A Framework for General Education in the University of the Philippines in the 21st Century[1]
by the UP GE Task Force[2]

Executive Summary

This draft framework is a proposal for a rearticulation of the liberal education philosophy of the UP General Education (GE) program in the 21st century. It takes into account significant developments in the internal and external contexts of the University, in particular the trend towards specialization and the need to enable students to cope with and address increasingly complex issues and challenges in the world beyond. While the University must hone experts in various fields of specialization, it must also ensure that these experts, individually and as a group, will have a holistic appreciation of issues like climate change and natural disasters; new diseases and threats to health and public safety; economic exploitation and extreme poverty; and social conflicts, war, and international terrorism. Addressing these and similar challenges requires not only experts with specialist knowledge and technical proficiency, but also citizens who are imbued with the principles of democracy, human rights, equity and social justice, responsibility and accountability, civic participation, and peace. Moreover, in view of the rapid pace of development and technological innovation, the exponential growth of knowledge, and increasing global interdependence, UP graduates must have the capacity for learning throughout the life span.

The GE program is the embodiment of the UP tradition of liberal education which "aims to provide... students with a *broad perspective* that would enable them, outside their own field of specialization, to *engage with issues* and realities of their own times as citizens with sturdy moral and intellectual integrity. That broad perspective implies various approaches or ways of looking at things, concomitant with discernment and good judgment, whereby is enhanced the ability to create, innovate, and communicate for the production of knowledge and the actual implementation of advocacies and projects. The General Education Program, sensitive to the synergistic relationship between the sciences and the humanities, would therefore effect the marriage, as it were, of lofty ideals and constructive action for the common good" (UP GE Program Proposal, 2013, p. 7; italics in original).

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[1] This draft framework for a revised UP GE program is based on ideas that emerged from the discussions around the 2013 System GE Council GE program revision proposal, including the mini-conferences and workshops that took place between May 2014 and May 2015. The draft is being circulated among the faculty of all CUs to solicit comments and suggestions, which will be considered in the preparation of the final version of the framework to be submitted for approval via the regular curriculum revision approval process.

[2] The UP GE Task Force was organized at the UP Systemwide GE Conference held on 5-6 February 2015 in Tagaytay, to formulate a systemwide framework that "shall articulate the rationale for the revision of the UP GE program and the philosophy and objectives, curricular structure, pedagogy, and guidelines for the implementation, monitoring, and evaluation of the revised UP GE program" (Administrative Order No. PAEP 15-26A). The Task Force chair is Prof. Patricia B. Arinto (UP Open University) and its members are Prof. Benito Pacheco (UP Diliman), Assoc. Prof. Jerry Yapo (UP Los Baños), Prof. Rosario Rubite (UP Manila), Assoc. Prof. Ma. Severa Fe Katalbas (UP Visayas), , Asst. Prof. Antonino De Veyra (UP Mindanao), Assoc. Prof. Cecilia Faye Abalos (UP Baguio), and Prof. Lorna Almocera (UP Cebu).

In line with this philosophy, the following articulation of the UP GE program objectives, curriculum structure, pedagogical principles, and guidelines for program implementation is proposed:

1) The UP GE program should aim to develop *leadership* characterized by integrity and honor, excellence in scholarship, and public service, the hallmarks of a UP education. To this end it shall provide students with a broad foundation of study that will: broaden intellectual and cultural horizons; hone critical and creative thinking*;* develop a passion for learning and scholarship; cultivate a high sense of intellectual and moral integrity; and foster a commitment to service and social justice. *(See Section 3.0 GE Program Objectives)*

2) In line with the proposed GE program objectives, an integrated curriculum consisting of a minimum of 21 units and a maximum of 36 units of interdisciplinary courses is proposed. Each CU shall determine the total number of GE courses at the CU level based on an analysis of undergraduate program needs and requirements, and select the GE courses to be taken by their students from the array of GE courses to be approved based on the principles and guidelines laid out in this framework. *(See Section 4.0 The GE Curriculum Structure)*

3) To underscore the interdisciplinarity that distinguishes the GE program from specialist education, a thematic rather than domain-based classification of GE courses is proposed. Themes are interdisciplinary in character — i.e., they cut across disciplines, and different disciplines can and should contribute to the elucidation of each theme. *(See Section 4.0 The GE Curriculum Structure)*

4) Each program and/or CU may complement the GE program with other non-specialist courses that develop non-domain specific skills which program faculty might consider necessary for effective learning and performance in the major fields. The unbundling of these skills or "tool" courses from the set of GE courses is proposed to give program faculty more latitude in determining which and how many non-domain specific courses to require of their majors. *(See Section 4.0 The GE Curriculum Structure)*

5) GE courses shall be interdisciplinary in pedagogy as well as in content. An appropriate mix of instructional methods and strategies should be adopted to enable the synthesis and integration of concepts learned from various disciplinary perspectives and paradigms. *(See Section 5.0 Pedagogical Principles)*

6) GE courses shall be learning-centered, with a clear focus on learning outcomes. Learning activities should be designed to enable learners to achieve the envisioned learning outcomes. There should be integration across activities, and a focus on the formative and summative assessment of learning and providing timely feedback and support to all learners. *(See Section 5.0 Pedagogical Principles)*

7) GE courses shall develop critical, creative, and reflective thinking skills through the appropriate use of learning resources and technologies. Learning activities should develop analytic skills, as well as creativity and the ability to critically reflect on one's own thinking and practice. *(See Section 5.0 Pedagogical Principles)*

8) The GE courses require teams of faculty members who are specialists in their fields but who are also interdisciplinary in orientation. Professional development in interdisciplinary pedagogies and instructional support services should be made available to all GE course teams. In support of the scholarship of teaching and learning, faculty members handling and/or coordinating GE courses or programs should also be encouraged to undertake research on GE and publish such work in scholarly journals. *(See Section 6.0 Guidelines for Program Implementation)*

9) The administration of the GE program is a collaborative effort of the faculty handling the GE courses, the CU GE Program Coordinators, the CU GE Councils or Committees, and the System GE Council. The CU GE Councils or Committees and the System GE Council shall be responsible for the policy-making aspects of program administration, and the GE faculty and GE Program Coordinators shall be responsible for program implementation. *(See Section 6.0 Guidelines for Program Implementation)*

10) There should be a regular evaluation of GE courses and the GE program as a whole, at the CU and System levels. The design of GE program and course evaluation should be carefully and collaboratively planned by the System GE Council and CU GE Councils or Committees at the outset (i.e., upon the adoption of this proposed GE program framework). *(See Section 6.0 Guidelines for Program Implementation)*

1.0 Context and Rationale

Since its institution more than half a century ago during the term of President Vicente G. Sinco, the UP General Education (GE) program has undergone two major revisions[3] — the first time in 1986 during the term of President Edgardo J. Angara, and then in 2001 during the term of President Francisco Nemenzo. In the 1986 revision, from a total of 63 units[4] the program was cut to 42 units[5] that included new interdisciplinary courses[6], namely, Social Science I and II, Natural Science I and II, and Science, Technology and Society (STS). In the 2001 revision, the 'cafeteria' model was adopted where, instead of taking a common set of prescribed courses, students could select five courses each (15 units) in the Arts and Humanities (AH), Social Sciences and Philosophy (SSP), and Mathematics, Science and Technology (MST) domains from an array of GE courses offered not only by the humanities, philosophy, social sciences, science, and mathematics departments but also by other units that in the past offered only specialist courses.

