FL) designation must emphasize communication skills and knowledge of the culture where the specific language is spoken.

III.2.2.4.1. Criteria for World Languages

1. Courses at the introductory or 100-level must emphasize basic communication skills and knowledge of the culture where the specific language is spoken.
2. Courses at the intermediate or 200-level must emphasize review and further development of communication skills, and include readings of literary, cultural, and/or historical texts in the language.

III.2.2.5 Courses Traditionally in Area II

- Art & Art History
- Communication Studies (Public Speaking)
- Literature
- Foreign Languages
- Music & Music History
- Philosophy & Religious Studies
- Theatre & Dance
- Other discipline areas considered to be in English, Humanities, or Fine Arts

III.2.3. AREA III – Natural Sciences (N) and Mathematical Sciences (MA) Designations

III.2.3.1. Natural Sciences (N)

The general education core curriculum requires eight (8) credit hours of courses with an N designation, which must include at least two (2) credit hours of laboratory experience. Study in the natural sciences emphasizes the scientific method and applies quantitative or inductive reasoning. Disciplines in the natural sciences include, but are not limited to, astronomy, biology, chemistry, geology, and physics. Interdisciplinary courses involving the natural sciences are eligible for the N designation.

1. The course must present the basic processes of inquiry and analysis in the discipline.
2. The course must provide a broad, integrative introduction to major concepts, principles, and methods within one or more scientific disciplines, rather than focusing narrowly on a specialized subfield or technical application. Interdisciplinary courses are appropriate when they meaningfully integrate perspectives, methods, or content from multiple scientific disciplines.
3. The course must emphasize the development of problem-solving and critical thinking skills by requiring students to analyze, synthesize, and evaluate knowledge in solving problems.
4. The course must include weekly laboratory or field experiences.¹ These experiences must be equivalent to one credit hour as defined by the UA credit hour definition.
5. Laboratories or field experiences must be primarily “hands-on” experiences that emphasize student participation, application of the scientific method, and analysis of data. These experiences must not consist primarily of watching demonstrations.

III.2.3.2. Mathematical Sciences (MA)

Mathematical sciences include courses in mathematics, statistics, or courses combining elements of both fields. Students must take one course (3–4 credit hours) carrying a MA designation. MA-designated courses must be 100- or 200-level courses.

III.2.3.2.1. Primary Content and Prerequisites

The primary content of MA-designated courses must be mathematical and/or statistical in nature.

As it is a general education course, a Mathematical Science course should address the material as a subject worth learning on its own, with its own perspective and approaches. It should not present the mathematical sciences solely as instruments for use in other disciplines. While applications may play a significant role in Mathematical Sciences courses, these courses should not present the value of the mathematical sciences as being

¹ <https://alabamatransfers.com/committees/area-iii-committee#tab-3>

solely derived from their supporting role in other disciplines. If they do include applications, these courses should draw their examples from as many distinct disciplines as possible to present the unifying nature of the mathematical sciences – one of their key intellectual contributions. Mathematical sciences courses ought to be conceptually rich and include discussions of why the material has developed in the way that it has, at least at a conceptual level, and what assumptions and limitations exist for using the material. In addition, Courses applying under the statistics option should focus on statistical thinking and literacy, with an eye toward students being better able to understand and analyze the use of statistics in their lives, careers, and society.

MA-designated courses must have as a prerequisite high school mathematics through algebra that includes linear and exponential functions, or the equivalent. MA-designated courses must not require a MA core-designated course (e.g., MATH 110 or higher) as a prerequisite or corequisite without an option for initial placement.

III.2.3.2.2. Mathematical Focused Courses

Courses focusing on mathematics must be problem-solving courses at the level of Finite Mathematics (MATH 110) or higher.

1. These courses require students to demonstrate an understanding of basic mathematical topics (e.g., linear, quadratic, exponential, and logarithmic functions or sets and probability) and their various representations (e.g., algebraic, graphical, tabular).
2. The course must emphasize mathematical abstraction as a means to unify and understand patterns of reasoning that occur in different contexts
3. The course must require students to use symbolic reasoning as a tool to decontextualize problems, solve them, and then re-interpret the results in the original context and to use symbolic reasoning to justify the correctness of those solutions to themselves and others.

III.2.3.2.3. Statistical Focused Courses

Courses focusing on statistics must be problem solving courses and must not require a MA core-designated course (e.g., MATH 110 or higher) as a prerequisite or corequisite without an option for initial placement.

1. These courses must require students to practice the collection, presentation, analysis, and interpretation of data.

“Practice” is understood to mean including activities that involve these processes. This, of course, has to be an introduction, but statistically literate people should at least understand that such difficulties exist. While the actual collection of data may not be possible for each course, the focus here should be on what is necessary for the systematic collection of data as an approach to answering questions.

2. Students in the course must learn standard techniques, tests, and tools of statistical observation and inference; understand theoretical foundations for applications; and bring a critical eye to the reception of statistical information based on an understanding of the impact of the design of observations, surveys, and experiments on the interpretation of the resulting data.

Standard statistical techniques include identifying appropriate graphs and summary statistics for variables and relationships between variables, and correctly interpreting information from graphs and summary statistics. This must include at least basic single-variable data exploration (measures of central tendency, mean, median, skewness, measures of variability, interquartile range, variance, standard deviation, etc.) and their various representations (e.g., histograms, tabular and other forms of exploratory data analysis), and the purpose of calculating these quantities to compare different models. It should also include exploration of the relationships between random quantities, such as plotting bivariate data, drawing time series, and modeling using simple linear regression.

The course should introduce, and ask students to think about:

- a. The ideas behind abstract modeling of random quantities.
 - b. The effect of data collection on the conclusions that can be drawn from the data - in particular, the importance of randomization in statistical inference, and the differences between random sampling and random assignment.
 - c. That statistical inference requires generalization from a sample to a population
 - d. The differences between causation and correlation
 - e. The limitations of these techniques, such as the presence of confounding factors, the importance of replication, and the ways in which these analyses can go astray.
3. Students in these courses must use technological tools to explore statistical concepts and analyze data.

This is to replace hand computation and to allow students to work with more realistic data sets, that are often too large to admit hand computation (such data sets are now readily available). They should be asked to create simple visualizations, produce summary statistics, and carry out the computational aspects of statistical analysis. Such systems should also be used to illustrate and explain the conceptual ideas while allowing students to explore these ideas on their own.

III.2.4. AREA IV - Social & Behavioral Sciences (SB) or History (HI) Designations

Courses approved for core designations shall present the most extensive overview of their Social and Behavioral Science (SB) or History (HI) subjects available to students at The University of Alabama. Courses that earn SB or HI designation must not be solely focused on discipline-specific methodology or demand student work that is wholly measured by application of those methods. Rather, the course content and student workload must make substantive use of

comparative perspectives and/or general historical or social science critical assessments that may be supported by broad methodological applications. Social and behavioral sciences disciplines include, but are not limited to anthropology, economics, geography, political science, psychology, and sociology.

SB and HI courses may be taught in divisions outside of those departments with which they are traditionally associated; however, proposals of this sort must demonstrate that the methods, goals, and perspectives of the course match the traditions of those disciplines and that the faculty designated to teach the course have appropriate credentials. The CCOC may require additional clarification from departments regarding documentary support demonstrating consistent and enduring oversight of this requirement.

III.2.4.1. Social and Behavioral Sciences (SB)

Courses designated as Social and Behavioral Sciences (SB) at The University of Alabama are rooted in a broad, interdisciplinary philosophy that emphasizes the rigorous study of human behavior, institutions, and societal processes. These courses are intentionally accessible to students across all majors and are designed to provide the most comprehensive and wide-ranging exploration of their subject matter. Rather than focusing on methodological training or professional skill development, SB courses promote critical thinking by engaging students in the analysis, synthesis, and evaluation of knowledge related to social, cultural, economic, and political development. They emphasize essential processes of inquiry and analysis grounded in the social sciences and examine significant institutions or social processes that shape human experience across time and place. Whether focusing on a global phenomenon or a specific geographic unit, SB courses maintain a commitment to comparative perspectives and theoretical frameworks that connect local or national developments to broader social contexts.

Social science is a broad field that studies human society and social relationships. It encompasses various disciplines, each focusing on different aspects of society. Social science helps us understand how societies operate, how people interact within them, and how various factors influence human behavior and societal changes. Behavioral science explores individual and group behaviors and the underlying mechanisms driving those behaviors.

Social and behavioral sciences encompass a wide range of fields and perspectives. SB courses may be taught in divisions outside of those departments with which they are traditionally associated; however, proposals for SB designated courses must demonstrate that the methods, goals, and perspectives of the course align with the description of social science provided above. Additionally, faculty designated to teach the course must possess the appropriate credentials and expertise to ensure the course meets the standards of the social and behavioral sciences discipline.

To support the integrity and clarity of the SB designation process, all submissions must include a paragraph explaining how the course content and learning outcomes meet the expectations of

the SB core designation. This justification should provide a concise overview of the course's content and organization, as well as articulate how the course meets the goals of fostering critical inquiry into human behavior and societal processes.

Additional criteria for the SB designation follow.

III.2.4.1.1. Criteria for Social and Behavioral Sciences (SB)

1. The course presents essential processes of inquiry and analysis via study of human behavior, and/or social, cultural, economic, and political development.
2. The course encourages the development of critical thinking skills and requires students to analyze, synthesize, and evaluate knowledge.
3. The course focuses primarily on major social structures, institutions, or processes relevant across societies.
4. The course does not focus on any particular country, region, or state unless:
 - a. the geographical unit's history, geography, social structure, etc., is considered within the context of more general social processes, structure, and behavior; or
 - b. explicit and substantial use of general social science principles and theories is made in considering the geographical unit; or
 - c. the unit is examined in comparative perspectives; or
 - d. trends, structures, and processes within the unit have significantly affected civilization(s)

Note, a course cannot be approved for both SB and HI designations.

III.2.4.1.2. Sample Student Learning Outcomes (SLO) for a SB Designated Course.

Please note, these sample SLOs are general should be tailored to specific courses, with the course description in mind. Additionally, the course materials (e.g., readings), topics, and assignments should also be aligned with the SLOs and course description.

1. Students will analyze social, cultural, economic, or political patterns by identifying key factors that influence human behavior and institutional development.
2. Students will synthesize information from multiple sources to explain how complex social structures and processes function across different societies or historical contexts.
3. Students will evaluate competing theories or explanations of social behavior and development using evidence-based reasoning.
4. Students will interpret qualitative and/or quantitative data to draw conclusions about human behavior and societal trends.
5. Students will assess the influence of specific institutions or processes on broader social outcomes, both historically and in contemporary settings.
6. Students will compare social systems or structures across cultures or time periods, identifying similarities, differences, and patterns of change.
7. Students will formulate arguments or conclusions that demonstrate an understanding of general social science principles and their application to real-world issues.

III.2.4.2. History (HI)

The History (HI) designation at The University of Alabama reflects a commitment to providing students—regardless of major—with broad access to historically grounded perspectives that shape human understanding. Rooted in the liberal arts tradition, HI-designated courses prioritize content over professional or methodological training, offering the most comprehensive exploration of a historical subject available in the curriculum. These courses emphasize the development of critical inquiry by guiding students through major time periods or established historical themes that illustrate the evolution of civilizations. Through analysis, synthesis, and evaluation of historically significant knowledge, HI courses encourage students to think critically.

The study of history involves examining past events, societies, and cultures. Courses seeking a HI designation should demonstrate that their methods, goals, and perspectives align with the traditions of historical inquiry. These courses may be taught in divisions outside of traditional history departments; however, faculty designated to teach the course must possess the appropriate credentials and expertise to ensure the course meet accreditation standards.

