



## University Senate TRANSMITTAL FORM

<b>Senate Document #:</b>	10-11-31
<b>PCC ID #:</b>	N/A
<b>Title:</b>	The General Education Implementation Plan
<b>Presenter:</b>	Donna Hamilton, Chair, General Education Implementation Committee
<b>Date of SEC Review:</b>	January 28, 2011
<b>Date of Senate Review:</b>	February 9, 2011
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	In April 2010, the Senate endorsed a plan for a new General Education program, developed by a joint Senate-Provost Task Force chaired by Prof. Ira Berlin. In August 2010, a joint Senate-Provost General Education Implementation Committee was appointed to develop the processes by which the new plan will be implemented.
<b>Relevant Policy # &amp; URL:</b>	N/A
<b>Recommendation:</b>	To endorse the elements of the implementation plan so that it can be implemented for new freshmen matriculating in Fall 2012. The implementation of the General Education program will be reviewed by the Senate in Fall 2014.
<b>Committee Work:</b>	<p>The Implementation Committee met bi-weekly since August 2010 to develop the implementation plan. In late May 2010, the Dean for Undergraduate Studies, in collaboration with the Deans of the Colleges, appointed 11 committees to write the Learning Outcomes for the new General Education categories, work that was undertaken in June and July.</p> <p>The Implementation Committee determined the number of outcomes that each course must address. They also developed the definition of and policies for the Faculty Boards. These faculty panels will supervise the initiation and semester-by-semester operations of the various elements of the General</p>

	<p>Education program. In addition, the committee developed guidelines for the General Education course categories.</p> <p>The Implementation Committee presented a draft plan to the Senate in December 2010 to solicit feedback from the campus community.</p> <p>The Committee incorporated suggestions from the Senate and the campus at large in January 2011 to develop the final General Education Implementation Plan.</p>
<b>Alternatives:</b>	Reject the proposed implementation plan and send it back to the committee for further changes.
<b>Risks:</b>	The implementation of the new General Education Program will be delayed.
<b>Financial Implications:</b>	There will be some resource implications associated with implementation of the new General Education Program. It is important to note that student enrollment in the new program will be phased in over time, and many of the existing CORE courses will be recoded and retained under the new plan.
<b>Further Approvals Required:</b>	Presidential Approval

# General Education Implementation Plan

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January 21, 2011

## General Education Implementation Committee

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# General Education Implementation Plan

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## Overview

The new General Education program presents us with an intellectually challenging and provocative curriculum whose higher requirements speak to the quality of our University, and to our desire to prepare our students for success at Maryland and when they leave. The program features new course categories and new learning outcomes. Much in the new plan is familiar, and much that is new deserves careful thought and broad campus faculty engagement in implementation. The program will be required for new freshmen matriculating in Fall 2012. The implementation of the General Education program will be reviewed by the Senate in Fall 2014.

The program raises the requirements in Fundamental Studies. It eliminates the SAT exemptions for Mathematics and Academic Writing, requires Professional Writing of all students, adds a course in Analytic Reasoning, and adds a course in Oral Communication.

The program has four Distributive Studies categories: History and Social Sciences, Humanities, Natural Sciences, and Scholarship in Practice.

The program has three additional categories that may be taken on their own or, through double counting, may be rolled up into the Distributive Studies categories. Two of these comprise the diversity requirement: Understanding Plural Societies and Cultural Competence. The third is the innovative I-Series program which offers students two courses that deal with major issues and usually from an interdisciplinary perspective. With double-counting, students will have a minimum of 40 credits in General Education.

The New General Education Requirements include:

- Fundamental Studies (Academic Writing, Professional Writing, Mathematics, Analytic Reasoning, and Oral Communication) [5 courses, 15 credits]
- Distributive Studies (2 Humanities, 2 Natural Sciences [1 must be a lab course], 2 History and Social Sciences, and 2 Scholarship in Practice [only 1 may be in student's major]) [8 courses, 25 credits]
- The I-Series courses [2 courses, may be double counted w/Dist. Studies and/or Diversity]
- Diversity (Understanding Plural Societies and Cultural Competence) [2 courses, may be double counted w/ Dist. Studies]

Total credits: minimum 40.

## General Education Learning Outcomes

In late May 2010, the Dean for Undergraduate Studies, in collaboration with the Deans of the Colleges, appointed 11 committees to write the Learning Outcomes for the new General Education categories, work that was undertaken in June and July. The Learning Outcomes document that resulted has been available for review by the campus community

since the end of July 2010. The General Education Implementation Committee began meeting at the end of August 2010.

The Implementation Committee completed this work by determining the number of outcomes that each course must address. This information has been added to the Learning Outcomes document and will be included as well in the online General Education Course Submission system.

