# General Education Learning Goals and Principles

Before you begin the submission of your new GE course or GE recertification, we strongly recommend referring to the provided resources to develop or refine your course learning outcomes, grading criteria, and syllabus.

**UCLA General Education Learning Goals**

[Arts & Humanities Learning Goals](https://www.uei.ucla.edu/wp-content/uploads/2019/07/Arts-and-Humanities-Student-Learning-Goals.pdf) [Scientific Inquiry Learning Goals](https://www.uei.ucla.edu/wp-content/uploads/2018/07/GE-FSI-Learning-Goals-Outcomes.pdf) [Society & Culture Learning Goals](https://www.uei.ucla.edu/wp-content/uploads/2020/05/SC-Learning-outcomes.pdf)

**UCLA 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.

**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.

**A note on 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](https://catalog.registrar.ucla.edu/Policies-and-Regulations/Academic-Policies/Academic-Credit-and-Class-Levels)). 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).

# GE Course Proposal Instructions and Checklist

The GEGC is a subcommittee of the Undergraduate Council (UgC). Final approval terminates with the UgC. To get started with the process, email the following four documents for GEGC consideration to Charlotte Vo, Administrative Assistant.

1. **Syllabus**

**Required Syllabus Components**

[ ]  A 1-2 paragraph description of the course.

[ ]  Measurable student [learning outcomes](https://docs.google.com/document/d/1LCmCdCqLO1E4_JjIvJEpEDwF3ckZHbTPex2auOZiBes/edit?usp=sharing) that incorporate selected foundation area learning goals

[ ]  Statement that the course carries GE credits and lists relevant foundation area(s). Please describe (for students) the ways in which your course satisfies GE. Click here for [sample text](http://www.college.ucla.edu/ge/meetings/Sample_language.pdf). *Note: the GE credits listed should reflect only those approved by GEGC and UgC.*

[ ]  An outline of proposed weekly readings and lecture topics and, if appropriate, field trips, labs, or other experiential activities

[ ]  A list of texts, including films and other media, if appropriate.

[ ]  Description of student assignments. Include the nature of each assignment and its page length. *Note: you will be submitting a stand-alone sample assignment as part of your submission.*

[ ]  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](https://www.uei.ucla.edu/wp-content/uploads/2021/07/AH-SC-Participation-Rubrics-from-UEI-FINAL.docx) or [Foundations of Scientific Inquiry](https://www.uei.ucla.edu/wp-content/uploads/2021/07/FSI-Participation-Rubrics-from-UEI-FINAL.docx).

**Highly Recommended Course Components**

[ ]  Utilize the [Inclusive Syllabus Template](https://www.uei.ucla.edu/wp-content/uploads/2021/07/Inclusive-Syllabus-Template-from-UEI-FINAL.docx) and/or the [Inclusive Syllabus Design guide](https://ceils.ucla.edu/resources/teaching-guides/syllabus-design/) created by the Center for Education Innovation & Learning in the Sciences (CEILS)

[ ]  Include on syllabus: [Land acknowledgement](https://docs.google.com/document/d/1LxJy-iEHZsg0TS652tEpNyhbtzJp1_XqxNALe4XM73w/edit?usp=sharing), description of [academic integrity](https://docs.google.com/document/d/1LxJy-iEHZsg0TS652tEpNyhbtzJp1_XqxNALe4XM73w/edit?usp=sharing), description of [Title IX](https://docs.google.com/document/d/1LxJy-iEHZsg0TS652tEpNyhbtzJp1_XqxNALe4XM73w/edit?usp=sharing), and [a list of student success and wellness resources](https://docs.google.com/document/d/1r31WURBuKZH5qKlXOkxNYqz4fiKaeYhJZ34RTZWkXEE/edit?usp=sharing) (Could also be posted on BruinLearn)

[ ]  Practice [active teaching methods](https://docs.google.com/document/d/1RFJJGfnECXCo7m40AUrHug2RbuTybNpUIArIfaz1caw/edit?usp=sharing) in the classroom and lecture hall