To support the integrity and clarity of the HI designation process, all submissions must include a paragraph explaining how the course content and learning outcomes meet the expectations of the HI core designation. This justification should provide a concise overview of the course's content and organization, as well as articulate how the course meets the goals of fostering historically grounded perspectives and engagement with the past.

Additional criteria for the HI designation follow.

III.2.4.2.1. Criteria for History (HI)

1. This course presents the most extensive overview of the major course content available to students at The University of Alabama. No course shall carry the HI designation if its content is available in another course with greater breadth.
2. The course explores historical development over major time periods and/or broadly surveys delineated and established lines of inquiry that suggest or inform the characteristics of a civilization.
3. Designated courses must present the essential characteristics and basic processes of critical inquiry and synthetic analysis that define the discipline.
4. The course encourages the development of critical thinking skills and requires students to analyze, synthesize, and evaluate historically significant knowledge

III.2.4.2.2. Sample Student Learning Outcomes (SLO) for a HI Designated Course.

Please note, these sample SLOs should be tailored to specific courses, with the course description in mind. Additionally, the course materials (e.g., readings), topics, and assignments should also be aligned with the SLOs and course description.

1. Analyze major historical events and their causes, interpreting the social, political, and economic forces that contributed to historical change.

2. Synthesize information from primary and secondary sources to construct coherent historical arguments that connect events across time periods.
3. Evaluate differing historical interpretations and perspectives, assessing the credibility and significance of various sources and viewpoints.
4. Apply historical reasoning to assess the long-term impacts of specific decisions, policies, or cultural movements on contemporary society.
5. Formulate evidence-based conclusions about the significance of historical developments using critical reading and writing skills.

III.2.4.2.3 Courses Traditionally in Area IV

- Anthropology
- Area & Ethnic Studies
- Communication Studies (Interpersonal Communication)
- Economics
- Geography (Human)
- History
- Political Science
- Psychology
- Sociology
- Other discipline areas considered to be in History or Social Sciences.

III.3. Guidelines for Courses Requesting Advanced Core Designations

III.3.1. Writing Intensive (W) Designations

Courses being considered for the W designation must be 300-, 400-, or 500- level courses that build on student competency in academic writing and oral communication skills, with the aim to extend those skills, as appropriate, through the student's major discipline of study.

1. Multiple sections of the course taught by various instructors will include a description of the kind and amount of writing and/or oral communication that is both specific and consistent.
2. To allow instructors to provide substantial and regular feedback and guidance to students, particularly those who need more scaffolding, programs must limit the capacity of W courses to 35 students. For courses where this capacity is not practical, departments must demonstrate how substantial and regular feedback on writing will be provided to students given the larger class size. Departments will be asked by the co-chairs to provide specific plans for writing feedback to include who will be responding to writing and in what ways (individual meetings, rubrics, editing). The class will not be sent to the subcommittee co-chair until this email has been sent and effectively answered. Once the co-chair has been provided with satisfactory evidence that writing will be reviewed effectively, the class will move forward with the review process.

3. The course syllabus will indicate that written assignments require coherent, logical, and carefully edited prose. These assignments must require students to demonstrate higher-level critical thinking skills, such as analysis and synthesis.
4. Writing proficiency must be at least 50% of the final course grade. This grade distribution may not be appropriate for all disciplines. In cases where the 50% minimum is not appropriate, the department must explain how developing writing proficiency in the discipline is a significant component of the course.
5. The course syllabus will state that rubrics or other forms of grading criteria will be available for each assignment.
6. At least one major writing assignment will be due and returned to the students with feedback prior to mid-term.

III.3.1.1. Best practices for W courses

Departments offering W courses should consider the following best practices in designing their courses.

- Although three hours of writing (W) are required in the core, programs may require up to six hours of W courses. The decision to require three or six hours of (W) will be determined by the college or program of study. For those that determine three hours is adequate, an additional three hours of oral presentations/visual understanding is recommended, preferably in the major/discipline. In such cases, colleges can convert an existing course rather than add a new course. Consultants from the CCOC Writing Subcommittee will be available to help identify a potential W course.
- The instructor should be willing and able to teach writing and, if appropriate, oral communication skills to support students in meeting the W requirements for the course.
- Beyond the percentage of grade devoted to writing assignments, the importance of writing in W courses can be supported by the number and length of writing assignments students are required to complete. Requiring completion of written assignments totaling 6,500 words over the course of the semester is suggested. Note that writing assignments can range from drafts or short responses to lengthier research papers.
- Faculty and students will regularly explore, discuss, and critique the various evolving and unpredictable capabilities of technology and its ethical and appropriate use in communication. Students will be taught to incorporate content and analysis derived from source material, or with the aid of technological resources (including AI-generated content), in a way that demonstrates information literacy and ethical citation practices.
- Some revision or sequencing of written assignments, and/or incorporation of lower stakes written assignments, is recommended, so that students can experiment, make mistakes, and improve through practice.

- Dedicated class time will be available, when appropriate, for library instruction each semester. Alternatively, videos will be made available by the University Libraries. Collaboration with library faculty is encouraged for addressing information literacy.
- W faculty will be encouraged to partner with the University Writing Center, when appropriate, to ensure that students are supported in their writing needs throughout the semester. Making use of this resource may allow more students to achieve the learning objectives of the W courses and improve their writing skills with additional feedback.

III.3.2. US and/or Global Citizenship Designation (USGC) Designations

Courses being considered for the U.S. and/or global citizenship (USGC) designation include 300-, 400-, 500-level courses of any subject. USGC courses must expose students to cultural and societal issues and perspectives in order to lay the foundation for responsible participation in a diverse society by preparing students to make informed decisions in the complex cultural contexts of the U.S. and/or global communities. The student learning outcomes (SLOs) must show how students will apply their understanding of USGC concepts to the course's field of study. USGC courses must engage students through active learning (e.g., guided discussions and debates, exercises in which students must analyze datasets and demonstrate critical thinking about cultural and societal issues, student presentations and creative products, service-learning projects and/or simulations). While course topics may include history and historical context, they must also include the practice of USGC in today's world, particularly as it relates to students' futures. USGC courses may be disciplinary or interdisciplinary.

A USGC course places citizenship—not just content—at the center of its purpose.

Citizenship is understood as informed, responsible participation in U.S. and/or Global communities.

USGC courses must include each of the competencies listed below:

- **Critical Civic & Global Analysis:** Students should be able to analyze social, political, and/or ethical issues at the local, national, and/or global level.
- **Perspective-Taking & Comprehensive Interpretation:** Students should be able to engage with multiple perspectives on a local, national, and/or global level.
- **Citizenship-Related Reasoning & Action:** Students should be able to apply reasoned arguments to civic issues and articulate or critically reflect on responsible courses of action.
- **Demonstration of Citizenship Learning:** Students should be able to produce clear and assessable work that demonstrates their understanding of local, national, and/or global citizenship concepts
- **Connect Learning to Civic & Professional Life:** Students should be able to demonstrate how the content informs their future roles as professionals, citizens, and community members in an interconnected world

Citizenship is the **organizing framework**.

Citizenship is **not** merely a topic, theme, or case study.

III.3.2.1. USGC Course Requirements

1. Multiple sections of the course, taught by various instructors, must ensure consistency in course topics across sections and instructors.
2. Courses must be limited to 35 students to allow instructors to provide substantial feedback and guidance to students and encourage active student engagement. If this capacity limit is not practical, departments must demonstrate how students will engage in interactive learning activities given the larger class size.
3. Catalog-level outcomes must reflect listed USGC competencies. Catalog-level USGC SLOs should include (a) understanding of USGC competencies within the course context, (b) student development of USGC competencies, (c) and application and/or evaluation of responsible participation in the complex cultural contexts of U.S. and/or global communities. SLOs (and student assessments) must reflect higher-level critical thinking skills.
4. Proficiency in USGC must comprise at least 50% of the final course grade. In cases where the 50% minimum is not appropriate, the department must explain how proficiency in USGC content is a significant component of the course. At least one major USGC-related assignment will be due and returned to the students with feedback prior to mid-term. The syllabus must state that rubrics and/or grading criteria will be provided to students for the USGC-related assignments.
5. USGC courses must not have other USGC courses listed as prerequisites, as that would require the students to have already satisfied the USGC graduation requirement.

III.3.2.2. Best Practices for USGC Courses Include:

- The instructor should be willing and able to teach about global cultural and societal awareness as needed to assist students in meeting the USGC requirements of the course.
- The course should include at least two individual exercises relating to US and/or global citizenship.

III.3.3. Experiential Learning Designation (EXP) Designations

III.3.3.1. Definition of Experiential Learning:

Across universities in the United States, the term “Experiential Learning” (EL) is used to denote a wide variety of curricular systems. At The University of Alabama, course-based EL will be attributed based upon those courses meeting the required EXP components, and General Education graduation credit will be earned by students for EXP-designated courses from any college or school on campus.

The necessary components are based upon Kolb's Theory of Experiential Learning, common to EL programming across the globe and are listed below:

1. concrete experience
2. observation-based reflection
3. abstract conceptualization
4. active, hands-on or applied experimentation

through engagement in *at least one of the following* focus areas:

1. community engagement and leadership
2. cultural immersion
3. research and creative activity
4. work-based learning

Guided reflection and opportunities to make iterative attempts at understanding are essential.

III.3.3.2. Experiential Learning Purpose and Justification for Experiential Learning:

Experiential Learning has been embraced globally to enable students to apply what is learned to the real world and to illustrate their competence in problem solving. As universities compete to demonstrate the vocational relevance of their programs, interest in Experiential Learning has grown. Experiential Learning can take a variety of forms, including, but not limited to, dialogical classroom pedagogy, classroom simulations, and vocational student placements. What distinguishes this pedagogical approach is that Experiential Learning modalities emphasize the importance not of learning through passively receiving or undergoing "experiences," (Kolb, 2015). Kolb (1984) defines the essential parts of the cycle as concrete experience, abstract conceptualization, active experimentation, and reflective observation. Concrete experience is context-based, and requires personal involvement in a specific situation, making use of observation, reading authentic records, and informal conversations, from which a question or problem arises (Calvert et al., 2016).

Although the demand for, and emphasis on, Experiential Learning has expanded rapidly in recent years, successful implementation in higher education requires a reshaping of university classrooms. Forging deeper links between educational theory and practice in this context is therefore still required. Having an experience such as an internship or volunteering is not sufficient to be EL. In order to become reliable knowledge and to constitute a quality learning experience, EL requires critical reflection. In the higher education context, therefore, EL is not delivered simply through altering the curriculum to include various forms of practical experiences, such as internships, work-based learning, practicums, and simulations (i.e., "experiences"). It also requires that practice be effectively and systemically integrated with prior knowledge and experience, informing future thought and behavior, and thus manifesting deep transformation of the student learning process.

Experiential Learning (EL) encourages active participation, learning autonomy, and skill development that contribute to the production of work-ready and community-committed individuals. EL enables students to apply knowledge and solve everyday problems that may be close to their professions.

Additionally, students want more practical activities and abilities' training instead of mainly theoretical and scientific knowledge (Green et al., 2017). EL is the conduit that connects theory and practice. EL helps students to establish connections between experience and theory (Earnest et al., 2016), facilitating the transition between undergraduate education and the world of work (Friedman, & Goldbaum, 2016). In addition, due to the use of different learning modes (abstract, concrete, reflective, and active), the content is deepened, allowing the achievement of significant learning (Calvert et al., 2016; Zhai et al., 2017).

