University of Southern Maine
Transfer FROM USM to other University of Maine System Campus-
Request to Verify Completion of General Education Transfer-Out Block

Students: complete this form and submit it to the USM Registrar in 107 Bailey or at registrar@usm.maine.edu.

Name: _______________________________________________________________________

First                   Middle                  Last

Date of Birth __________

Month/Day/Year

I am transferring to the following University of Maine System institution beginning with the

[ ] University of Maine at Augusta          [ ] University of Maine
[ ] University of Maine at Farmington        [ ] University of Maine at Fort Kent
[ ] University of Maine at Fort Kent         [ ] University of Maine at Presque Isle

I believe I have completed the General Education Block at USM (all core requirements except Cluster and
Capstone).

Please verify to the Registrar and/or Director of Student Records at the above institution that I have completed
USM’s general education transfer-out block.

I understand that once this has been confirmed by the USM Registrar, I will be eligible for the stated set of
exceptions to the general education requirements at the new institution.

___________________________________________________________________________

Student Signature

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UMA: contact UMA

UMF: Students transferring with the UMM General Education block completed do not need to take any
additional courses to satisfy Gen Ed requirements, unless they need to meet a specific program
requirement in their major.

UMFK: contact UMFK

UMM: Students who have been matriculated at another UMS institution and who have completed the General
Education Block at that institution at the time they transfer to UMM will be considered to have met all
UMM core requirements except ELA 342 Humans & Nature to complete the core. If any of the courses in
the block are program requirements, the student will need to complete the requirement.

UM: A student at any other UMS institution who has been certified as completing the UMS General Education
Transfer Block at that institution may be required to complete the following additional General Education
courses at the University of Maine: (a) Human Values and Social Context – a minimum of 3 additional
course credits in any of the UMaine Human Values and Social Context subcategory areas, (b) a Writing
Intensive course in the major, and (c) a Capstone Experience course – typically an explicit course defined
by the major with a minimum of three credits.

USM: With the exception of the capstone and any other specific courses required by their major, USM core
requirements are waived for students who have completed all of the general education requirements at
any other UMS campus, as certified by that campus.
I certify that the above-named student has completed the USM General Education Transfer-Out Block.

__________________________  __________________________
USM Registrar or authorized representative                  Date
Overview of the UMS General Education Transfer Block:

The *UMS General Education Transfer Block* is defined as follows:
1. It includes at least 35 credits of course work, with grades of C- or better in all courses.
2. Its outcomes align closely with the LEAP Essential Learning Outcomes.
3. Its outcomes include all of the following content (although not necessarily using this language) with the understanding that each institution's general education will undoubtedly contain many more outcomes. These outcomes are common to all University of Maine System campuses, and are expected to be included in each institution's transfer-out block:

1. **Creative/Arts:** Students will experience a sustained engagement with at least one of the creative or performing arts, and will be able to participate in, identify, or evaluate artistic and creative forms of expression.
2. **Natural Science:** Students will demonstrate both conceptual and practical understanding of scientific method, including the abilities of hypothesis development and testing through observation or experiment, and evaluation of results. Students will engage in laboratory or field work at a level consistent with standard college laboratory and field courses. Students will demonstrate the ability to work with both qualitative and quantitative information in applying the scientific process.
3. **Writing:** Students will be able to write clear, coherent texts with adherence to proper mechanics. Students will be able to adapt their writing appropriately for different disciplinary contexts or audiences. Students will be able to effectively use writing as a means to engage in and communicate processes of critical inquiry, including analysis, synthesis, and argumentation.
4. **Quantitative Literacy:** Students will be able to reliably perform mathematical operations at the college level. Students will be able to understand and evaluate quantitative information both in their college work and in broader public discourses. Students will be able to apply mathematical concepts and techniques in practical situations, to solve problems.
5. **Diversity/Cultural Knowledge:** Students will demonstrate knowledge of cultural differences.
6. **Humanities:** Students will be able to analyze or interpret significant texts or other cultural artifacts. Students will be able to understand or think critically about meaning (significance) and value, from either an aesthetic, philosophical, literary, or multidisciplinary perspective.
7. **Social Sciences:** Students will be able to analyze or explain causal forces which shape social structures, institutions, or behavior. Students will demonstrate knowledge of multiple cultures.
8. **Ethical Reasoning:** Students will demonstrate the ability to do one or more of the following:
   - understand social and cultural value systems;
   - understand and evaluate ethical perspectives on environmental issues;
   - understand and critically evaluate ethical theories or concepts;
   - work effectively with ethical issues and theories through analysis and evaluation of the theoretical, literary, historical or artistic texts through which fundamental ethical ideas and problems are presented.
   - critically evaluate disciplinary claims in the context of ethical, social, and environmental issues.