In the intervening years two other revisions to the GE program were made, as follows: in 1971, during the term of President Salvador P. Lopez, students were given the option to take 12 units of Pilipino and/or English within the GE program (Evangelista, 1985); and in 2010, the 'hybrid' curriculum consisting of a small number of prescribed GE courses combined with elective or free choice GE courses in each of the three domains, was adopted.

The institution of the GE program and subsequent program revisions may be understood as a critical response to changing conditions both within and beyond the University. The 1958 GE program, for one, was conceived "to humanize the specialization gaining ground in the University" at the time (Guerrero, 1985, p. 356). According to Tenmatay (1960), the emphasis on specialization and preparation for specific jobs had led to "the fragmentation and proliferation of subjects… [and] the restrictive compartmentalization of knowledge and intellectual pursuits, and produced technical men and specialists found wanting as professionals and as citizens" (p. 34). President Sinco viewed GE as "the unifying factor" that could help to arrest "the danger of community and national disintegration" through its formation of "the ideal citizen of a democracy" (quoted in Guerrero, 1985, p. 356). Subsequently, in the years before and during Martial Law, the idea that university education should foster social awareness and a commitment to social transformation became more pronounced. This eventually resulted in the infusion of nationalism into the curriculum through, among others, the adoption of Pilipino as medium of instruction in some courses in 1971 (Evangelista, 1985).

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[3] While curricular changes were made in the intervening years, the 1986 and 2001 revisions were so extensive that they may be described as a revamp of the GE program.

[4] The 63-unit GE program of 1958 included 9 units of English, 12 units of Spanish, 6 units of Math, 3 units of Logic, 9 units each of Humanities and Social Science courses, 6 units each of Biology and Physical Science courses, and PE 1 as a required course.

[5] The 42-unit GE program of 1986 consisted of 15 units of Humanities and Communication courses, 15 units of Philosophy and Social Science courses, and 12 units of Mathematics and Natural Science courses.

[6] In the 1986 context, interdisciplinarity was to be by attained by having different departments in the same college, or in different colleges, jointly offer each of these new courses as a combination of their disciplines.

The immediate context of the revision of the GE program in the mid-80s was the splitting of the College of Arts and Sciences into three colleges in 1983. While the initial concern was the management of the GE program, the discussion extended to the relevance to further education of the GE courses being offered (Bauzon, 1985), as well as the persistence of what President Angara referred to as "past tendencies to look at disciplinary problems in isolation" (Angara, 1983). Kintanar (1991) also cites as factors in the 1986 GE program revision the formal reorganization of UP as a system of constituent universities (CUs), and the People Power Revolution of February 1986. The new GE program was intended to provide a common learning experience that would be "the hallmark of a UP student, no matter which campus — Diliman, Los Baños, Manila, Visayas — he or she came from." Moreover, its goal of "infus[ing] a passion for learning with a high sense of moral and intellectual integrity" was a response to "the damage that the ousted dictatorship had done to the nation's moral fiber" (Kintanar, 1991, pp. 136-137).

The impetus for the Revitalized GE Program (RGEP) of 2001 was the idea that "a university geared to the future must teach students how to learn [and] imbue them with a drive to keep learning for life," and avoid "produc[ing] narrow-minded and self-centered specialists who are ignorant of what lies outside their specialty and who care only for their own interests" (Nemenzo, 2000). The 2010 RGEP review report cites three other factors in the adoption of the cafeteria model of course provision from major American universities, namely: the logistical challenge of offering a common set of GE courses in the same sequence to a much larger undergraduate population, an emphasis on individual student choice, and lack of agreement regarding what courses should be required of all students.

In UP, beginning the mid-1990s there was a marked increase in the number of students, which put a pressure on departments with primary responsibility for offering GE courses (sometimes referred to as 'GE service departments') to open more sections and increase class sizes. At the same time, these departments felt the need to assert their own disciplinal expertise through the strengthening of their own specialist curriculum, graduate programs, and research. It was at this time that incentives for faculty to handle GE courses were adopted, such as the GE multiplier and higher overload rates for GE courses taught off-hours. Enabling other departments to offer GE courses of their own was a solution to the shortage of GE classes, which also "freed the humanities and social science departments" to expand their research programs and thereby contribute to "UP's evolution into a research-based university" (*Re-examining UP's General Education Program Final Report*, 2010, n.p.). However, the scheme also assumed a free market dynamic where departments had to compete for enrollees from among students who could freely choose for themselves which courses to enroll. This in turn further weakened attempts to define a common GE curriculum.

The review of the RGEP in 2010 found, among others, a lack of awareness among students of nationalism as a GE objective[7] and a deterioration of their oral and written communication skills (Rivera, 2015). In response, the various CUs once again prescribed

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[7] The decline of social consciousness and nationalism among UP students was first documented by Doronila et al. in the 1993 KAVS (Knowledge Management, Attitude and Value Formation in UP Diliman Degree Programs) study.

courses in Communication, History, Mathematics, and Philippine Studies in the hybrid GE curriculum.

Like the previous GE program revisions, the current review of the UP GE program is influenced by developments in the University's internal and external environments. The 2013 UP GE program revision proposal cites two external developments as the most cogent: the implementation of the Enhanced Basic Education or K-12 program, and the internationalization of higher education particularly in the context of ASEAN integration. Specifically, the 2013 proposal notes that the integration in Grades 11 and 12 of some GE courses is an opportunity to streamline the GE program and strengthen the specialist or major programs to meet international program accreditation standards. In a parallel development, the Commission on Higher Education (CHED) adopted in 2013 a set of College Readiness Standards and a new 36-unit GE program[8] for all Philippine higher education institutions (except UP) in line with its competency-based and outcomes-based quality assurance system.

Some have pointed that the expected outcomes of the K-12 program have yet to be realized and consequently, it may be premature to revise the UP GE program on this basis (Rivera, 2015; Sayson, 2015). However, there are other reasons for undertaking a review and revision of the UP GE program at this time. These include the continuing trend towards specialization within the University and the need to enable students to cope with and address increasingly complex issues and challenges.