EL is not a single exposure, in-class activity, or work-based experience. It is a multi-dimensional and dynamic approach to learning. It is a cycle of elements dependent upon action and reflection and experience and abstraction. These longstanding foundations were established by noted scholars such as William James, John Dewey, Kurt Lewin, Jean Piaget, Lev Vygotsky, Carl Jung, Mary Parker Follett, Carl Rogers, and Paulo Freire (Kolb, & Kolb, 2017). A key distinguisher of EL from other learning approaches is the requirement for students to continually self-evaluate their progress in the learning process through constant reflection. Dialogue in collaboration with others, such as with the instructor and peers, allows further (double loop) deeper critical reflection (Asfeldt et al., 2018). Students must critically reflect on their experience, both while it is happening, and subsequently, and, thereby, students consciously create meaning and conceptualization from the experience. This requirement has implications for the development of curricula, as critical reflection and reflective practice are not innate skills, and students will need to be taught these skills alongside core discipline knowledge. Experiential Learning enables students to translate course content into assessable, meaningful action.

III.3.3.3. Experiential Learning Subcommittee

The Experiential Learning Committee will be a sub-committee of the Core Curriculum Oversight Committee. The chair and the membership of the sub-committee will be selected by the CCOC co-chairs from the membership of the CCOC. The Experiential Learning Committee will have, as non-voting, ex officio members, designees from the Office for Academic Affairs, and the Registrar (or their representative).

The Experiential Learning Committee will review all courses that have been submitted for admission into each of the thematic tracks according to the process outlined in Section I.4 with recommendations sent to the full CCOC for a vote for approval.

III.3.3.4. Experiential Learning Components

Students must earn three (3) hours of credit in EXP-designated courses to fulfill the graduation requirement. The graduation requirement can be met by passing any course or multiple courses from any department or multiple departments. EXP-designated courses must yield credit hours. Zero credit courses cannot be used to meet the graduation requirement.

III.3.3.5. Experiential Learning Tracks

All experiential learning courses must fit into at least one of the following four focus areas:

III.3.3.5.1. Community Engagement and Leadership

Courses that fit under the category of community engagement and leadership are typically designed to blend academic learning with hands-on involvement in communities, while also emphasizing the development of leadership skills. A few examples of the kinds of courses universities often offer include:

- **Service-Learning Courses** – These integrate academic content with structured service in the community. For example, a sociology course might partner with a local nonprofit to address housing insecurity, requiring students to connect sociological theories with lived realities.
- **Civic Engagement and Social Change** – Courses that focus on democratic participation, policy advocacy, or grassroots organizing. Students may work with local governments, schools, or advocacy groups while reflecting on leadership roles in civic life.
- **Leadership Development Seminars** – Often interdisciplinary, these courses use case studies, group projects, and reflective exercises to explore theories of leadership, ethics, and organizational dynamics. They may also include peer mentoring or campus-based leadership projects.
- **Community-Based Research** – In these courses, students partner with community organizations to co-design and conduct research projects that meet real needs (e.g., evaluating the effectiveness of a youth program). This requires leadership in managing projects and working across institutional boundaries.
- **Global Service and Leadership** – Sometimes structured as study-abroad or intercultural immersion programs, these courses focus on cross-cultural engagement, global citizenship, and ethical leadership in diverse contexts.

III.3.3.5.2. Cultural Immersion

Courses under the category of cultural immersion are designed to place students in settings where they engage deeply with cultures outside their own, encouraging empathy, adaptability, and cross-cultural understanding. These courses typically move beyond the classroom, incorporating travel, fieldwork, or partnerships with diverse communities to help students experience culture firsthand while reflecting on global interconnectedness.

- **Study Abroad Programs** – Semester- or summer-long experiences where students live and study in another country, often paired with language study, homestays, and cultural excursions to foster authentic immersion.
- **Field Studies Abroad** – Short-term, faculty-led programs where students study a topic (e.g., ecology, history, religion) in the cultural and geographic setting where it is most relevant.

- Domestic Immersion Courses – Experiences that immerse students in culturally distinct communities within their own country, such as partnering with Indigenous nations, refugee organizations, or urban neighborhoods with rich cultural heritages.

III.3.3.5.3. Research and Creative Activity

Courses in the category of research and creative activity immerse students in the process of discovery, innovation, and artistic expression. Rather than simply consuming knowledge, students learn by creating it—designing studies, producing original work, and engaging with the methods of their discipline. These experiences often culminate in tangible outputs, such as research papers, performances, exhibits, or prototypes, allowing students to contribute meaningfully to academic and cultural conversations.

- Undergraduate Research Courses– Courses that introduce students to research methods in their discipline and guide them through designing and executing a small-scale independent or team research project.
- Capstone or Senior Thesis Courses – Culminating experiences where students produce a major piece of original scholarship, art, or design, often integrating multiple years of study.
- Creative Studios and Workshops – Classes in art, music, theater, creative writing, or design where students hone their craft through experimentation, peer critique, and public presentation of original work.
- Research Methods with Applied Projects – Courses that combine instruction in qualitative, quantitative, or mixed methods with the application of those skills to real-world data or community problems.
- Innovation and Maker Courses – Interdisciplinary classes that emphasize invention, prototyping, and entrepreneurship, often culminating in a product pitch, exhibition, or competition.

III.3.3.5.4. Work-Based Learning

Courses in the category of work-based learning connect academic study with real-world professional environments, allowing students to apply classroom knowledge in workplace settings while developing career-ready skills. These courses emphasize reflection on the relationship between theory and practice, giving students structured opportunities to gain hands-on experience, build professional networks, and explore career pathways.

- Internship or Co-op Courses – Structured workplace placements tied to academic credit, where students complete supervised work in industries related to their field of study and reflect on professional growth through journals or seminars.
- Practicum Courses – Short-term, skill-focused experiences (common in education, counseling, nursing, or business) where students practice professional roles under faculty and site supervision.

- Apprenticeship-Linked Courses – Courses that pair classroom instruction with paid apprenticeships, blending technical training and academic study.
- Professional Seminar + Fieldwork – Classes that combine a seminar on workplace ethics, communication, or leadership with concurrent field experiences in local organizations or businesses.
- Industry-Partnered Projects – Team-based courses where students solve problems for real companies or nonprofits, often culminating in deliverables like reports, designs, or prototypes that address actual workplace needs.

III.3.3.5.5. Creation and/or Removal of Tracks

Creation of a new EXP track or the removal of a current track will occur following a recommendation of the Experiential Learning sub-committee of the CCOC and a majority vote of the CCOC. The faculty or administrator who is sponsoring the track will work with the EXP Committee to write a project plan for the new track rollout, system integration, and marketing. All new tracks will be held to the same policies and governance as all extant tracks. EXP tracks could be removed for a variety of reasons including lack of student demand or the creation of a new course or track that supplants a current track.

III.3.3.6. EXP Course Requirements

Experiential Learning courses must have each of the four requirements below. To determine if the course meets the requirements, those submitting courses for approval must answer the corresponding questions.

EXP courses must not have 3 credits of other EXP courses listed as prerequisites, as that would require the students to have already satisfied the EXP graduation requirement.

III.3.3.6.1. Concrete Experience

1. How will the course provide real-world and context-based applications?
2. Demonstrate how the course will assess individual involvement within the experience.
3. How will the course make use of observations utilizing tools like reading authentic records and informal conversations from which a question or problem arises?
4. Please describe the experience and how it will be administered in the course.
5. How will the experience be assessed for each student?

III.3.3.6.2. Iterative Guided Reflection

At multiple points in the semester, students should express their understanding of and perceptions about the EL concept and experience. Reflection can be exercises like a journal or written essay, a presentation, a video, or an online workbook or portfolio.

1. What are the reflection activities of the course?

2. How will the reflection activities be administered in the course?
3. When will the reflection activities be administered?
4. Demonstrate reflection activities within the course, including how they will be administered and assessed. Be sure to include multiple points of reflection throughout the semester.

III.3.3.6.3. Abstract Conceptualization with a Real-World Application

1. How will students be prompted to engage in abstract conceptualization with a real-world application?
2. How will this be assessed for each student?

III.3.3.6.4. Active, Hands-on or Applied Experimentation with a Student-Created Product or Outcome

The idea is that students apply their new knowledge in real-life situations and could - for example - develop a handout or computer “app” to increase student participation in health screenings.

1. How will students be prompted to create a product or outcome with a real-world application?
2. How will the product or outcome be assessed for each student?

Section IV. Pathways

IV.1. Pathways at Bama

IV.1.1. Definition of Pathways:

Across universities in the United States, the term “Pathways” is used to denote a wide variety of curricular systems. “Pathways” at The University of Alabama refers to the ability of students to follow a thematic path while fulfilling some of their General Education Core Curriculum requirements, with one additional non-Core course required in that same thematic path.

IV.1.2. Pathways Purpose and Justification

Pathways emerged as a component of core curriculum design in the early 2000’s, when chief academic officers expressed the need to make general education curricula more coherent. Pathways, they believed, would enable students to tie their Core coursework more closely to their majors, to more closely follow their school’s mission, and to “integrate the teaching of competencies across the curriculum.”² Subsequent studies have found that Pathways correlate with increased student understanding of the value of general education, decreased detachment from academic study in the first two years of enrollment, and higher six- and four-year graduation rates.³ Since then, a wide array of universities have embraced Pathways in their General Education Core Curricula.

The Pathways model proposed for The University of Alabama will allow students to acquire an additional area of expertise that will explicitly complement their Major or Minor. The completion of a Pathway will provide the student with an additional certification on their academic transcript and comprehensive learner record. The four Pathways chosen for implementation at The University of Alabama will provide skills that modern employers have identified as key competencies in the modern workforce.⁴

Understanding the value of Pathways for The University of Alabama’s Built by Bama Core Curriculum, the Faculty Senate voted overwhelmingly in 2021 for a Pathways model. This plan hopes to answer that call, offering students and faculty an exciting opportunity to shape their Core experience in ways that meet the demands of the changing world.

See Appendix B for peer and aspirant universities that were consulted in devising the Pathways at Bama.

² Johnson, D. Kent, James L. Ratcliff, and Jerry G. Gaff. "A decade of change in general education." *New Directions for Higher Education* 2004, no. 125 (2004): 24.

³ Lam, Adrian Man-Ho. "Making Sense of Interdisciplinary General Education Curriculum Design: Case Study of Common Core Curriculum at the University of Hong Kong." *ECNU Review of Education* 6, no. 3 (2023): 410-432.

⁴ Green, Andy. "Core skills, general education and unification in post-16 education." In *Daring and beyond*, pp. 88-104. Routledge, 2014.

IV.1.3. Pathways Components

There will be three (3) components to each Pathway at The University of Alabama:

1. Students must complete one (1) course that is *both* a Social and Behavioral Science or History course in the Core *and* qualifies as a course in its specific Pathway.
2. Students must complete one (1) course that is *both* a Humanities/Literature/Fine Arts/World Languages course in the Core *and* qualifies as a course in its specific Pathway.
3. Students must complete one (1) course that is *both* outside the Foundational Core *and* qualifies as a course in its specific Pathway. This course can be taught by any department at The University of Alabama. This course can be a part of the Advanced Core (it can be a “W” course, for instance).

IV.1.4. Pathways as Optional

In order to avoid impeding a student’s path to graduation, Pathways are optional, not compulsory.

IV.1.5. Taking Multiple Pathways

There is no limit on the number of Pathways a student can complete.

IV.2. Pathways Governance

IV.2.1. Pathways Committee Membership

The Pathways Committee will be a subcommittee of the current Core Curriculum Oversight Committee (CCOC). Membership of the Pathways Committee will follow the standard guidelines of subcommittees of the CCOC. The Pathways Committee will be chaired by the Pathways Director, who is also a member of the faculty and a member of the CCOC. The Pathways Committee will have as non-voting, ex officio members the designee from the Office for Academic Affairs, and the Registrar.