The General Education Learning Outcomes will be periodically reviewed and modified. The Dean for Undergraduate Studies will work in consultation with the Faculty Boards on the review and modification process. Other groups or individuals are welcome to provide input and suggestions for changes to the learning outcomes. The Dean for Undergraduate Studies will report changes to the Senate General Education Committee.

## **Faculty Boards**

The Implementation Committee has developed the following definition of and policies for the Faculty Boards.

The Faculty Boards are faculty panels that will supervise the initiation and semester-by-semester operations of the various elements of the General Education program. These Boards will be appointed by the Dean for Undergraduate Studies in consultation with the Collegiate Deans. The Boards will review and measure success of the program; they will also assess specific elements and requirements. The Boards will base their evaluation of new and existing courses for suitability in the new General Education categories on the extent to which they fulfill the learning outcome goals for each category, as well as on overall quality and potential effectiveness. The Boards will periodically review approved General Education courses and/or review learning outcomes assessments of the General Education categories.

Faculty Board membership will be primarily tenured/tenure-track faculty members. Membership will come from across the campus: each Board will have membership comprised of representatives from the colleges and departments that offer General Education courses in the Board's relevant category and possibly membership from consumer colleges and departments. Each Board will also have as a member either the Dean or an Associate Dean from Undergraduate Studies. This practice will help ensure uniform application of policy and standards across Boards. The size of each Faculty Board should be kept small in order to assure efficiency and agility. Members' terms on the Boards should be two years, with approximately half of the Board turning over each year.

The Faculty Boards include Writing, Mathematics/Analytic Reasoning, Oral Communication, History and Social Sciences, Humanities, Natural Sciences, Scholarship in Practice, Understanding Plural Societies/Cultural Competence, and I-Series Courses. The Dean for Undergraduate Studies will post the membership of all boards and include the membership in the annual report to the proposed General Education Committee of the Senate. Along with other implementation materials, the committee's document on Faculty Boards is posted on the Undergraduate Studies website at [www.ugst.umd.edu](http://www.ugst.umd.edu).

## Guidelines and Requirements for the Course Categories

The Implementation Committee has developed guidelines for the General Education course categories.

### Fundamental Studies

Pre-requisites for Fundamental Studies courses (Mathematics/Analytic Reasoning, Academic Writing/Professional Writing, Oral Communication) are limited to other Fundamental Studies courses.

### Mathematics and Analytic Reasoning

Students are required to take one course from the approved Fundamental Studies Mathematics list or any higher-level mathematics course which has a Fundamental Studies Mathematics course as its pre-requisite.

Students are required to take one course from the approved Analytic Reasoning list. If a student takes a course from the approved Analytic Reasoning list that has a Fundamental Studies Mathematics course as a pre-requisite, both Fundamental Studies Mathematics and Analytic Reasoning requirements will be fulfilled.

### Oral Communication

The Implementation Committee has determined that students may fulfill the Oral Communication requirement through course offerings in one of two formats: (1) a standard 3-credit course format offered at either the lower or upper level, or (2) a “Learning Outcomes” format that meets the following criteria:

- 3 credits may be spread over more than one course (no more than 3 courses, with at least 1 credit per course) that function in a sequence. Coherence and sequencing should be evident from the syllabi.
- Each course in the sequence should have “at least 1 credit equivalent” devoted to the teaching of oral communication.
- Syllabi should identify which Oral Communication learning outcomes are satisfied in each course, and the course sequence should satisfy the same number of learning outcomes as would be done in the 3-credit/single course.
- Courses must demonstrate elements of feedback and formal instruction, not just practice with speaking.

### Distributive Studies

Students will take two courses from each Distributive Studies category: History and Social Sciences, Humanities, Natural Sciences, and Scholarship in Practice. Distributive Studies courses are intended primarily for first- and second-year students, and as such need to be widely available. As under CORE, some pre-requisites are needed for lower-level courses in a sequence. As a rule, however, new General Education courses will not have pre-requisites. Most Distributive Studies courses will be at the lower level. Upper level Distributive Studies courses are allowed. Courses for the new General Education program may be proposed and approved for more than one Distributive Studies category; however, students



may only count a Distributive Studies course in one Distributive Studies category. The online submission form will facilitate proposal of a course in multiple categories.

### **Scholarship in Practice**

As with other Distributive Studies categories, every student must take two Scholarship in Practice courses. However, in the case of this category, at least one must be outside the major. “Outside the major” means “outside all major requirements.” This stipulation is intended to ensure that students truly have a distributive general education.

### **Diversity**

The new General Education program requires two courses (at least four credits) in Diversity, through course offerings in two categories—Understanding Plural Societies and Cultural Competence.

