

Guidelines for the Certification of General Education Courses

Updated June 2024

For each course you plan to submit for GE review, you will need to upload the following documents to the Course and Curriculum Management System (CMS):

- A completed course information sheet
- A syllabus that abides by the guidelines mentioned on our GE Submission Guidelines page
- An optional cover memo if there is anything that you would like to address for the committee that is not covered in the other parts of the submission.

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 Proposal and Syllabus

For all proposed courses, Academic Senate regulations require the submission of a course proposal via the [Course and Curriculum Management System \(CMS\)](#).

The course syllabus should include the following:

- A one or two paragraph description of the course.
- Student learning outcomes.
- Acknowledgment that the course carries GE credits, and list which foundation area(s). Please click here for [sample text](#). *Please note the GE credits listed should reflect only those approved by GEGC.
- An outline of proposed weekly lecture topics and, if appropriate, field trips, labs, or other experiential activities.
- A reading list, including films, if appropriate.
- 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. If participation is one of the grading components, please describe in detail how this grade will be assessed.
 - For sample participation rubrics, please click:
 - [Arts & Humanities and Society & Culture](#)
 - [Foundations of Scientific Inquiry](#)

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 guidelines for GE credit in the different foundation areas of knowledge (See GE Foundation Area Learning Goals).

- [Arts & Humanities Learning Goals](#)
- [Society & Culture Learning Goals](#)
- [Scientific Inquiry Learning Goals](#)

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 that will engage students in active learning, both in the lecture hall and in the classroom. 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 such as race, ethnicity, gender, sexuality, disability, 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. Instructors may also consider submitting their courses for consideration of the Diversity requirement.
- 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

Per campus guidelines, “[a]cademic work at UCLA is measured by units of credit, which are used to evaluate the amount of time a student has devoted to a particular subject and to determine a student’s class level” and “[o]ne unit represents three hours of work per week per term by the student, including both class attendance and preparation” (Registrar’s Office). 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). All GE courses are 5 units, except for Scientific Inquiry without lab.

Routing Procedures

Please submit the complete packet of course materials to the corresponding course in the [Course and Curriculum Management System \(CMS\)](#). The memos should be addressed to the GEGC Chair.

Departments will be notified via the Course and Curriculum Management System (CMS) upon completion of committee review. Please check your CMS notification permissions to determine who will receive the notifications. A proposal’s current stage and complete workflow can be viewed in the CMS.