IV.2.2. Pathways Committee Responsibilities

IV.2.2.1. Admission of New Courses in Pathways

The Pathways Committee will review all courses that have been submitted for admission into each of the four Pathways according to the process for core course review (Section I.4). Core courses that are put forward for Pathways eligibility will be forwarded to the Pathways Committee by the CCOC after the courses have been approved for the core designation. Non-core courses that are seeking Pathways eligibility will be forwarded to the Pathways Committee by the Registrar.

IV.2.2.2. Determination of Pathways Course Eligibility

The Pathways Committee is responsible for determining the eligibility requirements for courses admitted into the Pathways. They will revisit these eligibility requirements annually. Eligibility requirements should be demonstrated in student learning objectives or through a combination of content-specific course readings, themes, and assessments.

IV.2.2.3. Assessment and Modification of Existing Pathways

Every two (2) years, the Pathways Committee will meet to discuss the state of the various Pathways that are being offered at The University of Alabama based on:

- Total number of students enrolled in each Pathway.
- Course occupancy vs. enrollment of all Pathway courses.
- Dates of enrollment for each student in the Pathway.
- Dates of disenrollment of students from the Pathway (if applicable).
- Dates of completion by students of the Pathway (if applicable).
- DFW rates of students in each of the courses being offered each semester.
- GPA, Major, and Minor of each student in the Pathway.

The Committee and the Pathways Director will work with departments/faculty to encourage offering more pathways courses. If the Pathways Committee finds that alterations need to be made to an existing pathway, they are empowered to suggest and implement changes, with a majority vote required for any alterations to a Pathway involving scope or definitional parameters.

IV.2.2.4. Removal of Existing Pathways

The decision to remove an existing Pathway will be made by the Pathways Committee, with a majority vote needed to approve the Pathway's removal. Pathways could be removed for a variety of reasons, including lack of student demand or the creation of a new Pathway that supplants it.

IV.2.2.5. Creation of New Pathways

There will be no new Pathways created in the first four (4) years of the Pathway Program rollout (2025-2029). After this period has ended, faculty and administrators can propose a new Pathway for consideration. The decision to implement a new Pathway will be voted on by the voting members of the Pathways Committee and the chairs of the Core Curriculum Oversight Committee. A majority vote is required for a new Pathway to be ratified. The faculty or administrator who is sponsoring the Pathway will work with the Pathways Committee to write a project plan for the new Pathway's rollout, system integration, and marketing. All new Pathways will be held to the same policies and governance as all extant Pathways.

IV.2.2.6. Modification of General Pathways Policies

All policies involving the management of Pathways in the Core Curriculum can be amended, altered, or rescinded by a majority vote taken from voting members of the Pathways Committee and the chairs of the Core Curriculum Oversight Committee.

IV.2.2.7. Review of Existing Courses in Pathways

All Pathways courses offered by departments will be reviewed according to the same review cycle as Core courses (Section I.1.3). Departments will generally submit all courses with Core and/or Pathways designations in their assigned year. The Registrar will send out notices to departments of the Core and Pathways reviews. Departments would be responsible for submitting courses for renewal.

IV.2.3. Pathways Director Responsibilities

IV.2.3.1. Recruitment of Faculty for Pathways Courses

Early in the Spring Semester, the Pathways Director will request from the Registrar a list of all new courses that have been added to the Catalogue and have not applied for placement in a Pathway. They will make a cursory evaluation of each course, identifying any courses that appear to meet the course eligibility requirements for the Pathways. They will then contact the department from which the course is being offered, inquiring as to whether the supervising professor is willing to allow their course into a Pathway. If the professor agrees, the Pathways Director will work with the Registrar to add the course to a Pathway.

IV.2.3.2. Onboarding, Offboarding, and Tracking Students in Pathways

At the beginning of each semester, the Pathways Director will request from the Registrar the names and email addresses of all students who have added a Pathway in the previous semester. The Director will write to each student, welcoming them to the Pathway, spelling out the requirements of the Pathway, and sending them an on-boarding survey that assesses the student's reasons for choosing their Pathway and their current knowledge in the Pathway topic.

At the end of each semester, the Pathways Director will request from the Registrar the names and email addresses of all students who have completed a Pathway in the previous semester. The Director will write to each student, congratulating them on their completion of the Pathway, and sending them their final exit survey.

The on-boarding and exit surveys are optional for students and are not required to complete a Pathway.

Each year, the Pathways Director will request from the Registrar a list of all students who dropped out of a Pathway. The Director will contact each student to inquire on the reasons for their departure.

IV.3. Pathways Credentialing

Students will receive a “micro-credential” for completion of a Pathway on their academic transcript and their comprehensive learner record. The completion of Pathways are both marks of an academic achievement and an optional learning activity.

IV.4. Transferring into Pathways

IV.4.1. Transfer Students Enrolling in Pathways

Like all other students, transfer students will be able to complete their Core Curriculum requirements without doing a Pathway.

Transfer students who would like to complete a Pathway may be able to transfer courses into a Pathway if those courses meet the course attribution requirements of the Pathway. If a transfer student took a course at another institution that transfers into the Core as an equivalent to a course that currently applies to a Pathway, it will be counted as such (if the student chooses it).

IV.4.2. Students Adding Pathway Designation after Partial or Full Pathway Completion

Some students are sure to realize that they would like to add a Pathway after completing one or more courses that qualify for that Pathway. If a student has completed one, two, or three of the courses in a Pathway, they can retroactively add that Pathway.

Section V. Procedures for Changing the Core Curriculum Requirements

The following procedure addresses what changes must be forwarded to the Provost for approval and what changes the Core Curriculum Oversight Committee may enact by itself. The process for proposing and approving changes is also included in these procedures. Changes may be classified as Structural or Operational which are defined below.

Definitions:

Structural Change. A structural change adds or deletes a category of the core curriculum, changes the number of hours required in a category, changes the approval structure for addition, subtraction, or alteration of courses from the core curriculum.

Operational Change. An operational change is any change not classified as a structural change.

V.1. Structural Changes

Structural changes in the core curriculum are the responsibility of the Office for Academic Affairs. The designee from the Office for Academic Affairs will work alongside the most recently appointed General Education Taskforce (GET) to formulate the composition of the next core curriculum and the items to be considered for a faculty vote. If the set of proposed changes receives a 50% + 1 approval of faculty voting, in a majority of the academic divisions with undergraduate programs, that proposed change is recommended by the faculty to the Executive Vice President and Provost and to the President, as dictated by the [Faculty Handbook](#).

To ensure continuing effectiveness of the core, the need for structural changes in the core curriculum will be considered at intervals beginning on the fourth year after the most recent structural change to the core curriculum unless the designee from the Office for Academic Affairs deems consideration of structural changes necessary at shorter intervals. If the result of a periodic review is to make no changes to the core curriculum, the next review would begin in the fourth year after this decision has been finalized according to the process in VI.1.1.

V.1.1. Composition of the Committee Responsible for Structural Changes to the Core Curriculum

It will be the responsibility of the OAA designee to initiate each review by charging a General Education Taskforce (GET) to reassess the core curriculum, including its overall purposes and current effectiveness, usually beginning in the fourth year after the implementation of the most recent curricular change or decision to enact no changes. The GET will be composed of two representatives from the Faculty Senate Academic Affairs Committee, two representatives from the Undergraduate Council Curriculum Committee, and the co-chairs of the CCOC (or one co-chair and a second representative from the CCOC). The CCOC representatives will co-chair the GET. The OAA designee will serve ex officio.

The GET will convene from the moment of its charge through the implementation of the new structural changes to the core curriculum or a decision to make no changes, typically two full years.

V.1.2. Implementing Structural Changes to the Core Curriculum

First Phase: During the first semester of the fourth academic year following the last core curriculum review or implementation of the most recent structural change, the GET will:

- solicit comments and advice from all relevant academic divisions including administrators, faculty, registrars, admissions officers, the Office of Institutional Effectiveness (OIE), and other relevant staff.
- conduct its own benchmarking and internal research.

Second Phase: Beginning the second semester of the fourth academic year and continuing into the first semester of the fifth academic year following the last core curriculum review or implementation of the most recent structural change, the GET may:

- formulate a proposal for a revised core curriculum.
- consider and amend proposals as submitted by colleges and administrators.

If the GET recommends that no changes are needed, the current core curriculum in force will continue for the next five years. The core curriculum would be reviewed by the process described herein beginning in the fourth year of the subsequent five-year cycle.

If the GET recommends one or more structural changes to the core curriculum, the GET will present the proposed structural changes to the CCOC during the second semester of the fifth academic year. The CCOC will review the proposed changes and may recommend amendments. The CCOC will vote by secret ballot on the proposal or amended proposal. The CCOC will forward to OAA the original proposed changes, amendments, the CCOC vote results, comments, and recommendations. The CCOC will publish the proposed change and any amendments recommended by the CCOC. OAA will review the proposed changes, suggest modifications as necessary, and conduct a faculty vote regarding enacting these changes.

If the revised plan for the core curriculum receives a majority approval of faculty voting, in a majority of the academic divisions with undergraduate programs, that proposed change is recommended by the faculty to the Executive Vice President and Provost and the President. OAA and the CCOC will implement the new plan in coordination with the University Registrar for launch in the first semester of the following academic year, or as soon as practical.

If the revised plan for the core curriculum does not receive majority approval of faculty voting in a majority of the academic divisions with undergraduate programs, the current core curriculum and procedures will remain in force until a revised plan is approved. The Provost may charge the existing GET to develop a revised proposal to present to CCOC. Alternatively,

the Provost may restart the process with a new GET, or table any changes until the next periodic review.

V.2. Operational Changes

Proposals for operational changes to the CCOC guidelines may be made by any member of the CCOC. Proposed operational changes should be submitted to the CCOC co-chairs for consideration at a meeting of the CCOC. UA stakeholders (faculty, administrators, staff, students) who are not members of the CCOC may suggest operational changes to the CCOC guidelines to the co-chairs of the CCOC.

Upon receiving a proposal for an operational change, the co-chairs will present this proposal at a called meeting of the CCOC. An agenda containing the proposed change will be distributed to the CCOC members at least one week prior to the meeting date. The proposed change should be discussed as an information item at the first meeting where it is introduced. At this meeting, the CCOC may vote to establish an ad-hoc committee to further consider the proposed change. If an ad-hoc committee is established, the co-chairs will select members of the CCOC to serve on the ad-hoc committee and select a chair for the ad-hoc committee.

The ad-hoc committee will be charged to consider the proposed change and develop proposed policy language for the revision to the guidelines. The ad-hoc committee will submit policy language to the CCOC co-chairs within the timeline established upon the assignment of the committee. Alternatively, the ad-hoc committee may recommend that no change is needed.

The CCOC co-chairs will distribute the proposed policy to the full CCOC for a vote at least one week prior to the meeting in which it will be considered. To pass, the proposed change must receive positive votes from a majority (50%+1) of the voting members of the CCOC. If accepted, the revised guidelines would become active in the next academic year, unless the CCOC votes to enact the change earlier or later. If the proposed changes do not pass, the CCOC may vote to charge the ad-hoc committee to revise the policy proposal, to establish a new ad-hoc committee, or to no longer consider the proposed policy change.

Appendix A. Creation of the Alabama General Studies Core Curriculum

The Alabama Articulation and General Studies Committee (AGSC) was created in March 1994 by the State Legislature through ACT 94-202, with an implementation date of Fall 1998.

The AGSC was created to simplify the transfer of course credit between public institutions of higher education. To accomplish this task, the AGSC has developed and implemented a statewide general studies and articulation program that facilitates the transferability of course work among all Alabama public colleges and universities. The AGSC continues its role to serve as a monitoring committee for the articulation program. Finally, the AGSC works to resolve any student appeals related to transfer of coursework as it relates to the articulation program.