1. **Understanding Plural Societies:** Students must take at least one 3-credit course in Understanding Plural Societies. Courses approved for Understanding Plural Societies may carry Distributive Studies and I-Series designations. Such courses would simultaneously fulfill a Diversity and a Distributive Studies requirement. Students may fulfill the Diversity requirement by taking two Understanding Plural Societies courses.
2. **Cultural Competence:** The new Cultural Competence category provides students with the opportunity to gain an increased understanding of cultures and cultural practices, and to learn to communicate effectively across cultural differences. Students may take a course from 1-3 credits in this area, or may opt out of the Cultural Competence requirement by taking two Understanding Plural Societies courses.

### **I-Series Courses**

I-Series courses are the signature of the new General Education program. Students must take two I-Series courses. Each I-Series course will be coded in one or more Distributive Studies category, as well as a Diversity category if appropriate, and may count for the I-Series requirement, one Distributive Studies category, and one Diversity requirement (if approved for this category).

## **CORE and the New General Education Program**

The CORE General Education program will continue for several years after the new General Education program is implemented. Current students and many incoming transfer students will remain under the CORE requirements. Courses approved for the new General Education program categories will be assigned CORE categories as needed and appropriate. When proposing a new course or consideration of an existing non-CORE course for the new General Education program, it will not be necessary to submit a separate CORE proposal; the online submission form will ask what CORE category may be appropriate.

There is no Interdisciplinary and Emerging Issues (IE) category in the new program. However, CORE IE courses may be submitted for review as appropriate to the new General Education program (in a single category, or for multiple category designation).

### **Experiential Learning**

The Implementation Committee has defined the place of experiential learning in the new General Education program. We value the importance of hands-on experience through mentored research or internships, however, experiential learning is *not* a General Education course category and is not required of a student. Rather experiential learning refers to a particular type of learning experience that may be used to meet a Distributive Studies requirement, provided it meets certain criteria.

Students may use individualized experiential learning opportunities, such as internships or well-structured research experiences, to satisfy a Distributive Studies requirement provided that: (1) the experience is taken for at least 3 credits, and (2) the student submits and receives approval of a “Learning Contract” that stipulates how the experience meets the learning outcome goals of the Distributive Studies category. Students may only use one “Learning Contract”-based experience towards Distributive Studies.

### **Senate General Education Committee**

The General Education Committee of the Senate will exercise broad oversight and supervision of the General Educational program. It will review and make recommendations to the Senate and the Dean for Undergraduate Studies concerning the General Education Program, its requirements and its vision, especially with regard to evaluating trends, reviewing learning outcomes, and maintaining the balance of courses in the General Education categories. It will periodically review the General Education Program to ensure that it is meeting its goals. The Dean for Undergraduate Studies will prepare an annual report on the status of the General Education Program, and the Dean will meet with the committee as needed to discuss or update the report. Any actions made based on the recommendations of the General Education Committee will be reported back to the committee by the Dean for Undergraduate Studies, and the committee will be informed of modifications in proposal or review processes, and any changes regarding the implementation of the General Education Program as specifically delegated to the Office of Undergraduate Studies. The specifics of the committee’s charge, membership, and other details will be outlined in the University Senate Bylaws.

### **Delivery of the General Education Program**

The new General Education program requires a minimum of 40 credits, as opposed to CORE, which requires 43-46. In Distributive Studies, the number of required courses has been reduced from nine to eight, along with added flexibility. New resources, in the form of graduate TA lines and faculty stipends, have already been committed through the I-Series Request for Proposals. The Provost has committed to providing incentives for I-

Series courses each year as the suite of available courses continues to grow. Overall, the new structure should allow more “curricular space” and free some resources to devote to major programs. However, there will be some new costs, and some shifts in instruction, as new elements of the program, such as Oral Communication, are implemented. Resources will also be required for additional seats in the areas of Fundamental Studies where exemptions have been removed.

Most instruction, including CORE/General Education, is funded directly by colleges and departments. The Provost provides supplemental funding to colleges annually to meet the areas of greatest demand and of highest impact: these include incremental support for General Education. While the Provost is committed to providing some new resources for new elements of the program, the annual budget adjustments, which are a small fraction of college budgets, will continue to be used to provide funds in areas of greatest demand. The set of courses and instruction that will form the basis of the new General Education will evolve as the program is implemented over its first several years. Areas of demand will be carefully monitored as student enrollment patterns unfold, and investments will be made in each area as needs are identified. A detailed funding model will only be possible once the evaluation of courses by the Faculty Boards is relatively complete.

## Appendix A: General Education Learning Outcomes

Implementation of the new General Education program is scheduled for Fall 2012 and one of the first steps in realizing this program is the definition of its learning outcome goals. During the summer of 2010, 11 committees were convened and charged with, among other things, defining the specific learning outcomes that will characterize courses fulfilling the General Education categories. Sixty-seven members of the campus community agreed to serve on these committees. What follows is the result of their work. We invite your feedback to Donna B. Hamilton, Dean for Undergraduate Studies, or Douglas Roberts, Associate Dean for General Education. This document is also posted at <http://www.ugst.umd.edu>.

### Fundamental Studies

#### Academic Writing

*The Fundamental Studies Introduction to Writing requirement prepares students with a foundational understanding of academic writing and the skills for success in further studies at Maryland and beyond.*

Courses in Academic Writing must address at least 4 of the 6 learning outcomes.

On completion of an Academic Writing course, students will be able to:

- Demonstrate understanding of writing as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate sources, and as a process that involves composing, editing, and revising.
- Demonstrate critical reading and analytical skills, including understanding an argument's major assertions and assumptions and how to evaluate its supporting evidence.
- Demonstrate facility with the fundamentals of persuasion as these are adapted to a variety of special situations and audiences in academic writing.
- Demonstrate research skills, integrate their own ideas with those of others, and apply the conventions of attribution and citation correctly.
- Use Standard Written English and edit and revise their own writing for appropriateness. Students should take responsibility for such features as format, syntax, grammar, punctuation, and spelling.
- Demonstrate an understanding of the connection between writing and thinking and use writing and reading for inquiry, learning, thinking, and communicating in an academic setting.

#### Professional Writing

*The Fundamental Studies Professional Writing requirement strengthens writing skills and prepares students for the range of writing expected of them after graduation.*

Courses in Professional Writing must address at least 4 of the 7 learning outcomes.

On completion of a Professional Writing course, students will be able to:

- Analyze a variety of professional rhetorical situations and produce appropriate texts in response.
- Understand the stages required to produce competent, professional writing through planning, drafting, revising, and editing.
- Identify and implement the appropriate research methods for each writing task.
- Practice the ethical use of sources and the conventions of citation appropriate to each genre.
- Write for the intended readers of a text, and design or adapt texts to audiences who may differ in their familiarity with the subject matter.
- Demonstrate competence in Standard Written English, including grammar, sentence and paragraph structure, coherence, and document design (including the use of the visual) and be able to use this knowledge to revise texts.
- Produce cogent arguments that identify arguable issues, reflect the degree of available evidence, and take account of counter arguments.

### Oral Communication

*Human relationships, from the most formal to the most personal, rest in large measure on skilled listening and effective speaking. Skillful listening and speaking support success in personal relationships, educational undertakings, professional advancement, and civic engagement.*

Courses in Oral Communication must address at least 6 of the 9 learning outcomes. Learning Outcomes in **bold** are **required**.

On completion of an Oral Communication course, students will be able to:

- **Demonstrate competency in planning, preparing, and presenting effective oral presentations.**
- **Use effective presentation techniques including presentation graphics.**
- Demonstrate an understanding of the role of oral communication in academic, social, and professional endeavors.
- Demonstrate effectiveness in using verbal and nonverbal language appropriate to the goal and the context of the communication.
- Demonstrate an ability to listen carefully.
- Demonstrate an enhanced awareness of one's own communication style and choices.
- Demonstrate an ability to communicate interpersonally and interculturally with others in conversation, interview, and group discussion contexts.
- Demonstrate skill in asking and in responding to questions.
- Demonstrate awareness of communication ethics in a global society.

### Mathematics

*The Fundamental Studies Mathematics requirement prepares students with the mathematical understandings and skills for success in whatever majors they choose, as well as in everyday life.*

Courses in Mathematics must address at least 3 of the 5 learning outcomes.

On completion of a Mathematics course, students will be able to:

- Interpret mathematical models given verbally, or by formulas, graphs, tables, or schematics, and draw inferences from them.
- Represent mathematical concepts verbally, and, where appropriate, symbolically, visually, and numerically.
- Use arithmetic, algebraic, geometric, technological, or statistical methods to solve problems.
- Use mathematical reasoning with appropriate technology to solve problems, test conjectures, judge the validity of arguments, formulate valid arguments, check answers to determine reasonableness, and communicate the reasoning and the results.
- Recognize and use connections within mathematics and between mathematics and other disciplines.

### **Analytic Reasoning**

*Courses in Analytic Reasoning will foster a student's ability to use mathematical or formal methods or structured protocols and patterns of reasoning to examine problems or issues by evaluating evidence, examining proofs, analyzing relationships between variables, developing arguments, and drawing conclusions appropriately. Courses in this category will also advance and build upon the skills that students develop in Fundamental Mathematics. For most courses here, a course taken for the Fundamental Mathematics requirement is a prerequisite.*

Courses in Analytic Reasoning must address at least 4 of the 6 learning outcomes.

