

Spring 2025

GENERAL EDUCATION TOWN HALL

on Zoom

UCLA Undergraduate Education
Initiatives

GE Task Force Committee

Committee Chair

Muriel McClendon, History

Committee Members

Patricia Arroyo Calderón, Spanish and Portuguese

Tony Friscia, Integrative Biology and Physiology

Jenny Jay, Civil and Environmental Engineering

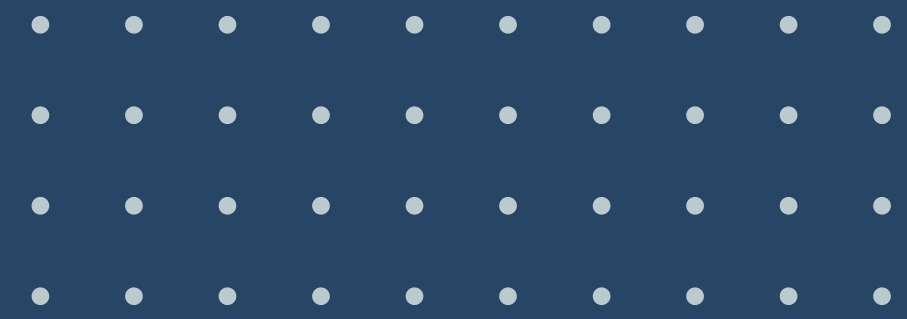
Michael Lens, Urban Planning and Public Policy

Erik Petigura, Physics and Astronomy

Ex-Officio Member

Torquil Duthie, Asian Languages and Cultures





Town Hall Engagement

1. Please save your questions for after the 20-minute presentation.
2. We will moderate questions in the chat and they will be addressed in the Q&A.
3. Please raise your hand before unmuting.
4. Slides will be available on our website following this town hall.



Agenda for Town Hall

1. Task Force Progress
 - a. Introduction & background
 - b. Rationale for redesign
 - c. Sketch of updated GE
2. Next Steps
3. Audience Questions and Feedback



Introduction & Background

*2020–2021 Consolidated Self-Review of all components of GE
(Foundation Areas and Clusters)*

Self-Review Report Overall Recommendation

“With the goal of preparing UCLA graduates to address the challenges faced by society in the 21st century, **design and implement a *new model*** for General Education at UCLA. This model should **build on existing strengths** but should incorporate substantial changes to governance, program structure, and **mission**. The process to achieve this goal should begin with the **formation of a GE Taskforce by Fall 2023**”

Context for reimagining GE

UCOP 2030 Goals:

- *The road to graduation is unique to each student, and a **good start** can make all the difference.**
 - GE courses should provide the foundation for study

Boyer Report:

- *A 21st century education should broaden horizons, stimulate curiosity and involve discovery of fields of knowledge, ways of knowing, and perspectives well beyond what most students have encountered in high school. It provides students the experience of grappling with complex problems and seeking nuanced understandings.***

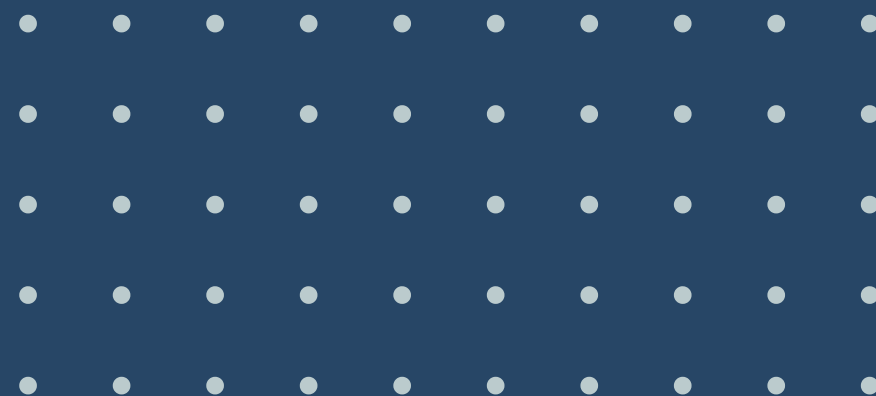
**Equity is Excellence, pg 16*

***Boyer Report, pg 10*

UCLA context for reimagining GE

UCLA (from Senate Review):