Although recognition of the need for interdisciplinary research and curricula has grown, the emphasis on specialization in higher education institutions, including UP, has become more marked in the last two decades. The University of California Commission on General Education (2007) cites the following factors in the intensification of specialization in US universities: "long-term consolidation of the 'culture of research' in academia"; the focus on science, technology, engineering, and mathematics (STEM); increased demand for programs in management, business, communication, and other "pre-professional fields;" lack of consensus regarding what should comprise a shared knowledge base for undergraduates; and "consolidation of some structural and organizational impediments to interdisciplinary education and programs of general education" (pp. 1-3).

These developments are also evident, in varying degrees, in the UP context. UP's mandate as a research university and the aspiration to boost the University's reputation among higher education institutions internationally have resulted in an increased emphasis on research and publication output for faculty. UP's STEM programs have likewise enjoyed increased public and private sector funding for research and infrastructure development in recent years. Among applicants to UP's undergraduate programs, interest in business, computer science, management, and other professional fields continues to grow, even as enrollments in the humanities are declining — a development that reflects national and global trends in employment. As for defining a common curriculum for undergraduates, after years of RGEP it has become even more difficult to agree on whether to prescribe one set of courses and what these courses might be. And finally, "the organizational dominance of

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[8] The previous CHED GE curriculum consisted of 63 units.

discipline-based departments, decentralization of curricular responsibility[9], budgetary traditions, and the structure of incentives" serve to further entrench discipline-based organizational structures (University of California Commission on General Education, 2007, p. 3).

Specialization is not in itself a negative trend, as it is the growth of the disciplines and the application of specialist knowledge that fuel progress and development. But while the university must hone experts in various fields of specialization, it must also ensure that these experts, individually and as a group, will have a holistic appreciation of increasingly complex problems, such as climate change and natural disasters; new diseases and threats to health and public safety; economic exploitation and extreme poverty; and social conflicts, war, and international terrorism. Addressing these and similar challenges requires not only experts with specialist knowledge and technical proficiency but also citizens who are imbued with the principles of democracy, human rights, equity and social justice, responsibility and accountability, civic participation, and peace. At the same time, given the rapid pace of development and technological innovation, the exponential growth of knowledge, and increasing global interdependence, people must have the capacity for learning throughout the life span, which is based on "a solid scientific and technological foundation as well as an array of higher-order cognitive and social skills" (Haddad and Draxler, 2002, p. 6).

In sum, the revision of the GE program has a broad context. As the writers of the 2010 GEP Review Final Report remind us, "UP has regularly revised its GE program in light of the changing contexts and conditions of the university and its experience in implementing the program." While the periods between earlier GE program reviews were relatively long, the gaps between program reviews in recent years have become shorter. In the 1990s, the GE program was reviewed in 1991, 1992, and 1995, with the reviews culminating in the adoption of the RGEP in 2001 (*Re-examining UP's General Education Program Final Report*, 2010). The RGEP itself was subjected to a systemwide review in 2009, only eight years since its adoption. And then in 2013, a mere four years later, the UP System proposed a new set of program revisions.[10] The frequency of GE program reviews reflects the increasingly rapid pace of change. But it is the direction rather than the pace of curricular reform that is perhaps more noteworthy. Without exception, all attempts to revise the GE program are re-affirmations of the continuing relevance of liberal education as the core, or "heart" (Kintanar, 2001), of undergraduate education in UP.

This draft framework is a proposal for a re-articulation of the liberal education philosophy of the UP GE program in the 21st century. As such, it offers a clarification of the aims of the program, and outlines a curricular structure that is not only congruent with these aims but also customizable according to the requirements of different CUs and degree programs. Also proposed, in broad strokes, are pedagogical principles that can make the teaching of GE courses more responsive to the needs of increasingly diverse learners and more effective in terms of achieving the envisioned learning outcomes. Finally, some

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[9] This is especially true of the present GE program, with autonomous discipline-based departments offering a wide range of GE courses, and no "responsibility center" (Roman, 2010) for the GE program.

[10] It should be noted that there were discussions of the implications of changes in basic education and higher education policy and practice for UP's undergraduate programs, including the GE program, as early as 2011.

guidelines for program administration are suggested as a means of ensuring continuous program improvement and refinement.

2.0 UP General Education Philosophy

While the shape and size of the UP GE program have changed considerably through the years, in substance the program remains the embodiment of the UP tradition of "a liberal education for the Filipino" (Kintanar, 2001), which President Rafael Palma articulated in his inaugural address in 1925 thus:

> The liberal education insures a broader outlook on God, man, and events; skills [sic] the student to react properly to the promptings of truth and to the world; and develops in him acumen and quickness of mind, so that in the course of time he is able to learn thoroughly the particular practices of a certain professional or technical activity, because they are nothing more nor less than the specific utilization of general cultural attainment.... The primary aim of all education is to form the habit of thinking, of judging facts and circumstances in their proper light, of logically deducing inferences from them — and this aim cannot be attained save through the instrumentality of a liberal education. (quoted in Doronila et al., 1993, pp. 136-137)

President Palma also asserted that liberal education is the University's "chief means for giving widespread stimulation to the whole intellectual life of the country and supplying ourselves with men who shall comprehend their age and duty and know how to serve supremely well" (quoted in Fonacier, 1971).

President Vidal Tan, who became UP president 26 years after Palma, described liberal education as the education of individuals "not only [to] know the facts and the accomplishments and ideas of the masters, but... also [to] be familiar with the various disciplines or methods or thought applied in the fields of social science, the humanities, the natural sciences and mathematics and [to be] steeped in the liberalizing influence of great literature." Quoting President Lotus Coffman of the University of Minnesotta, President Tan described the product of a liberal education as a person with "broad interests, wide knowledge, cultivated tastes, appreciation and sound perspective … a mind that is open and tolerant, ready and willing to face new situations and to interpret in terms of knowledge as it relates to social welfare … a mind that includes a standard of ethics and a keen sense of responsibility" (quoted in Fonacier, 1971, pp. 130-131).

President Sinco, under whose term the UP GE program was established in order to more vigorously and systematically promote liberal education in the University, viewed liberal education as "the basic intellectual training for every man and woman who must be enlightened and free citizens of this Republic.... [and] should include those disciplines that have relevance to a better understanding of man as a unit of civilized society and as a member of a democratic community" (Doronila et al., 1993, p. 137). He asserted that "[t]his course of general education should not be mistaken as a mere preparatory training for some particular profession or for some specialized activity" as "[i]t may happen that the work in

which the student has been trained in school will no longer be useful at the time he is ready to earn a living." Rather, the GE program is a means of discharging "[t]he special task of the University [which is to do] the best it can to develop the man who can judge for himself, think for himself, and plan for himself so that he can truly govern himself. This is the aim of general education; and the person who has truly acquired it is the ideal citizen of a democracy."

The envisioned outcome of liberal education and the GE program then is a leader not only in the academic context but also in the civic sphere. Indeed, as President Tan declared, UP "has the function of serving as a training ground of the country's future leaders" (quoted in Doronila et al., 1993, p. 141). According to President Onofre D. Corpuz, "The graduate of UP is not an ordinary university graduate — he or she inevitably becomes a leader in the profession or community.... There can only be one meaning of the leadership of the UP graduate and this is, leadership in the making of contributions towards the happiness, the safety and the justice of our nation" (quoted in Doronila et al., 1993, p. 141). Similarly, President Jose V. Abueva asserted that UP should produce leaders who are —

> thoughtful men and women, capable of prayer and action, who are sensitive to our people's needs and aspirations, and can imagine a far better society, create options and alternatives, and work honestly without fanfare towards them... We want women and men of vision and courage, of deep passion and great compassion, whose integrity and eloquence will teach and persuade other leaders and the citizenry. (quoted in Doronila et al., 1993, p. 141)

In the UP Charter of 2008, the expectation that the University shall develop among its students "responsible leadership for the nation, or community" (Doronila et al., 1993, p. 141) is articulated in Section 3f as follows: "[The University shall] [p]rovide opportunities for training and learning in leadership, responsible citizenship, and the development of democratic values, institutions and practice through academic and non-academic programs, including sports and the enhancement of nationalism and national identity."

Aside from describing the expected outcomes of liberal education, the statements of the UP presidents quoted above imply that instead of contrasting GE with specialist education and thinking of it as a corrective to specialism, it may be more appropriate to consider GE as a complement to and a co-requisite of specialist education. By helping to build foundational skills, GE courses can prepare students for the major courses. GE "augments and rounds out the specialized training that students receive in their majors" (Penn State). Moreover, GE provides students with an understanding of the nature of knowledge and an appreciation of the connections between and among the disciplines, particularly in terms of their application to real world issues and problems. As the 2013 proposal for the revision of the GE program puts it, GE —

> aims to provide our students with a *broad perspective* that would enable them, outside their own field of specialization, to *engage with issues* and realities of their own times as citizens with sturdy moral and intellectual integrity. That broad perspective implies various approaches or ways of looking at things, concomitant with discernment and good judgment, whereby is enhanced the

ability to create, innovate, and communicate for the production of knowledge and the actual implementation of advocacies and projects. The General Education Program, sensitive to the synergistic relationship between the sciences and the humanities, would therefore effect the marriage, as it were, of lofty ideals and constructive action for the common good. (UP GE Program Proposal, 2013, p. 7; italics in original)

In addition, GE courses broaden students' perspectives and enrich their experience of university education by bringing together students from various degree programs.

It might also be useful to clarify how GE relates to basic education, particularly because notions of the difference between the two also influence decisions regarding what courses to include in, or exclude from, the GE curriculum. This is so especially for the "skills" or "tool" courses, such as communication skills and math courses, which are perceived by some to be remedial in nature and therefore not appropriate for inclusion in the GE program (CHED, 2013; Rivera, 2015).

Bonifacio in 1969 differentiated basic education and GE thus: "While B.E. [basic education] courses (e.g., English, Speech and Mathematics) seek to upgrade the skills of the students, G.E. courses seek to remedy the defects of lopsided specialist program. Similarly, while B.E. courses presuppose little or practically no skill on the part of the students, the G.E. courses, by their very nature, presuppose some skill (a good measure of it) on the part of the students." He added, "If what we have called B.E. courses are separated from the G.E. courses proper… then it is clear that since the G.E. courses are not… basic – they are not primarily tool or skills courses – they need not be taken in the first two years."

Thus, Bonifacio differentiated the aims and assumptions of the two sets of courses but not, loosely speaking, their area of study. Basic education courses (or 'subjects' as they are referred to in that context) also focus on disciplines, such as history, literature, mathematics, and science. The difference is in how the disciplines are treated. In basic education the approach is introductory and the aim, generally speaking, is to develop basic skills, such as comprehension and problem solving. In GE courses the approach is not remediation of the basic skills (cf. Tenmatay, 1960) but deepening the understanding of key ideas, theories, and paradigms in various disciplines, and the aim is development of higher-order cognitive skills, such as analysis, synthesis and integration, and problem formulation or articulation.

3.0 GE Program Objectives

In keeping with the GE philosophy outlined in the previous section, the UP GE program should aim to develop *leadership* characterized by integrity and honor, excellence in scholarship, and public service, the hallmarks of a UP education.

To this end, the UP GE program shall provide students with a broad foundation of study that will:
1. Broaden intellectual and cultural horizons;
2. Hone critical and creative thinking*;*

3. Develop a passion for learning and scholarship;
4. Cultivate a high sense of intellectual and moral integrity; and
5. Foster a commitment to service and social justice.

A sense of *honor* and *intellectual and moral integrity* are the expected outcomes of the GE program's provision of a strong grounding in ethics, and its emphasis on developing among students a capacity for critical reflection and ethical reasoning, as well as autonomy and independence of mind.
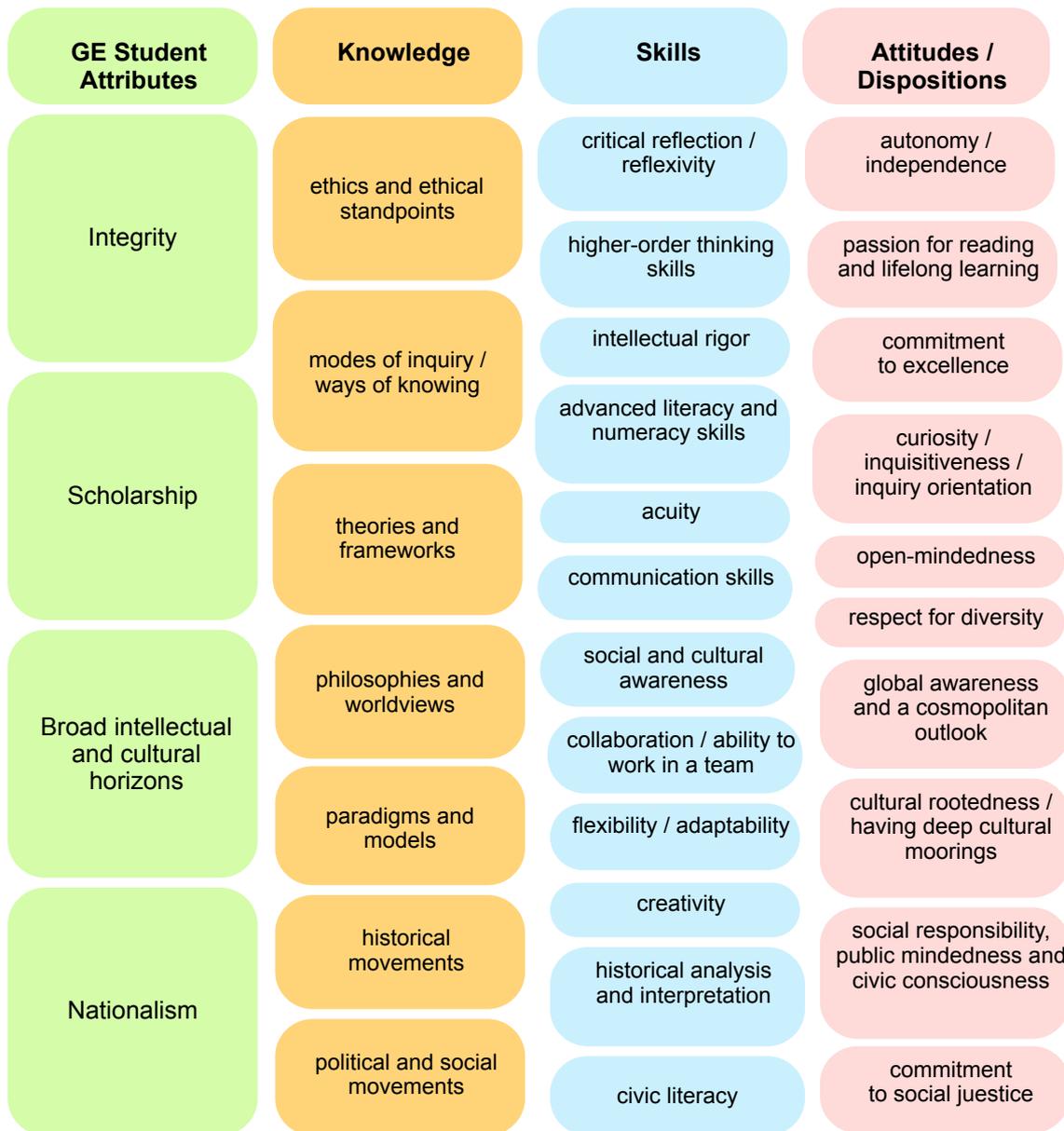
A *commitment to excellence* shall come about from the *broadening of students' intellectual and cultural horizons,* the *sharpening of their critical and creative faculties*, and the *development of a passion for learning and scholarship* through exposure to different intellectual traditions, perspectives, and paradigms; training in various disciplines and modes of inquiry; development of advanced reading, writing, and other communication skills and higher-order thinking skills, including the ability to "recognize and define problems; analyze the structure of an argument; assess the relationships between facts, assumptions, and conclusions; and perform hypothetico-deductive processes" (Hursh, Haas and Moore, 1990, pp. 134-135); and cultivation of objectivity and open-mindedness, respect for diversity, and a global and cosmopolitan outlook.