On completion of an Analytic Reasoning course, students will be able to:

- Demonstrate proficient application of the skills required by the Mathematics Fundamental Studies requirement, including the ability to communicate using formal or mathematical tools.
- Distinguish between premises and conclusions, or between data and inferences from data.
- Understand the differences among appropriate and inappropriate analytical methods for drawing conclusions.
- Apply appropriate analytical methods to evaluate inferences and to reason about complex information.
- Systematically evaluate evidence for accuracy, limitations, and relevance, and identify alternative interpretations of evidence.
- Use formal, analytical, or computational techniques to address real-world problems.

### **The I-Series**

*As the centerpiece of the University's new General Education program, I-Series courses will become the intellectual and pedagogical marker for which the University of Maryland is known: broad, analytical thinking about significant issues. In branding the University's General Education curriculum, the signature courses begin the process of defining what is unique about education at the University of Maryland. Through these courses, students will be challenged from their first moments*

on campus to master the intellectual tools needed to wrestle with matters of great weight and consequence, the so-called *Big Questions*.

A signature course could take students inside a new field of study, where they may glimpse the utility, elegance and beauty of disciplines that were previously unknown or unappreciated. Students may be able to see how such areas of investigation could become a subject for extended study, a major, or even a lifetime commitment. By addressing both contemporary problems and the enduring issues of human existence, the signature courses will speak to the University's historic role both as a timeless repository of human knowledge and as a source of solutions to burning issues of the day. At their best, the signature courses might do both. The I-Series offers extraordinary opportunities for increasing the level of intellectual discourse on campus and for providing occasions where new pedagogical methods may be introduced. The possibilities are large and exciting.

Courses in the I-Series must address at least 4 of the 6 learning outcomes.

On completion of an I-Series course, student will be able to:

- Identify the major questions and issues in their I-series course topic.
- Describe the sources the experts on the topic would use to explore these issues and questions.
- Demonstrate an understanding of basic terms, concepts, and approaches that experts employ in dealing with these issues.
- Demonstrate an understanding of the political, social, economic, and ethical dimensions involved in the course.
- Communicate major ideas and issues raised by the course through effective written and/or oral presentations.
- Articulate how this course has invited them to think in new ways about their lives, their place in the University and other communities, and/or issues central to their major disciplines or other fields of interest.

## Distributive Studies

### History and Social Sciences

*Courses in this area introduce students to history and to the social science disciplines and their combination of qualitative and quantitative methods. It includes courses in criminology, economics, history, psychology, sociology, and other social sciences.*

Courses in History and Social Sciences must address at least 4 of the 7 learning outcomes. Learning Outcomes in **bold** are **required**.

On completion of a History and Social Sciences course, students will be able to:

- **Demonstrate knowledge of fundamental concepts and ideas in a specific topical area in history or the social sciences.**
- Demonstrate understanding of the methods that produce knowledge in a specific field in history or the social sciences.

- Demonstrate critical thinking in evaluating causal arguments in history or in the social sciences, analyzing major assertions, background assumptions, and explanatory evidence.
- Explain how culture, social structure, diversity, or other key elements of historical context have an impact on individual perception, action, and values.
- Articulate how historical change shapes ideas and social and political structures.
- Explain how history or social science can be used to analyze contemporary issues and to develop policies for social change.
- Use information technologies to conduct research and to communicate effectively about social science and history.

### Humanities

*Courses in the humanities disciplines study history and the genres of human creativity, and they include courses in the practice of architecture and the visual, literary and performing and creative arts. Under “Humanities,” students will find courses in cultures and literatures in any language, creative writing, art, architecture, art history, classics, history, linguistics, philosophy, and the performing arts (dance, music, theatre) and their histories.*

Courses in the Humanities must address at least 4 of the 7 Learning Outcomes. Learning Outcomes in **bold** are **required**.

On completion of a Humanities course, students will be able to:

- **Demonstrate familiarity and facility with fundamental terminology and concepts in a specific topical area in the humanities.**
- Demonstrate understanding of the methods used by scholars in a specific field in the humanities.
- Demonstrate understanding of the creative processes and techniques used by practitioners in a specific field of the visual, literary, or performing arts.
- Demonstrate critical thinking in the evaluation of sources and arguments in scholarly works , or in the evaluation of approaches and techniques in the visual, literary or performing arts.
- Describe how language use is related to ways of thinking, cultural heritage, and cultural values.
- Conduct research on a topic in the humanities using a variety of sources and technologies.
- Demonstrate the ability to formulate a thesis related to a specific topic in the humanities and to support the thesis with evidence and argumentation.