- The current GE program is nearly two decades old
- Concern over mission statement clarity and relevance
- Lack of clear pathways through GE programming
- Lack of coherent experience for students



UCLA Context Cont'd

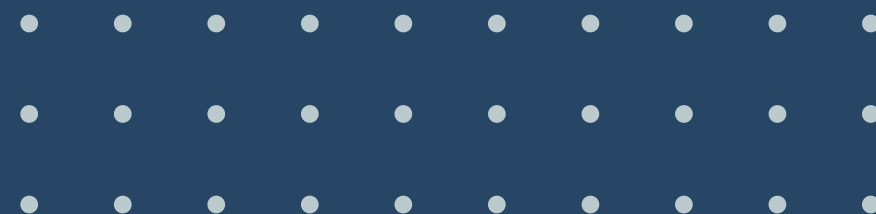
Engaged Campus Expertise/Units

Meetings with Deans

- Miguel García-Garibay (Physical Sciences)
- Alex Stern (Humanities)
- Abel Valenzuela (Social Sciences)
- Tracey Johnson (Life Sciences)
- Ah-Hyung “Alissa” Park & Richard Wesel (Samueli School of Engineering)
- Christina Christie (School of Education and Information Studies)

Campus Partners

- Erin Sanders O’Leary (Teaching & Learning Center)
- Jeff Lewis (Faculty Advisor for Academic Planning & Budget)



Characteristics of General Education Models

Hanstedt (2012). *General Education Essentials*

DISTRIBUTIVE MODEL

- Students take a specific number of courses from prescribed categories
- Categories can be mix of traditional areas of knowledge (e.g. Humanities, Life Sciences, etc.) & intellectual skills (e.g. writing, critical thinking, etc.)

INTEGRATIVE MODEL

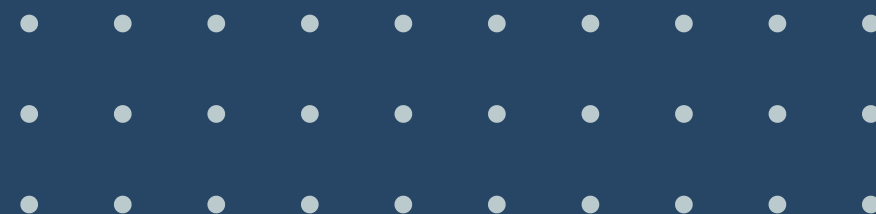
- Favors thematic categories over traditional areas of knowledge
- Favors integrative learning experiences (e.g. interdisciplinary & team-taught courses)
- Emphasizes flexibility (e.g. multiple pathways to fulfill requirements)

Increasing incorporation of integrative elements in the last decade ↗

Benefits of Integrative Elements within GE

Khan & Law (2015)

- Programs that incorporate various **disciplinary perspectives**:
 - Prepare students for complex, real-world challenges
 - Promotes collaboration across departments
- **Integrative learning experiences**:
 - Allow for flexibility and responsiveness to societal needs
 - Supports lifelong learning competencies
 - Fosters transferable learning and interdisciplinary learning
 - Enhances educational innovation



GE at Peer & UC Institutions

Senate Review: 22 universities (14 public, 8 private)

Boyer Report: 4 universities



University of Virginia

Engagements
Literacies
Disciplines



**University of North
Carolina at Chapel Hill**

IDEAS in Action



Boston University

The Hub

GE at Peer Institutions



University of Virginia

Engagements
Literacies
Disciplines

DISTRIBUTIVE ELEMENTS

- The *Disciplines* component of the GE program requires students to take courses across 7 academic categories

- The *Literacies* component helps students master skills within specific disciplines applicable to broad contexts

INTEGRATIVE ELEMENTS

- The *Engagements* component is comprised of a yearlong sequence designed to be interdisciplinary, and encourages students to synthesize knowledge from various domains

GE at Peer Institutions



**University of North
Carolina at Chapel Hill**

IDEAS in Action

DISTRIBUTIVE ELEMENTS

- Students take at least one GE course in each of the three major divisions (Humanities & Fine Arts, Mathematics & Natural Sciences, and Social & Behavioral sciences)

INTEGRATIVE ELEMENTS

- Clear beginning (1st year focus), middle (focus capacities), and end (reflection)
- Focus capacities are disciplinary agnostic and incorporate “a broad array of academic ideas, approaches, and information.”