Finally, a *commitment to public service* is the expected offshoot of training in historical and sociological analyses, engagement with public issues, exposure to *a nationalist tradition*, and development of social responsibility and commitment to social justice.

As stated above and as shown in Figure 1 (next page), the envisioned GE student attributes of integrity and honor, scholarship, broad intellectual and cultural horizons, and nationalism and public service[11] are the outcome of a set of knowledge, skills, and attitudes or dispositions (KSAs). The list of KSAs can be used as a guide in the design and evaluation of courses aiming for the development of particular attributes. For example, a course aiming to develop scholarship in particular, should expose students to a range of theories and frameworks on the thematic focus/foci of the course, and to the relevant modes of inquiry; develop higher-order thinking skills and intellectual rigor in the study of the subject matter; and foster an inquiry orientation and commitment to excellence in connection with the course focus. It is also likely that a course would aim to develop more than one GE student attribute (e.g., scholarship and broad intellectual and cultural horizons), for which the relevant KSAs should be specified.

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[11] The acronym ISBN may be used for these GE student attributes.

GE Student Attributes	Knowledge	Skills	Attitudes / Dispositions
Integrity	ethics and ethical standpoints	critical reflection / reflexivity	autonomy / independence
		higher-order thinking skills	passion for reading and lifelong learning
Scholarship	modes of inquiry / ways of knowing	intellectual rigor	commitment to excellence
		advanced literacy and numeracy skills	curiosity / inquisitiveness / inquiry orientation
	theories and frameworks	acuity	
		communication skills	open-mindedness
			respect for diversity
Broad intellectual and cultural horizons	philosophies and worldviews	social and cultural awareness	global awareness and a cosmopolitan outlook
	paradigms and models	collaboration / ability to work in a team	
		flexibility / adaptability	cultural rootedness / having deep cultural moorings
		creativity	social responsibility, public mindedness and civic consciousness
Nationalism	historical movements	historical analysis and interpretation	
	political and social movements	civic literacy	commitment to social juestice

Figure 1. GE Student Attributes and Component Knowledge, Skills, and Attitudes

4.0 The GE Curriculum Structure

In line with the proposed GE program objectives, an integrated curriculum consisting of a minimum of 21 units and a maximum of 36 units of interdisciplinary courses is proposed. Each CU shall determine the total number of GE courses at the CU level based on an analysis of undergraduate program needs and requirements, and select the GE courses to be taken by their students from the array of GE courses to be approved based on the principles and guidelines laid out in this framework. Each CU may choose initially from the

11 new GE courses proposed through the Systemwide GE mini-conferences held from July to October 2014.[12]

The proposed streamlining of the GE program to 21-36 units to be chosen initially from the 11 new GE courses reflects an interdisciplinary approach where theme-based courses combine a greater number of disciplines. It also allows for greater flexibility in the programming of GE courses by degree programs and CUs. These two points are discussed below.

The current approach to interdisciplinarity in the GE curriculum is to require students to complete an equal number of courses (or units) in the three domains. In this approach, the expectation is that students will "see connections, recognize commonalities,... evaluate disparities in methods, assumptions, and values" (Hursh, Haas and Moore, 1990, p. 133), and apply appropriate combinations thereof to address problems. But without explicit guidance, few students are able to organize and integrate what they have learned from the different disciplines and apply inter- or multidisciplinary perspectives and methods to critical issues.

In the 1986 GE curriculum, another approach to interdisciplinarity was adopted with the institution of courses that combined the behavioral sciences; social, political, and economic thought; the chemical and physical sciences; and the geological and biological sciences (in Soc Sci I, Soc Sci II, Nat Sci I, and Nat Sci II, respectively). This approach was still discipline-focused, as suggested by the course titles and the way the courses were delivered. That is, the semester would be divided equally between the component disciplines and faculty from the departments concerned would take turns teaching their respective components without interacting with each other[13] and without attempting to integrate the course components.

The proposed streamlined GE curriculum seeks to promote an interdisplinary approach to program and course design through the adoption of a concept-based or thematic approach, beginning with a classification of courses by thematic focus rather than by the traditional domain focus (i.e., classifying courses under the humanities, social science, and natural science domains). An analysis of the 11 proposed GE courses that have emerged from the GE mini-conferences in 2014 suggests the following initial themes:

1. *Culture and Identity* - (re)constructions of personal and social identities as a web of signifying practices produced and reproduced by history, religion, class, gender, race, and ethnicity

2. *Language and Expression* - sensemaking using various mediums and systems of cognition, perception, and interpretation, and analysis of forms of expression — linguistic and literary, creative and performative

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[12] These recommendations are based on agreements made at the UP Systemwide GE Conference held on 5-6 February 2015 in Tagaytay.

[13] Guillermo (2015) uses the term 'tag team-teaching' to refer to this approach, which he says is multidisciplinary rather than interdisciplinary.

3. *Social Systems* - ideas about society, social structures, and interrelationships between individuals, groups, and institutions

4. *Natural Systems* - structural and functional elements of the physical and biological spheres of life

As shown in Figure 2 (next page), there remains an obvious correspondence between the themes as phrased and the disciplinal domains. For example, under the natural systems theme are courses traditionally classified under the natural sciences, and under the language and expression theme are courses traditionally classified under arts and letters and communication. But as Figure 2 also shows, a theme can be a shared focus of courses from different disciplinal domains, such as the culture and identity theme being the focus of courses traditionally identified with the humanities and social science disciplines.[14]

Themes are interdisciplinary in character — i.e., they cut across disciplines, and different disciplines can and should contribute to the elucidation of each theme. This implies, among others, that careful thought should be given to course design and delivery to ensure that a truly interdisciplinary (and not simply multidisciplinary) approach is taken to the thematic focus of the course (cf. Guillermo, 2015). *(Section 5.0 includes a discussion of an interdisciplinary approach to the teaching of GE courses.)*

Figure 2 also shows that courses can encompass more than one theme. This suggests affinities between some themes, such as culture and identity and language and expression, and between culture and identity and social systems. The challenge and opportunity in the proposed GE curriculum structure is to conceptualize courses that would explore the connections between themes that are not usually considered related but which, from a critical perspective and in the context of contemporary issues and challenges, should be studied in a more holistic and interdisciplinary way. Such courses and other new courses that may be designed could result in the identification of new themes and the replacement of existing themes. *(Section 6.0 includes the recommended procedure for instituting new GE courses and integrating existing GE courses under this proposed GE framework.)*

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[14] In this sense, "Philippine Studies" is a theme in the 2001 and hybrid GE programs.

	Culture and Identity	Language and Expression	Social Systems	Natural Systems
Kasaysayan ng Pilipinas	✔		✔	
Wika, Kultura at Lipunan	✔	✔		
Critical Perspectives in the Arts	✔	✔		
Philippine Arts and Culture	✔	✔		
Critical Perspectives in Communication		✔	✔	
Self and Society			✔	
Ethics and Moral Reasoning in Everyday Life			✔	
Living Systems: Concepts and				✔
Probing the Physical World				✔
Science, Technology and Society			✔	✔
Mathematics, Culture and Society		✔		✔

Figure 2. Preliminary Mapping of New GE Courses by Theme

With regard to program flexibility, it is envisioned that the proposed streamlined GE curriculum will make it easier for curriculum planners to program GE courses alongside specialist or major courses and to complement the GE curriculum with other non-specialist courses or sets of courses, such as communication skills courses, digital literacy courses, and quantitative reasoning courses. These "tool" courses, which may be packaged as programs (e.g., Writing Program, Digital Literacy Program, Quantitative Reasoning Program), develop

non-domain specific skills that program faculty may deem necessary for effective learning and performance in the major fields.

Some non-domain skills courses are currently classified as GE courses prescribed for all students or offered as elective GE courses under specific domains. However, as pointed out, these skills courses are not really domain-specific. Moreover, students and programs need different sets of non-domain specific skills. The current proposal to unbundle these skills courses from the set of GE courses gives program faculty more latitude in determining which and how many non-domain specific courses to require of their majors. It should be noted that this is consistent with the current practice of programs specifying non-GE non-specialist courses as requirements, such as Engineering students being required to take so many units of Math courses and Law students being required 15 units of undergraduate courses in English.

Aside from the existing skills or tool courses in mathematics and advanced reading and writing, non-specialist courses in other critical literacies (such as critical digital literacy and analytics) for teaching and learning and personal and professional growth in the 21st century, may be introduced.

5.0 Pedagogical Principles

The following principles derived from theory and research on what makes for effective teaching and learning in higher education, as well as from the University's long experience in the teaching of GE, are recommended to underpin the GE program:
- GE courses shall be interdisciplinary in pedagogy as well as in content.
- GE courses shall be learning-centered, with a clear focus on learning outcomes and their alignment with teaching and learning activities and asessment of learning.
- GE courses shall develop critical, creative, and reflective thinking skills through the appropriate use of learning resources and technologies.

The philosophy of interdiscplinarity in the GE program should be reflected not only in the content of GE courses (i.e., their focus on themes that call for the application of modes of inquiry derived from several disciplines), but also in how the courses are taught. There should be an emphasis on learning activities focusing on synthesis and integration of concepts learned, in addition to lectures and other activities that expose student to pespectives on and analytic approaches to the course topics from different disciplines.

It is relevant at this point to consider Guillermo's (2015) differentiation between multidisciplinary rotational/serial teaching and interdisciplinary teaching in the subordinate-service mode and the integrative-synthesis mode. In multidisciplinary rotational/serial teaching, faculty members from different disciplines take turns in teaching different course topics. While some existing GE and major courses use this 'tag-team teaching' approach, as Guillermo (2015) refers to it, this way of teaching would not be enough under this proposed GE framework.

In interdisciplinary teaching, the topics are problem-based and faculty members from different disciplines discuss each problem from different disciplinal perspectives. Guillermo (2015) identifies two modes of interdisciplinary teaching. The subordinate-service mode is based on a hierarchical view of the disciplines where the presentation of perspectives from the "subordinate" disciplines is oriented towards supporting the perspective of a/the dominant discipline. The integrative-synthesis mode gives equal importance to the perspectives from the different disciplines and works towards an integration and synthesis of these multiple perspectives on the problem. While ideal, the integrative-synthesis mode of interdisciplinary teaching could entail a lot of resources for course development and delivery.

This proposal for a new GE program includes Guillermo's (2015) recommendation to adopt a hybrid teaching model for GE courses that combines multidisciplinary lectures and interdisciplinary 'synthetic-integrative' discussions. The actual degree of hybridity will depend on the nature and aims of a course. Some existing GE courses may in fact already be implementing this hybrid teaching model for theme- or problem-based course topics, even if it is not required under the current GE framework.

The learning-centered[15] philosophy requires a clear articulation of intended learning outcomes to ensure that they are concrete and measurable, and the design of learning activities that are aligned with the learning outcomes and will result in their achievement. Attention should be given to helping learners to develop a deep understanding of concepts and appreciation of the knowledge structures and modes of analysis (i.e., ways of knowing) derived from the disciplines, through learning activities that will allow them to interact with various learning resources and experience disciplinal discourses and modes of inquiry. This resource-based and activity-based approach involves giving learners opportunities to engage with learning resources in various media that support different learning experiences (Laurillard, 2002),[16] including —

- in-class teacher-led and collaborative learning (e.g., lectures, group discussions, workshops);
- guided independent study (e.g., reading books and scholarly articles; listening to podcasts; viewing videos; working through simulations and educational games); and

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[15] The term 'learning-centered' is used instead of 'learner-centered' to underscore the fact that effective learning is the proper aim of both teaching and learning, and both teachers and learners (and the teaching-learning institution as a whole) have an equal stake in the achievement of effective learning.