### Natural Sciences

*Courses in the Natural Sciences introduce students to the concepts and methods of the disciplines studying the natural world. It includes courses in the traditional physical and life sciences, environmental science, animal and avian science, and plant science, among others. It also includes a substantial, rigorous laboratory experience.*



Courses in the Natural Sciences must address at least 4 of the 6 learning outcomes. Learning Outcomes in **bold** are **required**.

On completion of a Natural Sciences course, students will be able to:

- Demonstrate a broad understanding of scientific principles and the ways scientists in a particular discipline conduct research.
- Apply quantitative, mathematical analyses to science problems.
- Solve complex problems requiring the application of several scientific concepts.
- Look at complex questions and identify the science and how it impacts and is impacted by political, social, economic, or ethical dimensions.
- Critically evaluate scientific arguments and understand the limits of scientific knowledge.
- Communicate scientific ideas effectively.

In addition to the Learning Outcomes above, on completion of a Natural Sciences course with a laboratory experience students will be able to:

- **Demonstrate proficiency in experimental science by: making observations, understanding the fundamental elements of experiment design, generating and analyzing data using appropriate quantitative tools, using abstract reasoning to interpret data and relevant formulae, and testing hypotheses with scientific rigor.**

### **Scholarship in Practice**

*Courses in Scholarship in Practice teach students how to assess and apply a body of knowledge to a creative, scholarly, or practical purpose. The resulting application should reflect an understanding of how underlying core disciplines can be brought to bear on the subject. It should go beyond the traditional survey and interpretation that culminate in, for example, a final research paper or activity often used in courses that are designed to be introductions to a specific topic or area of study.*

*While Scholarship in Practice courses will be evaluated for appropriateness through the learning outcomes listed below, essentially every college on this campus has relevance to this area of Distributive Studies. Examples include (but are not limited to) the following: courses in Business that focus on the design of productive systems and enterprises, drawing upon knowledge from economics, psychology, mathematics, and other disciplines; courses in Engineering that require students to design environments, technologies, and systems by applying knowledge from the natural sciences and mathematics; courses in Education, Journalism and Architecture that provide students with an opportunity to engage in well defined professional practices; courses in Studio Art, Music Performance, Dance, etc., that introduce students to creative skills and performance arts; applied proficiency in a foreign language; extensive research experiences; and internships.*

Courses in Scholarship in Practice must address at least 4 of the 7 learning outcomes. Learning Outcomes in **bold** are **required**.

On completion of a Scholarship in Practice course, students will be able to:

- **Demonstrate an ability to select, critically evaluate, and apply relevant areas of scholarship.**
- Articulate the processes required to bring about a successful outcome from planning, modeling, and preparing, to critiquing, revising and perfecting.
- Demonstrate an ability to critique existing applications of scholarship, in order to learn from past successes and failures.
- Demonstrate an ability to collaborate in order to bring about a successful outcome.
- Recognize how an application of scholarship affects or is affected by political, social, cultural, economic or ethical dimensions.
- Produce an original analysis, project, creative work, performance or other scholarly work that reflects a body of knowledge relevant to the course.
- Effectively communicate the application of scholarship through ancillary material (written, oral, visual and/or all modes combined).

## Diversity

### Understanding Plural Societies

*Life in a globally competitive society of the twenty-first century requires an ability to comprehend both theoretical and practical dimensions of human difference. From that perspective, Understanding Plural Societies is the centerpiece of the University's Diversity requirement. Courses in this category speak to both the foundations—cultural, material, psychological, historical, social, and biological—of human difference and the operation or function of plural societies.*

Courses in Understanding Plural Societies must address at least 4 of the 7 learning outcomes.

On completion of an Understanding Plural Societies course, students will be able to:

- Demonstrate understanding of the basis of human diversity: biological, cultural, historical, social, economic, or ideological.
- Demonstrate understanding of fundamental concepts and methods that produce knowledge about plural societies.
- Explicate the processes that create or fail to create just, productive, egalitarian, and collaborative societies.
- Analyze forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as, for example, dance, foodways, literature, music, and philosophical and religious traditions.
- Articulate how particular policies create or inhibit the formation and functioning of plural societies.
- Use a comparative, intersectional, or relational framework to examine the experiences, cultures, or histories of two or more social groups or constituencies within a single society or across societies, and within a single historical timeframe or across historical time.

- Use information technologies to access research and communicate effectively about plural societies.