Text from the AGSC website: http://stars.troy.edu/what_is_agsc.html

Comprehensive information, course listings, and appropriate forms may be found at the [AGSC web site](#).

Appendix B. Pathways Benchmarking

The Pathways Director and Committee benchmarked the following universities to understand the varying approaches currently being taken towards Pathways in Core Curricula:

- Appalachian State University: <https://sd.appstate.edu/student-learning-outcomes>
- Arizona State <https://degrees.apps.asu.edu/minors/major/ASU00/ASPWSOCERT/power-and-society?init=false&nopassive=true>
- Babson College: <https://www.babson.edu/undergraduate/academics/concentrations/>
- Brooklyn College: <https://www.brooklyn.cuny.edu/web/academics/general/Pathways.php>
- Cal State University, Northridge: <https://www.csun.edu/sustainability/sustainability-minor>
- Cal State University, San Bernadino: <https://catalog.csusb.edu/general-education-program/ge-Pathway-big-ideas-Pathway/>
- City College New York: <https://www.ccny.cuny.edu/gened/common-core>
- Central Washington University: <http://www.cwu.edu/general-education/Pathways>
- Colorado State University: <https://catalog.colostate.edu/general-catalog/university-wide-programs/interdisciplinary-studies/global-environmental-sustainability-interdisciplinary-minor/>
- Connecticut College: <https://www.conncoll.edu/academics/degree-requirements/connections/>
- DePauw University: <https://www.depauw.edu/academics/Pathways/entrepreneurship/>
- Elon University: <https://www.elon.edu/u/academics/core-curriculum/first-year-foundations/>
- George Mason University: <https://catalog.gmu.edu/colleges-schools/science/environmental-policy/sustainability-studies-minor/#requirementstext>
- Georgia Tech: <https://www.gatech.edu/academics/degrees/bachelors/social-justice-minor>
- John Carroll University: <https://www.jcu.edu/academics/pjhr/programs/minor>
- MIT: <http://catalog.mit.edu/interdisciplinary/undergraduate-programs/minors/environment-sustainability/>
- Miami University: <https://www.miamioh.edu/cas/academics/programs/ies/academics/minor/index.html>

- NYU: <https://liberalstudies.nyu.edu/academics/gls-curriculum/concentrations/politics-rights-development.html>
- Northern Illinois University: <https://www.niu.edu/general-education/Pathways/index.shtml>
- Ohio State University: https://artsandsciences.osu.edu/sites/default/files/2022-07/ba_new_ge_au22.pdf
- Ohio University: <https://www.ohio.edu/sites/default/files/sites/provost/files/Reimagined-General-Education-Presentation.pdf>
- Rutgers University <https://womens-studies.rutgers.edu/academics/undergraduate/minors/13-minor-in-social-justice>
- STARS (The Sustainability Tracking, Assessment, & Rating System): [https://stars.aashe.org/resources-support/help-center/academics/learning-outcomes/#:~:text=Summary%20of%20changes,-.What%20are%20some%20examples%20of%20sustainability%20learning%20outcomes%20\(SLOs\)%3F,to%20providing%20for%20human%20needs.](https://stars.aashe.org/resources-support/help-center/academics/learning-outcomes/#:~:text=Summary%20of%20changes,-.What%20are%20some%20examples%20of%20sustainability%20learning%20outcomes%20(SLOs)%3F,to%20providing%20for%20human%20needs.)
- SUNY Potsdam: <https://www.potsdam.edu/academics/programs-study/potsdam-Pathways-general-education/information-faculty/potsdam-Pathways-curriculum-committee>
- University of California - Santa Cruz: <https://rachelcarson.ucsc.edu/academics/Minor/SSM.PA.final.pdf>
- University of Vermont: https://www.uvm.edu/sites/default/files/media/SLOProposal_IntrotoGlobalStudies.pdf
- University of Buffalo: <https://www.buffalo.edu/content/dam/www/ubcurriculum/15-PRO-005%20UB%20Curriculum%20chart.pdf>
- University of Chicago <https://college.uchicago.edu/academics/social-sciences-core>
- University of Colorado Denver: <https://ucdenver.edu/offices/provost/academic-planning/gt-Pathways>
- University of North Carolina-Chapel Hill: <https://catalog.unc.edu/undergraduate/programs-study/social-economic-justice-minor/>
- University of Missouri: <https://middletoncenter.missouri.edu/>
- University of New Mexico: https://geography.unm.edu/academics/Undergraduate%20Program/under_outcome.html
- University of Northern Iowa: <https://csbs.uni.edu/sac/minors/social-justice-minor>

- University of St. Thomas: <https://cas.stthomas.edu/departments/areas-of-study/justice-society-studies/>
- University of Tennessee Knoxville: https://catalog.utk.edu/preview_program.php?catoid=34&poid=17209
- The University of Texas at Austin: (<https://ugs.utexas.edu/core-curriculum/faculty-resources/propose>)
- University of Utah: <https://envst.utah.edu/emphases/emphases2022.php>
- University of Virginia: <https://gened.as.virginia.edu/requirements#literacies-variable-credits->
- Virginia Tech: <https://www.Pathways.prov.vt.edu/> ;
https://www.Pathways.prov.vt.edu/content/dam/Pathways_prov_vt_edu/8pdf/PathwaysConcepts_2018-19.pdf ;
https://www.Pathways.prov.vt.edu/content/dam/Pathways_prov_vt_edu/8pdf/Pathways%20Assessment%20Overview%20Handout.pdf

Appendix C. Historical Guidelines for the Core Curriculum Oversight Committee

This appendix provides the original guidelines for the CCOC that was established in fall 1983 and amended over the years. This version of the document was approved by the CCOC on December 11, 2008, and reaffirmed January 30, 2015. The guidelines in sections I-IV replace these 2015 guidelines, which are included here as a historical record.

Introduction

The following represents the rationale and organizational structure of the Core Curriculum that was originally proposed and published in *The Dialog* in April, 1982.

“The implementation of core curricula at various distinguished universities may be attributed to a revival of interest in the concept of "general education." In this context, "general education" refers to the Jeffersonian notion that the primary goal of a university is to provide all students, regardless of their specialization or professional interest, with the essential facts, skills, and concepts required for a critical understanding of and participation in their own culture. Until the first half of the twentieth century, the concern for general education was the distinguishing feature of universities in the Jeffersonian tradition, setting them apart and, in the public mind, above the land grant institutions that were concerned primarily with practical and professional education.

On many campuses, general education requirements in place at the beginning of the sixties were dismantled to allow students freedom to choose the education they considered relevant to their own objectives. Later, during the seventies, burgeoning enrollments in the professional schools indicated another trend: specialization at the undergraduate level, sometimes at the expense of the few surviving general education requirements, often at the expense of elective courses as well. A third force in the development of curricula has been the external accreditation agencies, some of which have been more sensitive than others to the value of general education.

Prior to the adoption of the core curriculum, the extent to which these national trends were reflected in curricula at The University of Alabama varied from division to division and from program to program. The result in general, however, was the lack of coherent educational philosophy for the University as a whole. Students in some professional schools were required to take more general education courses than liberal arts majors; other students were required to take only those courses they chose to take with the approval of an advisor; and many students were required to specialize so intensively as undergraduates that they received their degrees with little or no knowledge of basic facts and issues with which educated citizens ought to be familiar.

The purpose of the core curriculum is not to return to the past, but to establish a balance among legitimate interests in the present, so that professional education, general education, and freedom for electives are balanced in proportions that the University community deems appropriate.

The specific impetus for developing the core came from faculty members on the Graduate Scholarship Committee who were alarmed at the inability of some of our better students to address questions about matters of common knowledge. The original draft of the proposed requirements was the result of a full year of deliberations by the Graduate Scholarship Committee and the University Curriculum Advisory Committee with representation from every academic division and from the Student Government Association. That draft was revised by an ad hoc committee for implementation, which was charged with developing the rationale for the core and with making any necessary adjustments. The revised draft was then presented for comments to the Faculty Senate, to representatives of the Student Government Association, to the faculties of various divisions, to the Council of Deans, and to the Central Administration.

This core curriculum adopted by the faculty includes a number of substantive modifications suggested to the Committee in discussion with these groups. For example, the W (writing) requirement was reduced from 12 hours to six, the science requirement was reduced to two courses and made more flexible, a computer science requirement was added as an alternative to the foreign language requirement and the number of oversight committees was reduced from four to one.

The core curriculum is based upon the following assumptions:

1. That no revision of the curriculum can, in itself, create academic excellence unless this excellence is genuinely sought by faculty, students and administrators.
2. That change often involves risks, and we cannot fully predict the consequences of change.
3. That refusing to change involves risks, and we cannot fully predict the consequences of refusing to change.
4. That any proposed curriculum involves not a choice between perfect and imperfect options, but between a number of imperfect options, one of which is the status quo.
5. That a core curriculum is a minimal curriculum, and that departments or divisions are free to add more extensive or intensive requirements to it.
6. That educated people are people who possess certain basic skills, who are aware of their own cultural heritage in the context of other cultures, and who understand the methods and limitations of various modes of inquiry.
7. That defining the skills and knowledge essential to an educated person is a matter of choice and value judgment, not an empirical exercise, and that the choices we make are relative to the institution, its clientele, and its historical context.
8. That the choice of essential skills and knowledge cannot be based upon utility alone.

In short, the core curriculum is based upon the assumption that no one can become knowledgeable in every field, but that there are nevertheless certain skills, subjects, and methodologies that no educated person should be without. The essential skills include writing, both as an analytical tool and as a means of communication; critical reading; and the ability to perform mathematical computations beyond the level of college algebra. In the broadest sense, the essential subject matter is knowledge of one's own culture and an awareness of other cultures. And the essential methodologies may be listed as symbolic and deductive (e.g., mathematics and symbolic logic); quantitative and inductive (e.g., physical, biological, social, and behavioral sciences); and rhetorical (e.g., ethics and aesthetics).

These categories are not intended to be exhaustive. There are other skills, subjects, and methodologies that are important in themselves, but for philosophical or logistical reasons cannot be required of all students. Nor are the lists intended as separate and distinct categories. Some of the courses listed below might well fit under more than one heading.

Early in its deliberations, the Committee considered instituting new cross disciplinary courses like those recommended in the recent Carnegie Report. The Committee decided, however, that courses of this sort are too susceptible to changes when the faculty members who initiate them are no longer available to teach them. The Committee also considered a number of courses that might be considered as basic to a college education as those that were eventually decided upon. For example, the Committee debated the possibility of requiring courses in ethics, economics, speech, foreign cultures, and the philosophy of science and technology.

The Committee concluded, however, that because of curricular constraints in the various divisions, only a small number of courses could be required of every University student, and that the divisions and departments themselves would be encouraged to require more general education courses in a manner consistent with their overall objectives. Programs that would like to require a foreign culture requirement for their own students may consider adding additional requirements or structuring the social science, humanities, and writing requirements without imposing an additional burden on the students.

The Committee acknowledges that there is nothing sacred or immutable about the requirements listed below and that there are reasonable alternatives to every requirement in the list. The Committee acknowledges that several of the requirements may prove disappointing in their results if they are not given adequate financial support or if the faculty fails to implement them in a manner consistent with the spirit of this document and with the goals of general education. And the Committee also recognizes that parts of the core may be rendered obsolete by future developments that are not foreseeable at this time.

Nevertheless, having explored other alternatives in the light of political and economic realities and in the light of the University's historic commitment to a diversity of academic experiences,

the Committee has concluded that the core curriculum will give substance to the University's determination to establish the best possible academic environment for the students it serves.

To ensure that the core is responsibly implemented and to ensure that modifications will be made when circumstances require them, the Committee recommended the establishment of a Core Curriculum Oversight Committee whose responsibility is to monitor the implementation of this document, to interpret it when changes are deemed appropriate. The Oversight Committee will consist of twelve faculty members chosen by the Office for Academic Affairs after consultation with the Academic Affairs Committee of the Faculty Senate, plus one representative of the Faculty Senate appointed by that body, plus two students appointed each year by the SGA Academic Reform Committee. For the sake of continuity, the faculty members appointed by the Office for Academic Affairs will serve three-year terms scheduled so that one-third of this group is replaced each year. The Oversight Committee will have the power to grant, deny, or revoke appropriate designations to courses proposed by the various divisions as part of the Core Curriculum.

The Oversight Committee will also be empowered to appoint subcommittees to consider various categories of courses and to call in additional faculty and students for advice when their expertise is needed. Decisions of the Oversight Committee will be subject to the approval of and may be appealed to the Office for Academic Affairs and the President.

Finally, the Committee endorses the traditional concept that curriculum development is a faculty prerogative and that the development of a University curriculum is the prerogative of the University faculty as a whole. This recommendation was given the approval of the Core Curriculum Implementation Committee on March 18, 1981."

Published in Dialog April 2, 1982

CREATION OF THE ALABAMA GENERAL STUDIES CORE CURRICULUM

Fall 1998

AGSC stands for the Alabama Articulation and General Studies Committee. The AGSC was created in March 1994 by the State Legislature through ACT 94-202 with an implementation date of Fall 1998.

The AGSC was created to simplify the transfer of course credit between public institutions of higher education. To accomplish this task, the AGSC has developed and implemented a statewide general studies and articulation program that facilitates the transferability of course work among all Alabama public colleges and universities. The AGSC continues its role to serve as a monitoring committee for the articulation program. Finally, the AGSC works to resolve any student appeals related to transfer of coursework as it relates to the articulation program.

Text from the AGSC web site; stars.troy.edu/agsc/what_agsc.htm

Comprehensive information, course listings, and appropriate forms may be found at the AGSC web site.

Core Curriculum/General Education Requirements

Applicable to students who begin their college careers fall 1998 and after, except for students enrolled in the College of Engineering (see "College of Engineering Core Curriculum/General Education Requirements" below).

To achieve a general education while pursuing a specific concentration in a chosen field of study, each undergraduate student will construct a curriculum that includes coursework in the following areas:

1. 6 semester hours of written composition (FC).
2. 6 semester hours in 300- and 400-level courses, preferably in the student's major, approved for the writing (W) designation. The (W) designation indicates that one of the conditions for a passing grade is that students write coherent, logical, and carefully edited prose in a minimum of two papers, at least one of which will be graded and returned before midsemester. All (W) designated courses are taught and graded by instructors who have at least the master's degree and preferably are limited to an enrollment of no more than 35 students. The (W) requirement must be satisfied with courses taken at UA.
3. 6 semester hours of one of the following:
 - a. 6 semester hours in courses that are approved for the computing (C) designation. These courses either substantially integrate the application of appropriate software or require writing computer programs. Students must make extensive use of the computer as a condition for passing the course. Courses approved for the (C) designation assume that students have a working knowledge of the computer.

or

- b. 2 semesters in one foreign language (FL). A grade of "C-" or better must be earned in the first-semester course of the two-semester sequence that fulfills the requirement before the student will be allowed to enroll in the second semester course. Students with two or more high-school units of a foreign language will be assigned to foreign language courses by the foreign language advisors on the basis of placement test scores. Students placed into FR 103, SP 103 or intermediate courses (FR 201, SP 201) will satisfy this requirement in one semester.¹

¹Effective November 2017, with the discontinuation of 103 courses in foreign languages, this requirement is now listed as "Students placed into 102 or an intermediate language course (201) will satisfy this requirement in one semester."

Note: These six hours are in addition to the requirements for humanities or mathematics.

4. 12 semester hours of courses approved for the humanities and fine arts (HU, L & FA) designations, to include 3 semester hours of courses approved for the fine arts (FA) designation and 3 semester hours of courses approved for the literature (L) designation. **Each student must complete a 6-semester-hour sequence in either literature or history.**
5. 12 semester hours of courses approved for the history and social and behavioral sciences (HI & SB) designations, to include 3 semester hours of courses approved for the history (HI) designation. **Each student must complete a 6-semester-hour sequence in either literature or history.**
6. 11 semester hours of courses approved for the natural sciences and mathematics (N & MA) designations, to include 8 semester hours of courses approved for the natural sciences (N) designation and 3 semester hours of courses approved for the mathematics (MA) designation. This mathematics requirement must be satisfied with MATH 110 or higher.
7. Preprofessional, major, and/or elective courses applicable to the student's declared major program of study. Students are to consult with their major departments/program areas for specific course designations that fulfill this requirement.

A course may be used to satisfy only one core requirement. For example, if a course carries a designation for both foreign language (FL) and humanities (HU), it may only be used to satisfy one of these core requirements. An additional course or courses must be completed to satisfy the remaining requirement.

A student may satisfy some general education course requirements by demonstration of competence on a proficiency examination such as the CLEP subject examination.

Review of general education (Core Curriculum) courses is an ongoing process. New courses may be approved and added to the list of those that meet Core Curriculum requirements. The Core designations for existing courses may be discontinued. A course carries general education designation if the course is approved at the time the course is taken. The student must consult the general education designations as found in the appropriate section of the schedule of classes booklet to ensure that the general education designation is in effect at the time the course is taken.

General education credit may be earned for courses taken at another institution, provided the courses transfer as the equivalents of courses that have been approved for general education credit at The University of Alabama. The (W) requirement must be satisfied in courses taken at The University of Alabama.

COLLEGE OF ENGINEERING CORE CURRICULUM/GENERAL EDUCATION REQUIREMENTS

To achieve a general education while pursuing a specific degree program in the College of Engineering, each undergraduate student enrolled in that college will construct a curriculum that includes coursework in the following areas:

1. 6 semester hours of written composition (FC).
2. 6 semester hours in 300- and 400-level courses, preferably in the student's major, approved for the writing (W) designation. The (W) designation indicates that one of the conditions for a passing grade is that students write coherent, logical, and carefully edited prose in a minimum of two papers, at least one of which will be graded and returned before midsemester. All (W) designated courses are taught and graded by instructors who have at least the master's degree and preferably are limited to an enrollment of no more than 35 students. The (W) requirement must be satisfied with courses taken at UA.
3. 9 semester hours of humanities (HU), literature (L), and fine arts (FA) area courses. 6 semester hours are required in a discipline. A 6-hour depth study is required and may be taken in either HU, L, and FA or HI and SB. There are no mandatory general education requirements for literature or fine arts, except as required for a specific engineering program.
4. 9 semester hours of courses in the areas of history (HI) and social and behavioral sciences (SB), to include 6 semester hours in a discipline. A 6-hour depth study is required and may be taken in either HU, L, and FA or HI and SB. History may be included in in-depth courses.
5. 12 semester hours of mathematics (MA) and natural sciences (N) area courses, to include 2 hours of laboratory. Mathematics must be at the MATH 125 level or higher.
6. Either 6 hours of foreign language (FL) or computing (C) are required in addition to the humanities requirement. FL courses can count as HU credit if 6 hours of C courses are earned.
7. Preprofessional, major, and/or elective courses applicable to the student's declared major program of study. Students are to consult with their major departments/program areas for specific course designations that fulfill this requirement.

A course may be used to satisfy only one core requirement. For example, if a course carries a designation for both foreign language (FL) and humanities (HU), it may only be used to satisfy one of these core requirements. An additional course or courses must be completed to satisfy the remaining requirement.

Core Curriculum Oversight Committee Structure and Operation

The Core Curriculum Oversight Committee (CCOC) consists of the following voting members: at least twelve faculty members chosen by the Office for Academic Affairs after consultation with the Academic Affairs Committee of the Faculty Senate, one representative of the Faculty Senate appointed by that body, plus a number of students equal to the number of CCOC subcommittees, to be appointed by the Student Government Association Academic Affairs Committee. For the sake of continuity, the faculty members appointed by the Office for Academic Affairs will serve three-year terms scheduled so that one-third of this group is replaced each year.

The faculty members must be selected so that each undergraduate division on campus is represented by at least one voting member of the CCOC. The designee from the Provost's Office and a representative of the Office of Academic Records shall serve as non-voting members. The designee from the Provost's Office shall serve as the committee chair.

All course material to be considered for core letter designation is routed through the department with approval by the dean to the appropriate subcommittee. Once the Core Curriculum Oversight Committee has acted, the department head is responsible for notifying the faculty member involved and the dean's office. Concerns from the division regarding the core curriculum should be brought to the attention of the Core Curriculum Oversight Committee as appropriate.

The Core Curriculum Oversight Committee is divided into the following subcommittees:

1. Computing
2. Mathematics and Natural Science
3. Humanities, Foreign Language, Fine Arts, and Literature
4. Social & Behavioral Sciences and History
5. Writing

The subcommittees serve as a clearinghouse for all courses that are to be submitted to the Alabama Articulation and General Studies (AGSC) committee and for courses that are to be considered UA only core offerings. AGSC will determine review schedules for the courses falling under statewide jurisdiction; UA only courses will be reviewed on a five-year rotation cycle as determined by the Core Curriculum Oversight Committee.

The subcommittee reviews the course material submitted and recommends approval, denial or deferral of the core letter designation sought. The subcommittee chair presents the recommendation orally and in writing to the Core Curriculum Oversight Committee. If the

recommendation is to defer or deny, a reason must be given so that appropriate feedback is provided to the academic department and college dean submitting the course for approval.

Action on the subcommittee recommendation is taken at the first meeting following the initial presentation.

The subcommittee is encouraged to obtain consultation from appropriate members of the academic community as necessary. In addition, if it appears likely that the subcommittee recommendation will be to defer or deny a core letter designation, the subcommittee chair communicates with the department head or program area head in order to clarify information or obtain any additional information needed to make a recommendation.

Core Curriculum Approval

Courses approved for the core curriculum are identified in the printed schedule of classes as well as on the myBama and www.registrar.ua.edu web sites. However, review of courses for the core curriculum is an on-going process. New courses may be approved and added to the list of those that meet core curriculum requirements. The core designation for existing courses may be discontinued. A course qualifies for core curriculum credit if the course is approved at the time the course is taken. The student should consult the core curriculum listings posted on the web to ensure that the core designation is in effect at the time the course is taken.

Core Curriculum Credit for Courses Taken at Other Institutions

Courses taken at the Alabama two-year and four year public institutions that are approved core courses through the Alabama General Studies Committee granting State-wide core designations are transferable. Except for courses approved to fulfill the computing (C) and writing (W) requirement, core curriculum credit should be granted for any course taken at another institution if the course transfers equivalent to a UA course that has been approved for the core curriculum designations. Questions regarding course equivalency and core curriculum designation should be resolved by the department teaching the course.

If course is accepted by the University for academic credit, but the University does not have an equivalent course approved for the core curriculum there is no mechanism in place to review the course and determine if it fulfills a core curriculum requirement. The course may transfer as an elective and may count toward the total hours required for graduation.

Core Curriculum Credit for CLEP and other Standardized Proficiency Examinations

Core curriculum credit should be granted whenever a division of the University certifies that full credit has been given to a student upon demonstration of proficiency by performance on a standardized proficiency examination for courses carrying core curriculum designations.

Procedures for Changing the Core Curriculum Requirements

Authority for the Core Curriculum rests with the President of The University. The following procedure addresses what changes must be forwarded to the President for approval and what changes the Core Curriculum Oversight Committee may enact by itself. The process for proposing and approving changes is also included in these procedures. Changes may be classified as Operational or Structural which are defined below.