2. **Sample Assignment(s)**

[ ]  Sample [scaffolded writing assignment](https://docs.google.com/document/d/1d3wNv27Xvpe2iYF2iwbppXRzJ28PEKZt0SgYaI0IfB0/edit?usp=sharing), term paper, exam, essay prompt, or other form of assessment.*Note: The GEGC encourages instructors to be mindful of an appropriate assignment workload for students and especially for TAs given that GE courses often enroll hundreds of students.*

3. [**General Education Course Proposal Sheet**](#General_Education_Course_Proposal_Sheet)(below)

4. [**CIMS Form**](https://registrar.ucla.edu/faculty-staff/courses-and-programs/course-inventory-management-system)for new courses

**For GEGC Office Use Only**

|  |  |
| --- | --- |
| Department Name, Subject Area, Course Title, Course Number  | Click or tap here to enter text. |
| Requested effective term | Click or tap here to enter text. |
| Requested GE sub-categories | Click or tap here to enter text. |
| GEGC determination(s) | Click or tap here to enter text. |
| Directives and suggestions from GEGC | Click or tap here to enter text. |
| Outreach made to instructor from GEGC | [ ]  Yes [ ]  No |
| Resubmitted proposal | [ ]  Yes [ ]  No |

# General Education Course Proposal Sheet

Department Name, Subject Area, Course Number, and TitleClick or tap here to enter text.

[ ]  New GE Course [ ]  GE Recertification

Please indicate the requested foundation areas and their GE subcategories.

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| **Foundations of Arts and Humanities**[ ]  Literary Cultural Analysis[ ]  Philosophic and Linguistic Analysis[ ]  Visual and Performance Arts Analysis and Practice | **Foundations of Society & Culture**[ ]  Social Analysis[ ]  Historical Analysis | **Foundations of Scientific Inquiry**[ ]  Life Science[ ]  Physical Science[ ]  Lab component |

1. In about a paragraph, explain why this course should be a GE or continue to be offered as a GE. Refer to the GE principles listed on page 1.

Click or tap here to enter text.

1. Most GE Courses are lower division courses in order to be accessible to any student, including first-year students. While GE courses may be upper division, they should have no prerequisites and students should be able to take them and understand the material with the background expected from all UCLA students.

Is the proposed course an upper-division course (100-199)? [ ]  Yes [ ]  No

If yes, please explain how the course will remain introductory and accessible to any student.

Click or tap here to enter text.

1. Indicate when the department anticipates offering the course and provide anticipated enrollment numbers. Section enrollments should not exceed 30 students given the foundational nature of General Education.

Term, Quarter, andEnrollment

Click or tap here to enter text.

1. If you are recertifying the GE course with different foundation areas or subcategories, please explain.

Click or tap here to enter text.

1. In the appropriate table below, align your [student learning outcomes](https://docs.google.com/document/d/1LCmCdCqLO1E4_JjIvJEpEDwF3ckZHbTPex2auOZiBes/edit?usp=sharing) with the appropriate GE learning goals found in the drop-down menu on the left so that we may appreciate how the course fulfills the selected foundation areas and GE subcategories. All of your course student learning outcomes need not fulfill a GE learning goal.

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| **Arts & Humanities**All courses fulfilling the GE AH should align with each of the four general goals. You may have more than four outcomes, but at least four should be aligned with the GE learning goals. |
| **GE Learning Goals** | **Course Student Learning Outcomes** |
| Choose an item. | Click or tap here to enter text. |
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| **Scientific Inquiry**All courses fulfilling GE FSI must address learning Goal #1 and thereafter should generally be in alignment with the remaining six learning goals. While the course may include material related to the history of science and the social and cultural implications of scientific research, **at least half** of the course should be devoted to students’ active engagement in the scientific process of inquiry, analysis, problem-solving, and quantitative reasoning (Goal #1). |
| **GE Learning Goals** | **Course Student Learning Outcomes** |
| Choose an item. | Click or tap here to enter text. |
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| **Society & Culture**All courses fulfilling the GE SC should align with each of the four learning goals. You may have more than four outcomes, but at least four should be aligned with the GE learning goals. |
| **GE Learning Goals** | **Course Student Learning Outcomes** |
| Choose an item. | Click or tap here to enter text. |
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\*\*\***NOTE: *Individual studies and variable topics courses are not eligible to satisfy the General Education Requirement\*\****