

Attitudes / Dispositions	a passion for reading and lifelong learning, a commitment to excellence, autonomy/independence, cultural rootedness/having deep cultural moorings (including taking pride in one’s ethnicity), a global and cosmopolitan outlook, open-mindedness, respect for diversity, gender sensitivity, ecological awareness and respect for the environment, civic consciousness, public mindedness, social responsibility, compassion and empathy, <i>pakikipagkapwa-tao</i> , commitment to social justice
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#### 4.0 The GE Curriculum Structure

In line with the GE philosophy, the UP GE curriculum shall be a streamlined interdisciplinary curriculum consisting of 21-36 units of core and elective GE courses drawn from the arts and humanities; social sciences and philosophy; and mathematics, science, and technology domains.

Each CU shall determine the number and mix of core and elective GE courses to be taken by their students to effectively meet the GE program objectives and develop the envisioned GE student attributes. Core GE courses are courses that are prescribed for all students, regardless of their area of specialization or major. These core courses, which provide a shared experience for students in various degree programs, are considered by the CUs to be necessary for their students to effectively meet the GE program objectives while also reflecting the CU context and niche. The elective GE courses, on the other hand, provide students with an opportunity to pursue their interest in specific domains and to develop autonomy through the exercise of critical choice, which are skills and dispositions that the GE program should foster.

CUs may select their core and elective GE courses from the 11 GE courses proposed through the Systemwide GE mini-conferences<sup>16</sup>, as well as GE courses currently being offered under the hybrid GE program. They may also propose new GE courses for approval based on the principles and guidelines laid out in this framework. *(Section 6.0 includes the recommended procedure for instituting new GE courses and integrating existing GE courses under this proposed GE framework.)*

It is envisioned that a subset of core courses shall be determined to be common among the sets of core GE courses identified by all CUs. These common core courses to be taken by all students across the UP System shall provide a common foundation in the key liberal arts disciplines and a strong basis for the development of the envisioned GE attributes of integrity, scholarship, broad intellectual and cultural horizons, and nationalism. Moreover,

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<sup>16</sup> These 11 GE courses are: 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 Dynamics; Probing the Physical World; Science, Technology and Society; and Mathematics, Culture and Society. The official syllabus of each course is for harmonization among the CUs concerned and for approval based on the principles and guidelines laid out in this framework.

since these courses are to be taken by all UP students in all of the CUs, they represent a shared learning experience that shall serve as the hallmark of a UP education (“*Tatak UP*”).<sup>17</sup>

In keeping with the liberal education philosophy of the GE program, GE courses should, singly and in combination, develop an appreciation for the foundational disciplines, the interconnections among them, and their continuing relevance in understanding and dealing with complex problems confronting individuals and communities and the nation and the world as a whole. While individual GE courses may have a specific disciplinary grounding, it is expected that together they will develop a holistic and integrative understanding of key concepts and principles within and across disciplines.<sup>18</sup>

## 5.0 Pedagogical Principles

GE courses may be taught in English or in Filipino in accordance with the University policy on the medium of instruction.

To ensure that GE program objectives are met, GE courses shall —

- be learning-centered, with a clear focus on learning outcomes and their alignment with teaching and learning activities and assessment of learning;
- make appropriate use of learning resources and technologies to develop critical, creative, and reflective thinking skills; and
- adopt an interdisciplinary pedagogy when appropriate.<sup>19</sup>

A learning-centered<sup>20</sup> philosophy requires a clear articulation of intended learning outcomes and design of learning activities which are aligned with and will result in the achievement of the learning outcomes.

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<sup>17</sup> For example, the following GE courses were selected as prescribed GE courses during the GE workshops held in UP Baguio, UP Cebu, UP Los Banos, UP Manila, UP Mindanao, the UP Open University, and UP Visayas: *Kasaysayan ng Pilipinas*; *Ethics and Moral Reasoning in Everyday Life*; *Science, Technology and Society*; and (except in UP Manila) *Critical Perspectives in the Arts*. The official syllabus of each course is for harmonization among the CUs concerned and for approval based on the principles and guidelines laid out in this framework.

<sup>18</sup> This streamlined GE curriculum may also be complemented with non-GE but non-specialist courses (or sets of courses) focused on developing non-domain-specific skills that program faculty might deem necessary for effective learning and performance in the major fields. At present, degree programs prescribe some non-GE but 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. Degree programs should continue to be able to specify which and how many such courses to require of their majors. 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 likewise be introduced.

<sup>19</sup> These pedagogical principles are 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.

<sup>20</sup> 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.