Definitions

Structural Change. A structural change adds or deletes a category of the Core Curriculum or changes the number of hours required in a category.

Operational Change. An operational change is any change not classified as a structural change.

Operational Changes

Operational changes may be instituted by the Core Curriculum Oversight Committee on a majority vote of a quorum at a called meeting of the Committee. The operating procedures for the Core Curriculum Oversight Committee may be found under "Core Curriculum Oversight Committee Structure and Operation".

Structural Changes

Structural changes in the core curriculum are the responsibility of the Office for Academic Affairs. The designee from the Provost's Office will review proposed changes and select those to be considered for a faculty vote. If a proposed change receives a majority approval of faculty voting, in a majority of the academic divisions with undergraduate programs, that proposed change is recommended by the faculty to the Executive Vice President and Provost and to the President.

Proposing a Structural Change

Structural changes in the Core Curriculum are to be considered at five-year intervals unless the Executive Vice President and Provost deem consideration of structural changes necessary at shorter intervals. It will be the responsibility of the Executive Vice President and Provost to initiate each five-year review by charging the Core Curriculum Oversight Committee to reassess all aspects of the Core Curriculum, including its overall purposes and current effectiveness. During this review period, it will be the further responsibility of the Core Curriculum Oversight Committee to solicit proposed changes from all members of the academic community.

Implementing the Proposed Changes

In considering each proposed change, the Committee will solicit comments and advice from the academic divisions. The Committee may also amend proposals. The Committee will vote on all original proposed changes and any amended ones, and will forward to the Executive Vice

President and Provost all original proposed changes, amended ones, Committee vote tallies, comments, and recommendations. The Academic Vice President will review the proposed changes, and will select those to be considered for faculty vote by college. If a proposed change receives a majority approval of faculty voting, in a majority of the academic divisions with undergraduate programs, that proposed change is recommended by the faculty to the Executive Vice President and Provost and the President.

Revised by CCOC 12/11/08

Approved by CCOC 10/23/90

Approved by Vice-President for Academic Affairs 11/5/90

Procedure for Obtaining a New Core Designation

Departments wishing to submit a course for a core curriculum designation should send an electronic copy of the following information to the designee from the Provost's Office.

1. Letter from the department head

The letter should include the rationale for proposing the course for the specific core designation requested, average class size, semesters offered, class enrollment data by division or department for previous three years, and highest degree earned by the faculty who teach the course. If the proposed course is a new course or a course that has not been offered recently, project the frequency with which the course will be offered and the average class size.

2. Course syllabus

The faculty handbook and the academic futures document include the following elements in a well developed course syllabus:

- a. accurate course description
- b. objectives of the course
- c. prerequisites
- d. required text
- e. outcomes assessment
- f. description of assignments
- g. number and nature of examinations
- h. grading policy
- i. policy for make-up tests
- j. attendance policy
- k. course outline

The guidelines used by the appropriate subcommittee should be reviewed to ensure that the material supplied provides the necessary documentation that the course meets the requirements for the designation requested.

If multiple sections of a course are taught, the department head should include a written statement that the material submitted is required by all faculty teaching the course. Similarly, if a course is cross-listed by two or more departments, the department heads involved should include a written statement that the material submitted is required by all departments involved in teaching the course.

Timeline for Obtaining a New Core Designation

Requests to review new courses for core curriculum designation and the required documentation are submitted to the department head. The department head will forward the required materials, approved by the dean, to the designee from the Provost's Office for distribution to Core Curriculum Oversight subcommittee chairs. The appropriate subcommittee will review the materials submitted and obtain any additional information from the department. The subcommittee will review the materials submitted and vote on the proposal at the next scheduled meeting. The subcommittee recommendation will be forwarded to the Core Curriculum Oversight Committee for final approval.

In order for a course to be approved for a Fall term, the request must be submitted to the liaison no later than the first day of classes in the previous Spring semester. In order for a course to be approved for a Spring term, the request must be submitted to the liaison no later than the first day of classes in the previous Fall semester. No requests are reviewed during Summer terms.

If a core designation is approved, the Office of Academic Records and University Registrar will be instructed by the Office for Academic Affairs to add the designation to the course inventory effective fall semester of the following academic year. The registration materials prepared for fall semester will include the core designation.

A course applies for core curriculum credit if the course is approved at the time the course is taken. Faculty and students should consult the core curriculum listing posted on the web to ensure that the core designation is in effect at the time the course is taken.

Retention of Core Designation

Once a course is approved for core curriculum credit, the department must ensure that the academic integrity of the course that was approved is maintained. Substantive changes in course content or requirements must be approved by the Core Curriculum Oversight Committee if the core designation is to be continued. When these changes are made, a course syllabus should be submitted to the Core Curriculum Oversight Committee.

All courses approved for core curriculum credit will be reviewed for continuation. The core curriculum review is coordinated with the five-year schedule for review of existing programs. (See "Procedures for Reviewing Courses Granted a Core Designation," p. 13.).

Procedure for Deleting Core Designation

Departments wishing to delete a course for a core curriculum designation should send a letter from the department head, approved by the Dean, to the designee from the Provost's Office, requesting this change. The letter should indicate when the deletion is to become effective. The deadline for submitting this letter is September 15 for courses to be deleted the following Spring

term, and January 15 for the following summer and fall term. The designee from the Provost's Office then notifies the Office of Academic Records and University Registrar of the change. No action will be required of the Core Curriculum Oversight Committee.

Revised by CCOC, December 11, 2008

Approved by the Core Curriculum Oversight Committee, February 28, 1992

Procedure for Reviewing Courses Granted a Core Designation

Courses accorded a UA core curriculum designation will be reviewed every five years to determine if the core curriculum designation should be continued. The core curriculum review will be coordinated with the schedule for review of existing programs. Courses designated by the Alabama General Studies Committee (AGSC) with designations in the four areas of freshman composition; humanities, literature, fine arts; natural science, mathematics; history and social and behavioral sciences will be reviewed according to the timeline established by the AGSC program.

Procedure

1. The for Academic Affairs will notify the department or program area heads that all courses approved for a core letter designation will be reviewed during the academic year. A copy of the letter will be sent to the dean.
2. If the department wants a course reviewed, the department head should submit an electronic copy of the following information to the designee from the Provost's Office.
 - a. Letter from the department head
The letter should request that the course be reviewed. If the course has been taught irregularly, the department head should project the frequency with which the course will be offered in the future and provide a rationale for continuing the designation if the course is not offered on a regular basis. The letter should also include the highest degree earned by the faculty who teach the course.
 - b. Course Syllabus
The faculty handbook and the academic futures document include the following elements in a well developed syllabus:
 - i. accurate course description
 - ii. objectives of the course
 - iii. prerequisites
 - iv. required text
 - v. outcomes assessment
 - vi. description of assignments
 - vii. number and nature of examinations
 - viii. grading policy
 - ix. policy for make-up tests

- x. attendance policy
- xi. course outline

The guidelines used by the appropriate subcommittee should be reviewed to ensure that the material supplied provides the necessary documentation that the course continues to meet the guidelines for core curriculum designation.

If multiple sections of a course are taught, the department or program area head should include a written statement that the material submitted is required by all faculty teaching the course. Similarly, if a course is cross-listed by two or more departments, the department heads involved should include a written statement that the material submitted is required by all departments involved in teaching the course.

If the department wishes to discontinue the core designation, the department head should notify the divisional liaison and the Core Curriculum Oversight Committee chair. The designation will be removed from the Student Information System and the Schedule of Classes Book and the aforementioned web sites.

3. The designee from the Provost's Office sends copies to the appropriate CCOC subcommittee chair for distribution to the Core Curriculum Oversight Committee.
4. The subcommittee reviews the course material. If additional information is needed in order to make a recommendation, the information is obtained from the department. The subcommittee chair provides an oral and written recommendation to the Core Curriculum Oversight Committee.

At the meeting following the initial presentation by the subcommittee, the Core Curriculum Oversight Committee votes to continue or remove the core letter designation. The designee from the Provost's Office notifies the department and dean of the action taken, and notifies the Office of Academic Records and University Registrar of any changes in designation.

Time Table

1. February 1 -- Designee from the Provost's Office notifies departments of core review.
2. April 15 - Dean's Office submits required material to the designee from the Provost's Office.
3. August 1 -Designee from the Provost's Office sends materials to subcommittee chairs.
4. By November 1 - Core Curriculum Subcommittee has reviewed and voted on the materials submitted.
5. By December 1 - Core Curriculum Oversight Committee votes on subcommittee recommendations.

6. December 15 - Designee from the Provost's Office notifies the dean of Committee action.
7. The Office for Academic Affairs authorizes Office of Academic Records and University Registrar to make appropriate changes in the course inventory.

If a core designation is rescinded, the Office of Academic Records and University Registrar will be instructed to remove the designation from the course inventory effective the summer term of the academic year following the review. Neither the schedule of classes for that interim/summer/fall nor the aforementioned web sites will reflect the core designation.

Revised by CCOC, December 11, 2008

Approved by the Core Curriculum Oversight Committee, December 6, 1985

Reviewed and Approved, February 5, 1988

Guidelines for Proposed Courses Requesting C, MA and NS Designations

The University of Alabama core curriculum requires two (2) semesters of a foreign language or equivalent credit by examination, or six (6) semester hours of C designated courses.

Courses approved for C credit for the core curriculum assume that students have a working knowledge of computers. Courses for which a C designation is approved must either substantially integrate the application of appropriate software or require writing computer programs. Students must make extensive use of the computer as a condition for passing the course. Specific aspects of the integration of computer techniques into the appropriate academic discipline must be included in the course syllabus.

The core curriculum requires three (3) semester hours in a course with a mathematics (MA) designation. The mathematics requirement must be satisfied with a mathematics course of 110 or higher.

The core curriculum requires eight (8) semester hours of science, including at least two (2) semester hours of laboratory experience with an N designation. The N designation is limited to broad, introductory courses in the natural sciences focusing on basic scientific processes and involving quantitative or inductive reasoning that includes "hands-on, minds-on" laboratory experiences by each individual student. When the core letter designation is requested for a course taught in multiple sections by various faculty members, the material submitted to the Core Curriculum Subcommittee must represent the minimum required by all faculty for all sections. A letter of assurance from the department head must accompany any course with multiple sections proposed for a core designation.

Developed by Core Curriculum Oversight Committee

Subcommittee on Computer, Math and Natural Science, April 4, 1983

Reviewed and revised, Spring 1988

Reviewed and revised, Spring 2008

Guidelines for Proposed Courses Requesting H Designation

Study in the humanities addresses the ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion, and the arts, and is fundamental to general education. Minimum requirements include at least 12 semester hours in humanities with a minimum of 3 semester hours in literature, 3 semester hours in the fine arts, and the remaining semester hours from the humanities, which in addition to literature and fine arts include, but are not limited to, philosophy, religious studies, foreign languages, fine art, music, theatre, and dance. As part of the General Studies Curriculum, students must complete a 6 semester-hour sequence in either literature or history.

Courses should be broad in scope and content rather than specific and should emphasize a global perspective. Courses may be at any level (100- to 400-level). Courses in the arts should emphasize history and appreciation rather than performance. Examples in the humanities include, but are not limited to, world literature, art history, music appreciation, comparative religions, and history or origins of dance.

Literature. Courses in literature must present major intellectual and aesthetic ideas, cover multiple genres over a broad historical/literary period, and include substantial in-class/out-of class writing that encourages the development of critical thinking skills and requires students to analyze, synthesize, and evaluate knowledge. Courses in literature should also consider the subject in its relation to other disciplines and its application to human concerns.