[16] Laurillard (2002) typology of media forms by the learning learning experiences they support includes the following:
- narrative or presentational media (e.g., articles, slide presentations, and lectures, including video lectures and podcasts), which are used in tasks where learners are expected to assimilate information presented (i.e., the narrative medium is used to present the subject matter);
- interactive media (e.g., search engines, interactive videos, museum sites and portals) that are used in exploratory or investigative learning tasks;
- adaptive media (e.g., virtual worlds, simulations, computer games), which are useful for tasks involving experimentation and practice;
- communicative media (e.g., email, online discussion boards, chat applications, Webconferencing tools), which are useful for communication and collaboration between individuals and groups; and
- productive media (e.g., authoring tools, word and image processing tools, wiki and other collaborative writing tools), which students can use to generate or construct knowledge products (e.g., reports, videos, multimedia presentations, blogs) to articulate their understanding of the subject.

- experiential learning (e.g., site visits and field trips, immersion and service learning activities).

The learning activities should be designed to develop not only analytic skills but also creativity (through construction of knowledge products), and the ability to critically reflect on one's own thinking and practice. Furthermore, there should be "integration across activities, whether associatively (building component skills into extended performance), constructively (integrating skills and knowledge, planning and reflecting), or situatively (developing identities and roles)" (Beetham, 2007, p. 27), according to the intended learning outcomes for the course. It is essential to focus on the formative and summative assessment of learning (i.e., monitoring the achievement of learning outcomes), and providing timely feedback and support (e.g., mentoring) to all learners.

6.0 Guidelines for Program Implementation

The administration of the GE program is a collaborative effort of the faculty handling the GE courses, the CU GE Program Coordinators, the CU GE Councils or Committees, and the System GE Council. The CU GE Councils or Committees and the System GE Council shall be responsible for the policy-making aspects of program administration, and the GE faculty and GE Program Coordinators shall be responsible for program implementation.

6.1 Components of program administration

The administration of the GE program includes the following components: program planning, course design, course delivery, program coordination, and program evaluation.

Program planning is a Systemwide effort involving the System GE Council and the CU GE Councils or Committees. It includes not only curriculum planning and academic policy formulation, but also infrastructure development — i.e., design of learning spaces, construction of facilities such as multimedia teaching labs, and development of technology-supported learning environments — in coordination with System and CU leaders and officials.

Course design in the case of the initial 11 proposed GE courses is a Systemwide effort involving inter-CU experts' groups convened via the GE mini-conferences. The design and development of new or additional GE courses in the future should ideally involve experts from various CUs, on the assumption that these courses will be offered in more than one CU or students may enroll GE courses in more than one CU (either through cross-registration or by transferring from one CU to another) and apply for crediting of these courses. Still, a course may be designed by faculty from the proponent CU only. New courses proposed for institution should be submitted to the System GE Council for review via the CU GE Council or Committee *(see section 6.2 below)*.

Course delivery is overseen at the CU level. It involves the teaching team for each course, as well as instructional support services such as the university and college libraries, laboratories, and educational multimedia units.

Program coordination is also at the CU level. While GE courses may be lodged in different departments within a CU, it is recommended that a GE Program Coordinator at the CU level be designated to oversee the offering of courses. This work includes, among others, coordinating course schedules and teaching assignments with the concerned departments. For courses that require team teaching, the Program Coordinator shall be responsible for recruitment of experts from different units within a CU and, in some instances, from other CUs *(see section 6.4 below)*.

Program evaluation should be at the CU and System levels. There should be an end-of-term evaluation of GE courses offered, which includes the student evaluation of teaching (SET), to be overseen by the Program Coordinator. At the System level, a program-wide evaluation every 2-3 years is recommended *(see section 6.5 below)*.

6.2 Institution of courses

New GE courses may be instituted and existing GE courses integrated into this proposed GE framework using the following criteria:
a) The course must satisfy at least three of the five GE program objectives *(see section 3.0 above)*; and
b) The course must address at least one of the four curricular themes *(see section 4.0 above)*.

A proposal for course institution may emanate from any department or unit in any of the CUs, or from two or more departments within the CU or across two or more CUs. The proposal shall be referred to the CU GE Council or Committee for review and endorsement to the System GE Council. Once approved by the System GE Council, the final version of the course proposal shall be referred to the University Council/s of the proponent CU/s for approval, through the usual curriculum oversight bodies (i.e., the College or Faculty Assembly and the CU Curriculum Committee). In summary, the flow of GE course institution is as follows:

> *from* proponent department/s or unit/s within a CU or between two or more CUs
> *to* CU GE Council/s or Committee/s
> *to* System GE Council
> *to* CU Curriculum Committee/s (through the Faculty or College Assembly)
> *to* University Council/s

6.3 Course programming

Students may take GE courses at any year level, instead of taking all of their GE courses within their first two years in the University. Degree program coordinators may consider the recommendation on when a course is best taken (e.g., whether it should be taken in the first year or in later years) that is included in the course brief prepared by the experts who conceptualized the course.

It is also recommended that there be no block sectioning for GE courses of students from the same degree program, to provide students the opportunity to interact with students from other degree programs within their GE courses.

6.4 Faculty support

The GE courses require faculty who are specialists in their fields but who are also interdisciplinary in orientation. Faculty handling GE courses should have at least a Master's degree and sufficient teaching experience in their area/s of specialization. Ideally, they should have exposure to interdisciplinary teaching and/or research, for example through membership in interdisciplinary research or study groups. And they should be given training in interdisciplinary pedagogies for the GE courses.

It is recommended that, through the CU GE Program Coordinators, interdisciplinary teams consisting of faculty members from one or more CUs be constituted for each GE course.

Instructional support services should be made available to all GE course teams. For example, libraries should assist in the curation of open educational resources for specific courses, and multimedia production units should assist in the development of teaching and learning materials. It is further recommended that the development of teaching and learning resources for each course be a collaborative effort among faculty members in the different CUs who are teaching the same GE course.

In support of the scholarship of teaching and learning, faculty members handling and/or coordinating GE courses or programs should also be encouraged to undertake research on GE and publish such work in scholarly journals.

6.5 Program evaluation

To ensure that courses and the program as a whole remain relevant and effective, the following regular GE faculty conferences are proposed:
• an annual Systemwide GE conference by thematic clusters
• a biennial program-focused Systemwide GE conference

There shall be a regular evaluation of GE courses and the GE program as a whole, at the CU and System levels, to measure the achievement of the knowledge, skill, and attitudinal dimensions of GE program and course objectives, as follows:
1. The achievement of knowledge and skill objectives should be assessed annually at the course level.
2. There should be a cohort-based assessment of the achievement of cross-cutting skills and attitudes (i.e., skills and attitudes or dispositions learned from the GE experience as a whole).

