

General Education Curriculum

Philosophy of the General Education Curriculum

The University of Maine at Presque Isle faculty has developed the following general education curriculum in accordance with the goals of the University: (1) to provide students with the competencies necessary for academic and professional success; (2) to expose students to multiple methods of gathering and employing knowledge in order to facilitate long-term learning not limited to a single discipline; (3) to prepare students to think critically and formulate effective responses to a broader range of texts, media, circumstances, and institutions, so that they may become active and effective participants in communities both local and global. By providing a foundation of information and skills, the General Education Curriculum (GEC) insures that the graduate not only has knowledge of a major field but also the flexibility to think critically and argue persuasively on a range of issues relevant to personal and professional life. Critical and conceptual thinking, sensitivity to the multiplicities of human experience, and acquisition of technical skills are pervasive throughout the educational experience at the University of Maine at Presque Isle.

The GEC, then, is not simply a collection of courses representing different disciplines but rather a set of courses with common, interrelated aims. The GEC synthesizes disciplines to provide a total university experience, producing a liberally educated graduate, regardless of major.

Exemption from GEC

Students entering the University of Maine at Presque Isle as

degree seekers who have a completed baccalaureate degree from a regionally accredited institution will receive transfer credit for their previous degree work and will be exempt from meeting the specific requirements of the GEC. This does not exempt them from program requirements; it does exempt them from Placement Testing. Advisors should counsel exempted students to take courses to fill any deficiencies in their general education relevant to their career or future citizenship.

Students who have completed the 'General Education Block' at another UMS institution at the time they transfer to UMPI will be considered to have met all the requirements of the UMPI General Education Curriculum. This also applies to students who have completed the 'General Education Transfer Block' at a Maine Community College System institution.

First Year Seminar

FYS 100, the First Year Seminar course, is required of all students matriculating with fewer than 12 college credits, excluding AP, CLEP or dual enrollment credit, and must be completed in the student's first semester.

GEC Requirements for Specific Programs

Please refer to the academic program for specific course requirements or recommendations regarding the core GEC. Certain degree requirements may be met by informed choices within the GEC. Students should consult with their advisors to make the best choices for their needs and goals. Students changing majors may be advised to enroll for additional courses from the GEC to satisfy their new program requirements.

Details of the GEC courses are on the pages 59-60
Students should consult their academic advisor concerning possible changes in General Education Curriculum requirements.

Course Designators

AGR..... Agricultural Science & Agribusiness	ECO..... Economics	EDU..... Education	HTY..... History	Assistant
ASL..... American Sign Language	ECY..... Ecology	ENG..... English	HUM..... HUMANITIES	REC..... Recreation/Leisure Services
ANT..... Anthropology	EDU..... Education	ENV..... Environmental Science & Sustainability	MLT..... Medical Laboratory Technology	RUS..... Russian
ART..... Art	ENG..... English	EXS..... Exercise Science	NUR..... Nursing	SCI..... Science
BIO..... Biology	ENV..... Environmental Science & Sustainability	FRE..... French	PCJ..... Professional Comm. & Journalism	SED..... Special Education
BUS..... Business	EXS..... Exercise Science	GEO..... Geography	PHE..... Physical Education	SOC..... Sociology
CHI..... Chinese	FRE..... French	GEY..... Geology	PHI..... Philosophy	SPA..... Spanish
CHY..... Chemistry	GEO..... Geography	HON..... Honors	PHY..... Physics	SWK..... Social Work
COM..... Communication	GEY..... Geology	HPR..... Health, Physical Education & Recreation	POS..... Political Science	WAB..... Wabanaki
COS..... Computer Science	HON..... Honors		PSY..... Psychology	WST..... Women's Studies
CRJ..... Criminal Justice	HPR..... Health, Physical Education & Recreation		PTA..... Physical Therapist	
ECE..... Early Childhood				

Fulfilling the GEC: The University of Maine at Presque Isle’s General Education Curriculum (GEC), consists of 22 learning objectives organized under five General Education Learning Outcomes (GLO’s). To complete the GEC, select at least one course for each objective. Several courses meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