GE at Peer Institutions

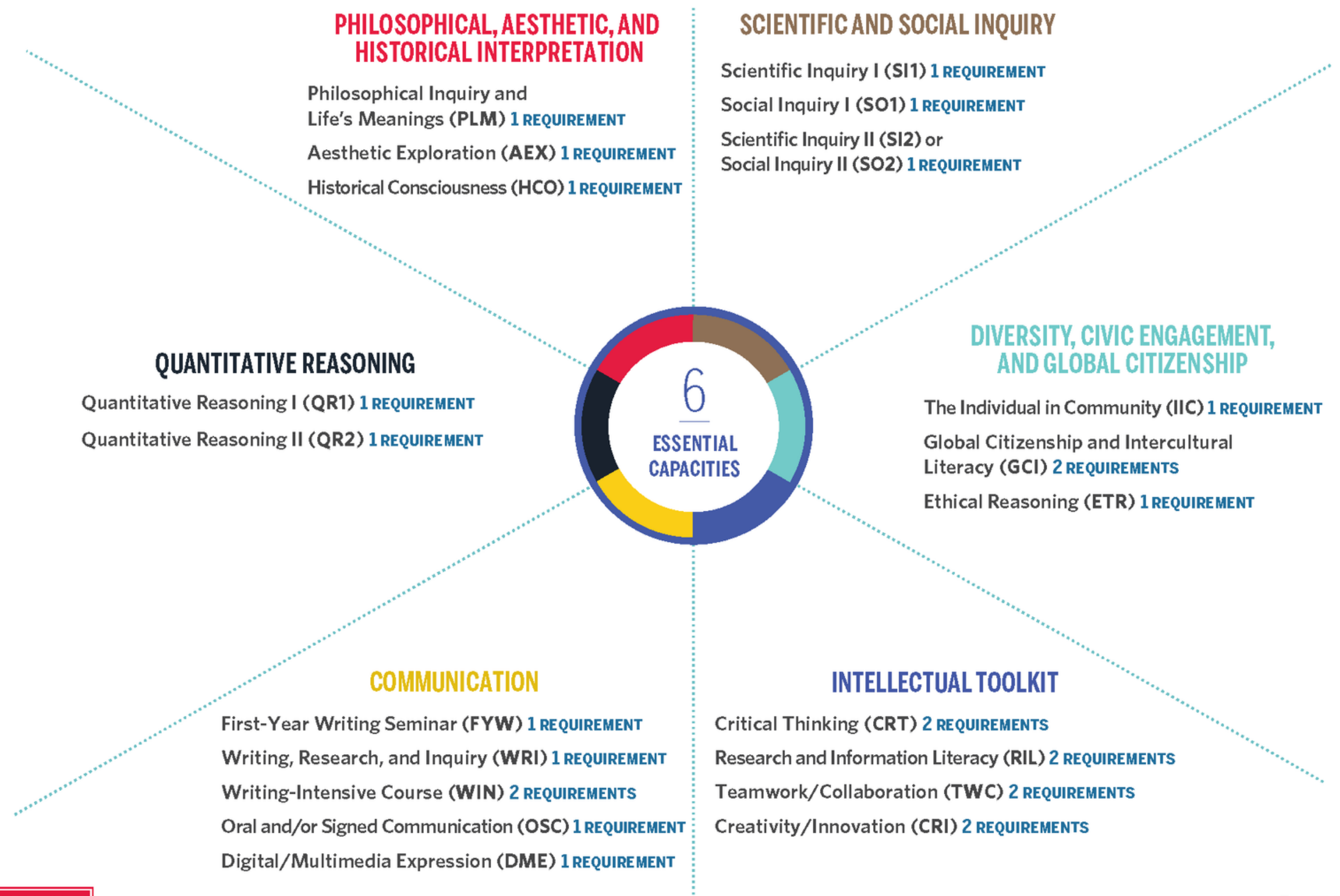
Boston University
The Hub

HUB REQUIREMENTS

26 requirements in approximately 10-12 courses | Hub courses can also count toward majors and minors

