

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.

First Year Seminar

FYS 100, the First Year Seminar course, is required of all students matriculating with fewer than 12 college credits, 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 page 48 & 49

Students should consult their academic advisor concerning possible changes in General Education Curriculum requirements.

Course Designators

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

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continued

Fulfilling the GEC: The University of Maine at Presque Isle's General Education Curriculum (GEC), consists of 24 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>1. EFFECTIVE WRITTEN & ORAL COMMUNICATION</p> <p><i>General Education Learning Outcome:</i> Students will demonstrate effective written and oral communication skills in a variety of contexts.</p>	<p>A. Students will write and speak 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 deliver effective oral presentations with clarity, accuracy, and fluency. _____ C. Fys 100, 150</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><i>General Education Learning Outcome:</i> Students will construct meaningful arguments, artifacts, and reasoned conclusions reflecting informed evaluations of alternative positions.</p>	<p>A. Students will recognize and analyze problems and arguments. _____ A. Eco 100, Phi 151, 152, Psy 100</p>
	<p>B. Students will identify general and/or disciplinary-specific modes of inquiry. _____ B. Eco 100, Phi 151, 152, Pos 101, Psy 100, Soc 100</p>
	<p>C. Students will accurately identify evidence/findings, especially positions different from their own. _____ C. Eng 121</p>
	<p>D. Students will produce a tangible expression of creativity. _____ D. Art 103, 108, 120, 121, 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, Art/Eng 116, Eng 151</p>
	<p>F. Students will evaluate the quality of reasoning behind arguments, interpretations, and/or beliefs. _____ F. Eng 121</p>
<p>3. QUANTITATIVE & SCIENTIFIC REASONING</p> <p><i>General Education Learning Outcome:</i> 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, 201 or higher, or Phy 153,154</p>
	<p>B. Students will 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, 260, 261, 262, 300, Hpr 101</p>

continued

GLO's

Learning Objectives

<p><i>continued</i></p> <p>3. QUANTITATIVE & SCIENTIFIC REASONING</p>	<p>D. Students will be able to describe environmental or physical aspects of the Earth and its abiotic systems, and discuss human's effect on and place within these systems. _____ D. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 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, 260, 261, 262, Chy 111, 112, 122, 221, 222, Env 308, Gey 112, 114, Phy 153, 154</p>
<p>4. INFORMATION LITERACY</p> <p><i>General Education Learning Outcome:</i> Students will identify and employ the tools and technologies appropriate for identifying, accessing, evaluating, and using information effectively.</p>	<p>A. Students will capably access and manipulate information from a variety of venues including those essential to the college environment and beyond. _____ A. Fys 100, 150</p>
	<p>B. Students will distinguish between scholarly and popular sources and effectively assess the quality of the information: e.g., is it current? Reliable? Legitimate? Pertinent? _____ 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</p> <p><i>General Education Learning Outcome:</i> 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 an appreciation of the diversity and interrelationship of cultures locally, regionally, nationally, and internationally. _____ 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 progressions, and develop an understanding of their own and other societies in a global and historical context. _____ B. Hty 115, 116, 161, 162</p>
	<p>C. Students will demonstrate linguistic skills and cultural knowledge. _____ C. Asl 101, Chi 101, 102, Fre 101, 102, 201, 202, Rus 101, 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 apply civic knowledge locally and globally and engage in activities that model personal and social responsibility. _____ E. Pos 101, 211, 231</p>