### **Cultural Competence**

*Cultural competence provides opportunities to gain an increased understanding of cultures and cultural practices, while learning to communicate effectively across cultural differences in a diverse society and world. This diversity category reflects a developmental, on-going process through which students learn about the lived experiences of individuals as members of socio-cultural groups and the complex interactions between groups. Cultural Competence courses emphasize acquisition of new knowledge, thoughtful consideration of issues of equity and justice, critical thinking, self-reflection, empathy, engaged global citizenship, and the development of skills necessary to work effectively with individuals, groups, and teams from diverse identities and perspectives.*

Courses in Cultural Competence must address at least 3 of the 5 learning outcomes.

On completion of a Cultural Competence course, students will be able to:

- Describe the concept of culture.
- Explain how cultural beliefs influence behaviors and practices at the individual, organizational, or societal levels.
- Analyze their own cultural beliefs with respect to attitudes or behaviors.
- Compare and contrast differences among two or more cultures.
- Effectively use skills to negotiate cross-cultural situations or conflicts.

## Appendix B: Faculty Boards

The Faculty Boards will supervise the initiation and semester-by-semester operations of the various elements of the General Education program. These Boards will be appointed by the Dean for Undergraduate Studies in consultation with the collegiate deans. The Boards will review and measure success of the program; they will also assess specific elements and requirements. The Boards will base their evaluation of new and existing courses for suitability in the new General Education categories on the extent to which they fulfill the learning outcome goals for each category, as well as on overall quality and potential effectiveness. The Boards will periodically review approved General Education courses and/or review learning outcomes assessments of the General Education categories.

Faculty Board membership will be primarily tenured/tenure-track faculty members. Membership will come from across the campus: each Board will have membership comprised of representatives from the colleges and departments that offer General Education courses in the Board's relevant category and possibly membership from consumer colleges and departments. Each Board will also have as a member either the Dean or an Associate Dean from Undergraduate Studies. This will help ensure uniform application of policy and standards across Boards. The size of each Faculty Board will be kept small in order to assure efficiency and agility. Members' terms on the Boards will be two years, with staggering such that approximately half of the Board turns over each year.

### Faculty Board Definitions

The following lists each of the Faculty Boards, its membership, and size (including Undergraduate Studies administrators).

#### Fundamental Studies

##### Math/Analytic Reasoning

**Membership:** CMNS/Mathematics, ARHU/Philosophy, and others

**Size:** 6-8 members

##### Writing

**Membership:** ARHU/English and across campus

**Size:** 6-8 members

##### Oral Communication

**Membership:** Colleges/departments offering Oral Communication and others who do not

**Size:** 6-8 members

##### Distributive Studies

All colleges with undergraduate course offerings will have representation on the Faculty Boards for Distributive Studies. Board membership will be comprised primarily of faculty with disciplinary expertise in a given area, and from colleges and departments offering

relevant courses. Colleges and departments may find it advantageous to have one member serve on more than one board at a time.

### **Humanities**

**Size:** 6-8 members

### **History and Social Sciences**

**Size:** 6-8 members

### **Natural Sciences**

**Size:** 6-8 members

### **Scholarship in Practice**

**Membership:** Broad membership across campus

**Size:** 8-10 members

### **Diversity**

### **Understanding Plural Societies/Cultural Competence**

**Membership:** ARHU, BSOS, and across campus

**Size:** 6-8 members

### **I-Series**

#### **I-Series Course Development and Selection Committee**

The I-Series Course Development and Selection Committee will develop, shape, and continually renew the intellectual agenda of the I-Series Courses, which stand as the *signature* of our new General Education program. The courses chosen and the topics featured represent and establish the intellectual standards, academic priorities, and student engagement goals for undergraduate education at the University. The committee will participate in I-Series Course information workshops, review I-Series Course proposals and make recommendations regarding selection or revision and resubmission of proposals. Representation on the Committee will come from across campus, and should include a number of past I-Series faculty members, as well as Distinguished Scholar-Teachers. The Dean for Undergraduate Studies will chair the committee, and will appoint the committee in consultation with collegiate deans.

**Membership:** Across campus, past I-Series Faculty, Distinguished Scholar-Teachers

**Size:** 8-10 members

## **Appendix C: Pre-requisites for General Education**

### **Fundamental Studies**

Pre-requisites for Fundamental Studies course are limited to other Fundamental Studies courses.

### **Mathematics and Analytic Reasoning**

Students are required to take one course from the approved Fundamental Studies Mathematics list or any higher-level Mathematics course that has a Fundamental Studies Mathematics course as its pre-requisite.

Students are required to take one course from the approved Analytic Reasoning list. If a student takes a course from the approved Analytic Reasoning list that has a Fundamental Studies Mathematics course as a pre-requisite, both Fundamental Studies Mathematics and Analytic Reasoning requirements will be fulfilled.

### **Distributive Studies**

Distributive Studies courses are intended primarily for first- and second-year students and as such need to be widely available, and accessible without requiring prerequisites. There are no prerequisites for Distributive Studies courses, with the following types of exceptions: courses in sequence (e.g. PHYS 121/122, BSCI 105/201, or GVPT 100/200), or courses that require a certain level of mathematics (e.g. Math 141 is a pre- or co-requisite for PHYS 141). Exceptions may also include Scholarship in Practice courses within a major and Scholarship in Practice courses that belong to a continuum of courses in a living-learning program, notation, or minor.

### **Additional information**

The Dean for Undergraduate Studies and her staff are happy to meet with you to discuss the program and answer questions. Call 301-405-9357.

## Appendix D: Guide to General Education Course Submission and Review Process

In preparation for the launch of our new General Education program in Fall 2012, all Fundamental Studies, Distributive Studies, and Diversity courses—old and new—will need to be submitted for review and coding into the new system. CORE courses will be submitted for the new program, but will continue to carry their CORE code as well. Departments and colleges will determine how the submission process will be organized within units. A document detailing the learning outcomes to be addressed in the General Education categories is included in Appendix A, and posted at [www.ugst.umd.edu](http://www.ugst.umd.edu). General Education requirements and categories may also be found at [www.ugst.umd.edu](http://www.ugst.umd.edu). The on-line course submission application itself is located at [www.ugst.umd.edu/GenEdCourseApproval](http://www.ugst.umd.edu/GenEdCourseApproval).

**The online course submission system for the new General Education program opened on November 10, 2010.** All Fundamental Studies courses, all Distributive Studies courses, and all Diversity courses are to be submitted between November 10, 2010, and April 15, 2011. Departments and colleges will decide who will submit existing CORE courses for re-coding in the new system. They will set internal deadlines for old and new course submissions. College representatives on the General Education Implementation Committee will have access to the sign-off system and will have responsibility for adding department and other college representatives. It is imperative that colleges and departments schedule submissions in a timely way so that Faculty Boards will have only a reasonable number of submissions left to review after April 15, 2011.

### What needs to be submitted for approval of courses for the new General Education program?

All course submissions will be expected to:

- State how the course will address the relevant General Education Learning Outcomes
- Submit a representative copy of the course syllabus
- Answer a few question about the course

### Existing CORE courses and other existing courses

No VPAC proposals are needed unless you are changing the course number, title, prerequisites, etc.

### New courses or existing courses with significant changes

VPAC proposals are needed for any new courses that will have regular (permanent) course numbers. Existing courses with significant changes (course number, title, prerequisites, etc.) will also have to go through VPAC. VPAC and General Education proposals may be submitted in tandem. However, to assure accurate and consistent course data, the General Education approval will not be recorded until the VPAC proposal has been approved.

### More Information

Instructions for online General Education course submission are available on the General Education course submission system. There is also a list of Frequently Asked Questions posted in the system. Any suggestions, comments or problems with this system should be directed to Doug Roberts, Associate Dean for General Education (roberts@umd.edu). Instructions for VPAC submission (*if needed*) are available at <http://www.vpac.umd.edu/>.

### What are the Learning Outcomes for the new General Education categories and how many of the outcomes must a course address?

The Learning Outcomes for the new General Education categories are available in Appendix A, and at <http://www.ugst.umd.edu/GeneralEducationLearningOutcomes.pdf>, along with the minimum number of learning outcomes for each category. They are also available in the General Education course submission system. Note that some categories have **required** Learning Outcomes.

### Other Issues

- **The CORE General Education program will continue.**
  - Current students and many incoming transfer students will remain under the CORE requirements. Courses approved for the new General Education program categories will be assigned CORE categories as needed and appropriate. When proposing a new course or an existing non-CORE course for the new General Education program, it will not be necessary to submit a CORE proposal in addition. To facilitate CORE category designation, the online submission form will ask what CORE category may be appropriate.
- **Courses for the new General Education program may be proposed and approved for more than one Distributive Studies category.**
  - The online submission form will facilitate proposal of a course in multiple categories. Students may, however, only count a Distributive Studies course in one Distributive Studies category.
- **Courses may be either Fundamental Studies or Distributive Studies, but not both.**
- **All I-Series courses must be designated in a Distributive Studies category.**
  - Two of the eight Distributive Studies courses that a student takes must be I-Series. To make the most of the resources being placed in the I-Series, these courses should count toward a student's General Education.
- **Courses for the new General Education program may be at the 100- through 400-level**
  - Unlike CORE, there is no restriction on Distributive Studies courses being at the 100- or 200- level.



**Pre-requisite rules for the new General Education program**  
See Appendix C or [www.ugst.umd.edu](http://www.ugst.umd.edu).