Fine Arts. Courses should be broad in scope and content rather than specific, and should emphasize a global perspective. Courses in fine arts include courses in music, theatre, and aesthetics. These courses must develop a better understanding of the nature and validity of artistic expression through global and multi-cultural perspectives, historical and cultural content, creative processes, and aesthetics and critical thinking.

Foreign Languages. Study in Foreign Languages must emphasize communication skills and knowledge of the culture where the specific language is spoken. Courses at the "Introductory" level must emphasize basic communication skills and knowledge of the culture where the specific language is spoken. Courses at the "Intermediate" and/or the advanced level must emphasize review and further development of communication skills, and include readings of literary, cultural, and/or historical texts in the language.

Music and Music History. Courses must be at the survey level and incorporate several modes of instruction including lecture, guided listening, and similar experiences involving music. Courses must cover at least 3 stylistic periods, provide a multi-cultural perspective, and include both vocal and instrumental genres in their content.

Philosophy and Religious Studies. Courses in philosophy and religious studies should be broad in scope and content. Courses in professional ethics appropriate for general studies should include a substantial introduction to general ethical theory. Courses that focus on specific religious texts may be appropriate so long as they are not taught from a specific doctrinal perspective.

Theatre. Courses in theatre must develop a general understanding of historical styles, genres, and forms integral to theatre; an understanding of theatre as a reflection of culture and society; and an understanding of the contributions of minorities to theatre. Courses must provide opportunities for participation in theatre performance, production, or promotion. Additionally, courses in theatre must develop an understanding of the various components of theatre production, including directing, acting, scene design, lighting design, costume design, and choreography; an understanding of theatre etiquette, and dramatic structure; and the skills to analyze at least one play, and critique a live performance.

Dance. Courses in dance must develop an understanding of historical styles, genres, and forms integral to dance; an understanding of dance as a reflection of culture and society; and an understanding of the contributions of minorities to the art of dance. Courses must provide opportunities for participation in dance performance, production, or promotion. In addition, courses in dance must develop an understanding of the various components of dance, including choreography, set and lighting design, and dance techniques; an understanding of theatre etiquette; and the skills to analyze and critique dance performance.

Revised by the Core Curriculum Oversight Committee, December 11, 2008

Developed by Humanities and FL Subcommittee , Revised March 7, 1988

Passed by the Core Curriculum Oversight Committee, April 15, 1988

Revised by the Core Curriculum Oversight Committee, January 24, 1992

Guidelines for Proposed Courses Requesting HI or SB Designations

The HI designation will be granted to courses that deal with historical development and change over major periods of time and/or that broadly survey the course of an entire civilization.

The SB designation will be granted to courses that broadly deal with social structures, processes, or institutions; human behavior and interaction; or economic systems.

In determining whether to recommend the HI or SB designations for courses suggested by the various academic departments, the HI and SB Subcommittee will take into account several factors:

1. The Subcommittee recommends the designations for those courses that are nonmajor-specific.

2. The designations are not intended for courses that are primarily methodological.
3. The Subcommittee favors granting the designations to those courses in which most of the lectures, assignments and other activities are not of an applied nature.
4. In keeping with the rationale for the core curriculum approved by the faculty in 1982, that the 'core requires the breadth expected in general education requirements', courses approved for core designations shall present the most extensive overview of their Historical or Social and Behavioral Science subjects available to students at The University of Alabama. No HI or SB course shall carry core curriculum designation if its content is available in another course with greater breadth. Courses focusing on a single country may be eligible for these core designations if a case is made to the Core Curriculum Committee that their content substantially makes use of comparative perspectives and/or general social science theory.

When a core letter designation is requested for a course taught in multiple sections by various faculty members, the material submitted to the Core Curriculum Oversight Committee must represent the minimum required by all faculty for all sections. A letter of assurance from the department head must accompany any course with multiple sections proposed for a core designation.

Revised by CCOC, December 11, 2008

Revised January 24, 1992

Amended October 14, 1983

Developed by the Core Curriculum Oversight Committee Social and Behavioral Science Subcommittee, April 5, 1983

Statement Regarding Basis for Determining SB Designation for Courses Dealing with a Single Country

Courses focusing on a single country may be considered for an SB designation if materials presented to the Social and Behavioral Science Subcommittee indicate that:

1. consideration of the country's history, geography, social structure, etc. is explicitly contextualized with more general consideration of social processes, structure and behavior,
 2. explicit and substantial use of general social science principles and theories is made in considering the country,
 3. the country is examined in comparative perspective,
- or
5. trends, structures and processes within the country have significantly affected Western or world civilization.

Revised by CCOC, December 11, 2008

Social Behavioral Science Subcommittee, January 13, 1983

Statement of Clarification Regarding H and SB Designation

In general, there is no reason for courses to be denied the H or SB designation simply because the course is taught outside of the departments with which they are traditionally associated. In preparing proposals of this sort, however, care must be taken to demonstrate that method, goal and perspective of the course are consistent with the traditions of those disciplines and that the faculty designated to teach the course has appropriate credentials.

The second point of clarification has to do with requests for both the H and SB designation for the same course. The intent of the separate designations in the core curriculum was to expose students to two essentially different ways of observing human behavior. In practice, the distinction between these two kinds of courses is often a question of degree rather than of kind, but the Committee considers it important for the distinction to be maintained.

Although it may be difficult to determine if a given course is part of the humanities or social sciences, it will be necessary for faculty to decide that the course will be taught primarily from one perspective or the other. The course cannot be approved for both an H and SB designation.

Revised by CCOC, December 11, 2008

Core Curriculum Oversight Committee, October 18, 1982

Guidelines for Proposed Courses Requesting W Designation

The core curriculum document passed by the faculty describes the requirement for fulfilling the W designation as follows:

At least six semester hours in 300- and 400- level courses with a W designation preferably in the student's major. The W designation indicates that one of the conditions for a passing grade is that students write coherent, logical, and carefully edited prose in a minimum of two papers, at least one of which will be graded and returned before mid-semester. All W designated courses are taught and graded by instructors who have at least the master's degree, preferably in classes not exceeding thirty-five students. The W requirement must be satisfied in courses taken on this campus.

In W courses, the ability to write "coherent, logical, and carefully edited prose" must be "one of the conditions for passing the course." This means that a student who does not write with the skill normally required of an upper division student in the discipline will not be given a passing grade, no matter how well she/he performs other course requirements. This stipulation must be clear in the proposal submitted to the Core Curriculum Committee, in the catalog description, in the syllabus, and in any other official descriptions of the course.

In applying the criteria, the Core Curriculum Oversight Committee Subcommittee on Writing has developed some guidelines which may be helpful for those submitting proposals for W designations:

1. The course description should include this statement or its equivalent: "Writing proficiency is required for a passing grade in this course." This stipulation must be made clear in the proposal submitted to the Core Curriculum Oversight Committee, in the catalog description, in the syllabus and in any other official descriptions of the course.
2. Proposals should indicate that the student's writing itself will be graded and commented upon and become part of the assigned grade.
3. The instructor must be willing and able to instruct in writing skills as needed to assist students in meeting the writing requirements of the course.
4. When a request for a W designation is made for a course that is taught in multiple sections by various teachers, the description of the kind and amount of writing to be required must be specific enough to commit each instructor to the minimum required by the core curriculum. A letter of assurance from the department head must accompany any course with multiple sections proposed for a core designation.
5. Proposals should indicate that at least two written, individual assignments are required; group writing assignments or reports are not appropriate.
6. One of the written assignments must be graded and returned by mid-term.
7. Proposals should include an indication of class size (should not exceed 35).

8. Proposals should include an indication of the highest degree held by the proposed instructors of the course (should be at least a Master's Degree).
9. Proposals should indicate that written assignments will require "coherent, logical, and carefully edited prose," not simply summary listings, short reports of findings, or introductions to tabular matter.
10. Proposals should include the number of written assignments that will be graded and may include examples of such written assignments if deemed appropriate by the proposer.

Revised by CCOC, December 11, 2008

Developed by the Core Curriculum Oversight Committee Subcommittee on Writing, September 20, 1983

(See Checklist in Appendix A)

Statement Regarding Use of Final Examination as the Second Paper for a W Course

The major consideration for a W course is that students are required to write two papers which are examples of coherent, logical, and carefully edited prose. Many essay type exams do not meet the criteria. On the other hand, some take home exams might. Thus, it was decided that courses should be approved provided they meet the criteria, and an exam mayor may not be the method in which this is accomplished.

Revised by CCOC, December 11, 2008

Core Curriculum Oversight Committee, February 17, 1984

Method of Fulfilling the Foreign Language Requirement of the Core Curriculum for Non-Native Speakers of English

Non-native speakers of English shall be certified as having completed the Core Curriculum foreign language requirement upon qualifying to enroll in English 120 or English 121; they must qualify for enrollment in these courses by passing a placement examination administered by the Director of the English as a Second Language program or by completion of the requisite course in the English Language Institute. The ESL Director will notify the Records Office in writing of the names of all students enrolled in English 120 or 121.

Revised by CCOC, December 11, 2008

Passed by the Humanities and FL Subcommittee, March 7, 1988

Approved by the Core Curriculum Oversight Committee, April 15, 1988

Fulfillment of Foreign Language Requirement through the Critical Language Center

If any language is offered both in the non-traditional, tutorial format with the language tapes and also by a faculty member in a conventional classroom setting, the language tapes and tutor

approach will not be approved to fulfill the foreign language requirement of the core curriculum.

In the event both teaching methods exist, the courses utilizing the language tapes and tutor must be offered under a different number sequence (105: 106, for example).

The committee recognizes that the occasion may arise where both approaches are usually offered but for some reason the faculty member is not available to teach the language during an academic year. In this event, with the approval of the Dean of the College of Arts and Science, the course utilizing the language tapes and tutor can be offered using the 101:102 number sequence until a faculty member is available to provide classroom instruction.

Core Curriculum Designation for Independent Study Courses

An independent study course will be given the same core curriculum designation as the same numbered course taught on campus if the appropriate department head certifies that the independent study course is taught with the same requirements as when the course is taught on the campus. For example, ANT 101 General Anthropology I, has received a Social Science (SS) designation from the Core Curriculum Oversight Committee and is listed as such in the Core Curriculum Supplement which is published in the class schedule book. If the chairperson of the Department of Anthropology certifies to the Oversight Committee that ANT 101 has the same requirements as when this course is taught on our campus, the core curriculum SS designation will then apply to the independent study course. In the same way, EH 363 - English Bible as Literature has been approved for a W designation. If the head of the Department of English certifies that EH 363c has the same requirements as when the course is taught on our campus, EH 363c will be approved for the core curriculum W designation.

If an independent study course does not have an on-campus course with the same number that has been approved for a core curriculum designation, the independent study course may be submitted for a core curriculum designation by the appropriate department. This procedure would apply if you wish to obtain a core curriculum designation for any independent study course that is not listed in the Core Curriculum Supplement which is published in the class schedule book.

Revised by CCOC, December 11, 2008

Memorandum to Director of Independent Study, September 26, 1983

Position on Courses Offered During Interim Term

The purpose of Interim Term is to enable faculty members and students to participate in creative and innovative educational experiences through courses of study which are not normally included in the regular academic term. These courses are not considered for a core curriculum designation.

Sometimes, courses that are a part of the regular curriculum are taught during the Interim Term. The Faculty Senate requested that core designations not apply when the course is taken during the three week Interim Term. After much discussion and a period of allowing departments to petition the committee for an exception to be made, the Core Curriculum Oversight Committee adopted the Faculty Senate's position.

Revised by CCOC, December 11, 2008

Approved by the Core Curriculum Oversight Committee, Spring Semester, 1988