The design of GE program and course evaluation should be carefully and collaboratively planned by the System GE Council and CU GE Councils or Committees at the outset (i.e., upon the adoption of this proposed GE program framework). This work shall

include the formulation of the research questions, framework, and methodology, including tools for data collection and analysis.

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Annex 1. Comparison of UP GE Program Objectives, Curricula, and Administration

	1958	1986	2001 (RGEP)	2010 (Hybrid GEP)	2015 *(Proposed)*
GE Program Objectives	1. Development of the ability to write and speak English effectively and to read with understanding materials with some complexity 2. Development of the ability to think critically 3. Understanding of the present status and past history of the culture and society of which the student is a part 4. Understanding of the nature of science as an intellectual process	To lay the groundwork for the fullest development of the student's potentials and sense of responsibility as a Filipino by attempting to: a) broaden the student's intellectual/cultural horizons, b) foster a commitment to nationalism and develop a sense of nationhood balanced by a sense of internationalism, c) cultivate a capacity for independent critical and creative thinking, d) infuse a passion for learning with a high sense of moral and intellectual integrity, and e) develop a consciousness of the total environment — physical, cultural, and social — and a commitment to the preservation of human values	1. To broaden the students' intellectual horizons; 2. To balance nationalism with internationalism; 3. To develop an awareness of various ways of knowing/ disciplines; and 4. To teach integration of knowledge and skills Methods of inquiry • quantitative and other forms of reasoning • interpretative and aesthetic modes/approaches Competencies • communication skills (both oral and written) • creative, independent, and critical thinking	Hybrid GE Program *General and specific objectives of RGEP were retained*	To develop leadership characterized by integrity and honor, excellence in scholarship, and public service, the hallmarks of a UP education. To this end, the UP GE program shall provide students with a broad foundation of study that will: 1. Broaden intellectual and cultural horizons; 2. Hone critical and creative thinking; 3. Develop a passion for learning and scholarship; 4. Cultivate a high sense of intellectual and moral integrity; and 5. Foster a commitment to service and social justice.

GE Curriculum	**63 units**	**42 units** of prescribed courses:	**45 units** of elective/free choice courses:	**45 units** of prescribed and elective courses:	**21-36 units**
	- 9 units of English - 12 units of Spanish - 6 units of Math - 3 units of Logic - 9 units each of Humanities and Social Science courses - 6 units each of Biology and Physical Sciences courses - PE 1 as required course	- 15 units of Communication and Humanities courses: Communication/ Kom I, Communication/Kom II, Communication/Kom III, Humanities/dades I, and Humanities/ dades II - 12 units of Natural Sciences and Math courses: - Math I, Nat Sci I, Nat Sci II, STS (students majoring in Math or Nat Sci need not take GE courses in these subjects) - 15 units of Social Sciences and Philosophy courses: Philo I, History I, History II, Soc Sci I, Soc Sci II PI 100 – required by law and therefore not a GE course Abolition of requirement of 12 units of Spanish Communication and Humanities courses may be taken in English or Filipino "Non-disciplinal" approach in the teaching of Soc Sci I and II, and Nat Sci I and II STS at senior level to integrate all the GE courses	15 units in each of the three domains (Arts and Humanities, Social Sciences and Philosophy, and Natural Sciences & Math) Every GE course must meet program objectives, modes of inquiry, and competencies required by the GE Program. Domains of knowledge should be a healthy mix of disciplines. Every GE course must satisfy at least two of the objectives, apply one mode of inquiry, and develop two sets of the skills. A GE course must not have a prerequisite.	3-9 units prescribed courses and 6-12 units elective/free choice courses per domain; 15 units per domain Version 1 followed by UPB, UPLB, and UPV Version 2 followed by UPD, UPM, and UPMin CUs will decide on what GE courses to prescribe	Each CU shall determine the total number of GE courses, and select the GE courses to be taken by their students from the array of GE courses to be approved based on the principles and guidelines laid out in this framework. Each CU may choose initially from the 11 new GE courses proposed through the Systemwide GE mini-conferences, namely:: 1. Kasaysayan ng Pilipinas 2. Wika, Kultura at Lipunan 3. Critical Perspectives in the Arts 4. Philippine Arts and Culture 5. Critical Perspectives in Communication 6. Self and Society 7. Ethics and Moral Reasoning in Everyday Life 8. Living Systems: Concepts and Dynamics 9. Probing the Physical World 10.Science, Technology and Society 11.Mathematics, Culture and Society Adoption of a theme-based classification of courses, instead of the traditional domain-based classification Initial set of interdisciplinary themes: 1. Culture and Identity 2. Language and Expression 3. Social Systems 4. Natural Systems Non-specialist tool courses to be unbundled from GE courses

GE Program Adminis-tration / Adminis-trative Structures	University College created in 1960 to take charge GE program and other subjects for the first two years of university studies; formulate, implement, and enforce the objectives and policies of the program; and coordinate offerings and activities	1976: CAS was reorganized into three Divisions and assigned "to recommend the institution, revision, and abolition of courses in the General Education Program" 1983: CAS was split into three colleges 1986: BOR formed the Arts and Sciences Council "to encourage and promote the spirit and tradition of liberal arts education to review and recommend the institution, revision and abolition of GE courses administered by each college, promote interdisciplinary studies and provide a forum to discuss topics of common interest and concern among them" (Lee, p. 181) 1993: System GE Council was established with the following functions: 1. Review the present GE Program 2. Propose revisions to the existing program 3. Draw up a plan of action for the implementation of the "revised" G.E. program	Any unit can offer an approved GE course. Approval of course institution by UP GE Council 2003: Interactive Learning Centers (ILC) established in each CU; ILC "originally conceived as a GE Center [which] will serve all courses including GE.... It will also serve as a venue where faculty can discuss the GE Program and undergo training in various educational technologies" (according to 2003 UP Forum article)	Recommendation by Re-examining UP's GEP final report: Designate a GE unit or a person responsible for monitoring and reviewing GE courses	GE program administration a collaborative effort of the faculty handling the GE courses, the CU GE Program Coordinators, the CU GE Councils or Committees, and the System GE Council CU GE Councils or Committees and System GE Council shall be responsible for the policy-making aspects of program administration GE faculty and GE Program Coordinators shall be responsible for program implementation Flow of GE course institution: *from* proponent department/s or unit/s within a CU or between two or more CUs *to* CU GE Council/s or Committee/s *to* System GE Council *to* CU Curriculum Committee/s (through the Faculty or College Assembly) *to* University Council/s Continuous program improvement through annual Systemwide GE conference by thematic clusters, and biennial program-focused Systemwide GE conferences Mechanisms for regular program and course evaluation at the CU and System levels