Rationale
Ensure that every undergraduate student experiences a relevant and challenging general education curriculum.

Background
During the past two years, a committee of 13 faculty members, together with the co-chairs of the Committee on Transformational Education, met to study other models of general education and to redesign our current model.

The committee’s recommendations for change in the current General Education program are also precipitated by the following findings:
• A study of syllabi by the Senate General Education Committee shows that few courses identified in the General Education Program actually address the general education learning outcomes explicitly.
• Many general education courses are taught by new faculty who are unaware of the general education outcomes associated with courses.

Proposed General Education Model: A preview
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Co-chairs, Committee on Transformational Education

Part 1: Breadth of Knowledge
• Writing – College Writing 1 and 2
• Social Sciences – 3 courses
• Arts and Humanities – 3 courses
• Mathematics – 1 course
• Physical, Natural and Life Sciences with laboratories – 2 courses
• STEM – 1 course

Part 2: Essential Learning Outcomes
• Diversity and Cultural Awareness (DCA)
• Information Literacy (IL)
• Social Responsibility and Ethics (SRE)
• Written Communication (writing intensive courses) (WRC)
• Critical Thinking and Problem Solving (CTPS)
• Applied and Integrative Learning (AIL)
• Quantitative Literacy (QL)

Next Steps
1. Obtain feedback from UPC, Department Chairs
2. Review with committee to refine proposal
3. Distribute to faculty – conduct open meetings
4. Review with committee to refine proposal
5. See senate approval
6. If approved, spend one year on implementation
7. Develop and refine processes to ensure consistency and coherence
To begin: Fall, 2015

Send feedback, questions
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NEASC Guidelines
General Education
4.10 The general education requirement is coherent and substantive. It satisfies the student's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses and provides criteria for its evaluation, including the assessment of what students learn.
4.17 The general education requirement in each undergraduate program ensures adequate breadth for all degree-seeking students by showing a balanced regard for what are traditionally referred to as the arts and humanities, the sciences including mathematics, and the social sciences. General education requirements include offerings that focus on the student's major and methodologies of the following primary domains of knowledge as well as on their relationships to one another.
4.18 The institution ensures that all undergraduate students complete at least the equivalent of ninety semester hours in a bachelor's degree program, or the equivalent of thirty semester hours in an associate's degree program in general education.
4.19 Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English, the ability for scientific and quantitative reasoning, for critical analysis and logical thinking, and the capability for continuous learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and cultural dimensions of human kind.