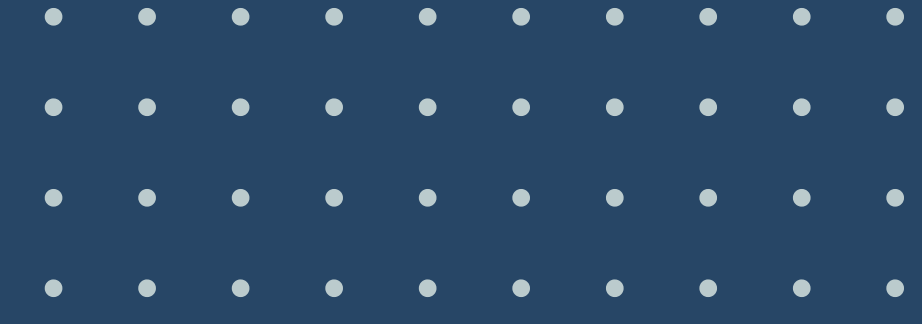
In the Hub, you will gain a breadth of knowledge and essential skills for your future.

[BU.EDU/HUB](https://bu.edu/hub)



Discover elective opportunities to fulfill requirements with Hub Specialty Courses. Learn more at bu.edu/hub/specialty-courses.





Current UCLA GE Model

Please note that courses designated with GE status in each foundation area apply across the Schools, but the required number of courses varies by School.

FOUNDATIONS OF ARTS & HUMANITIES

- Literary Cultural Analysis
- Philosophical Linguistic Analysis
- Visual and Performance Arts and Analysis

FOUNDATIONS OF SOCIETY & CULTURE

- Social Analysis
- Historical Analysis

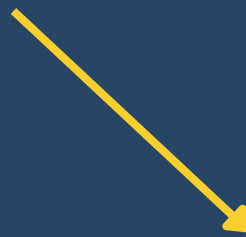
FOUNDATIONS OF SCIENTIFIC INQUIRY

- Life Science
- Physical Science
- Lab credit

Ideas for Updates to UCLA GE

CURRENT DISTRIBUTIVE ELEMENTS

- Three disciplinary-based foundations



SUGGESTED DISTRIBUTIVE ELEMENTS

- Students enroll in courses within each division and school



SUGGESTED INTEGRATIVE ELEMENTS

- Disciplinary agnostic capacities embedded within courses across the university
- Emphasis on interdisciplinary learning
- Incorporates reflection and metacognition

Sketch of GE Update: Guiding Principles

What should every UCLA graduate gain from their undergraduate academic experience?

Courses in the GE curriculum will:

1. Ensure students understand how to navigate the university to fulfill their desired path
2. Orient students to interdisciplinary approaches and critical thinking
3. Encourage social, global, and moral awareness through exposure to diverse cultures and ideas
4. Introduce students to scientific methodology with an emphasis on the skills required for data literacy
5. Equip students with skills necessary for success at the university and in their professional lives, including writing, oral communication, and collaboration
6. Model and encourage a sense of empathy, curiosity, and intellectual risk-taking



Sketch of GE Update: Capacities

Consider new GE curriculum & integrative approach

TRANSFERABLE SKILLS

- Critical thinking
- Life skills/Psychological well-being
- Interdisciplinary & curious thinking
- Writing
- Oral communication

AFFECTIVE CAPABILITIES

- Empathy for others
- Social & global awareness
- Intellectual risk-taking
- Inspiration & confidence to make change
- Sense of curiosity

CONSTRUCTION OF INTER/DISCIPLINARY KNOWLEDGE

- Interdisciplinary thinking & knowing
- Recognize contours of field through metacognition
- Understand how disciplines contribute to solving global problems

Sketch of GE Update – GE Capacities

CRITICAL THINKING

- Problem solving
- Making connections
- Developing a sense of curiosity
- Academic risk-taking
- Interdisciplinary thinking

ADAPTIVE LEARNING & ACADEMIC NAVIGATION

- Metacognition
- Learning how to learn
- Leveraging university resources
- Psychological well-being
- Adjusting to new environments
- Learning with others
- Self-awareness

COMMUNICATION & EXPRESSION

- Writing
- Reading
- Speaking/oral communication
- Collaboration
- Respectful debate
- Media literacy
- Historical literacy

DATA & QUANTITATIVE LITERACY

- Data interpretation
- Quantitative reasoning
- Computational thinking
- Confidence in data-driven decision-making
- Scientific literacy
- Computer literacy

ENGAGED CITIZENSHIP & WORLD READINESS

- Cross-cultural communication
- Dialogue facilitation
- Social and global awareness
- Intellectual humility
- Learning across political and cultural differences
- