

## **Guidelines for the Certification of General Education Courses UCLA College**

Please submit to the GE Governance Committee the following information:

1. A completed CIMS form and syllabus for each proposed course.
2. A completed *GE Course Information Sheet* for each proposed course.

The following guidelines have been prepared to assist departments in the review of their GE curriculum and the preparation of the materials requested for the Governance Committee.

### **1. Course Action Form and Syllabus**

Academic Senate regulations require for any proposed course, a CIMS Form.

The course syllabus should include the following:

- A one or two paragraph description that expands on the course description given on the course action form.
- The course objectives.
- An outline of proposed weekly lecture topics and, if appropriate, field trips, labs, or other experiential activities.
- A reading list, including films if appropriate. If there is a course reader, please detail its contents.
- Description of student assignments. For each writing assignment include the nature of the assignment and its page length.
- Description of the grading policy, *specifically*, the percentage that each component carries in determining a student's course grade.

### **2. GE Course Information Sheet**

#### *1. Assignment to a Foundation Area(s) and Subgroup(s)*

Departments and interdepartmental programs should review the stated aims and objectives for courses in the different foundation areas of knowledge. You must designate a foundation area and subgroup for each proposed course, and briefly explain why you made this assignment. General education courses may be listed in more than one GE foundation area and subgroup.

#### *2. Course Instructors*

General education courses at UCLA should provide incoming students with an introduction to the aims, methods, and cutting-edge work of research faculty and graduate students. Consequently, departments should give special consideration to the question of who will be serving as the instructors for these courses.

### 3. Course Scheduling and Projected Enrollment

To ensure that departmental GE course offerings are taught on a regular basis, departments are asked to indicate on their course information sheets how often they plan to teach each proposed GE course over the next three years, as well as to project the enrollment for each quarter the course is offered.

### 4. General Education Principles

The GE Governance Committee urges all faculty to keep in mind the following set of general education principles as they re-evaluate old GE courses and conceptualize new ones. While these principles will apply in different ways to the varied GE courses submitted for inclusion in the foundation areas of knowledge, all courses designated for general education credit should aim to achieve several of the goals listed below.

- General Knowledge. GE courses should give students an ample spectrum of learning in the natural and social sciences, arts, and humanities. This knowledge should extend beyond facts to include theories, methodologies, and ways of knowing central to these intellectual domains.
- Integrative Learning. Students should learn to compare and synthesize different disciplinary and theoretical perspectives in order to discover the ways in which contrasting approaches can illuminate a problem or set of issues. In revisiting their GE course offerings, departments may wish to consider interdepartmental course “linkages” or sequences that introduce students to the ways in which different disciplines address a common topic.
- Ethical Implications. General education courses should inform students about important issues and advances in the arts, humanities, and sciences and prepare them to evaluate ethically and critically the implications of these developments as citizens and leaders.
- Cultural Diversity. Students need to engage in general education courses that contextualize issues of race, ethnicity, gender and multicultural interactions worldwide. Such courses should provide a diversity of cultural perspectives with the aim of enhancing understanding and tolerance of difference while illuminating the values, ideas, and goals that individuals and groups hold in common.
- Intellectual Skills. One of the central aims of general education courses is to strengthen the basic intellectual skills of students. Those skills are, in particular, the following:
  - ⌚ Critical thinking: The ability to make critical and logical assessments of the evidence, whether that evidence be texts, images, performances, or the findings of research.
  - ⌚ Rhetorical effectiveness: The ability to frame and deliver a reasoned and persuasive argument in speech and writing.
  - ⌚ Problem-solving: The ability to determine what knowledge is needed, how to acquire it, and how to use it in order to solve a problem.
  - ⌚ Library and information literacy: The ability to search, select, organize, and manage relevant information from a variety of sources, both traditional and digital.

### 5. GE Course Units

In determining the unit value of a course, departments and interdepartmental programs should be guided by Academic Senate Regulation 760, which states that “the value of a course in units shall be reckoned at the rate of one unit for three hours’ work per week per term on the part of the student, or the equivalent.” Consequently, students in a 5-unit GE course are expected to spend 15 hours a week engaged in work for that class (including in-class instruction and out-of-class preparation necessary to fulfill the course requirements).

### **Routing Procedures**

The GE Governance Committee will forward course submissions to the appropriate foundation area workgroups for evaluation. Once the foundation area workgroups have made their recommendations, department course materials will be forwarded to the College FEC, the Curriculum Committee of the Undergraduate Council (UgC), for final approval.