GLO’s

Learning Objectives

<p>I. EFFECTIVE WRITTEN & ORAL COMMUNICATION</p> <p>General Education Learning Outcome: Students will demonstrate effective written and oral communication skills in a variety of contexts.</p>	<p>A. Students will be able to write with a clear purpose, point of view, and awareness of audience. _____ A. Eng 100, 101</p>
	<p>B. Students will engage primary and secondary sources effectively and employ appropriate documentation systems. _____ B. Eng 121</p>
	<p>C. Students will be able to speak extemporaneously and deliver effective oral presentations with clarity, accuracy and fluency. _____ C. Bus/Com 210, Pcj 215, Pos 101</p>
	<p>D. Students will use written and oral communication as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on composing processes. _____ D. Eng 100, 101</p>
<p>2. CRITICAL & CREATIVE THINKING</p> <p>General Education Learning Outcome: Students will construct meaningful arguments, artifacts, and reasoned conclusions reflecting informed evaluations of alternative positions.</p>	<p>A. Students will be able to recognize and analyze problems and arguments. _____ A. Eco 100, Phi 151, 152, Psy 100</p>
	<p>B. Students will be able to identify general and/or disciplinary-specific modes of inquiry. _____ B. Eco 100, Phi 151, 152, Psy 100, Soc 100</p>
	<p>C. Students will be able to identify evidence/findings, and evaluate the quality of reasoning behind arguments, interpretations, and/or beliefs, especially those different from their own. _____ C. Eng 121</p>
	<p>D. Students will be able to produce a tangible expression of creativity. _____ D. Art 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211</p>
	<p>E. Students will develop knowledge and understanding of the arts and literature, including the analysis and critique of individual works of art, theater, film, music, or literature. _____ E. Art 107, 211, 212, Art/Eng 116, Eng 151</p>
<p>3. QUANTITATIVE & SCIENTIFIC REASONING</p> <p>General Education Learning Outcome: Students will interpret, analyze and solve diverse problems incorporating quantitative elements.</p>	<p>A. From a given situation, students will be able to construct a mathematical model which incorporates the important quantitative aspects and makes accurate predictions. _____ A. Mat 101, 117, 121, 131, 140, 166, 201 or higher, or Phy 153, 154</p>
	<p>B. Students will be able to perform college-level mathematical operations. _____ B. Mat 101, 117, 121, 131, 140, 201 or higher, or Phy 153, 154</p>
	<p>C. Students will demonstrate the ability to be consumers of biological and other scientific information to better inform one’s daily life. _____ C. Bio 103, 104, 105, 112, 262, 300, Hpr 101</p>

continued

General Education Curriculum

continued

GLO's

Learning Objectives

<p><i>continued</i></p> <p>3. QUANTITATIVE & SCIENTIFIC REASONING General Education Learning Outcome: Students will interpret, analyze and solve diverse problems incorporating quantitative elements.</p>	<p>D. Students will be able to describe environmental or physical aspects of the Earth and its abiotic systems, and discuss humankind's effect on and place within these systems. _____ D. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gey 112, 114, Phy 153, 154</p>
	<p>E. Students will perform scientific inquiry including aspects of the scientific method, such as observation, hypothesis, experiment, evaluation, and communication. _____ E. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154</p>
<p>4. INFORMATION LITERACY General Education Learning Outcome: Students will identify and employ the tools and technologies appropriate for identifying, accessing, evaluating, and using information effectively and ethically.</p>	<p>A. Students will identify, locate, evaluate, and responsibly use information from a variety of sources, including those essential to the college environment and beyond. _____ A. Fys 100</p>
	<p>B. Students will distinguish between scholarly, professional, and popular sources, effectively assess the quality of the information (e.g., is it current, reliable, legitimate, and pertinent?), and use sources of information according to academic ethical standards. _____ B. Eng 121</p>
	<p>C. Students will compare and contrast information in order to analyze, synthesize, and create new knowledge. _____ C. Phi 151, 152, Swk 202</p>
<p>5. GLOBAL CONSCIOUSNESS & INTERCULTURAL AWARENESS General Education Learning Outcome: Students shall demonstrate an ethical awareness and understanding of the need to live and work in a diverse world.</p>	<p>A. Students will demonstrate knowledge of the diverse worldviews, power structures, and experiences of multiple cultures in local, regional, and global contexts. _____ A. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101</p>
	<p>B. Students will be able to contextualize historical sources, identify historical progression, and develop an understanding of their own and other societies in a global and historical context. _____ B. Hty 115, 116, 161, 162, 184</p>
	<p>C. Students will demonstrate linguistic skills and cultural knowledge. _____ C. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 102 Spa 101, 102, Wab 100, 105</p>
	<p>D. Students will demonstrate knowledge of essential components of moral reasoning and ethical behavior. _____ D. Phi 151, 152, Pos 211, Swk 202</p>
	<p>E. Students will be able to use their civic knowledge and understanding of social institutions to actively participate in civic life. _____ E. Pos 101, 211, 332</p>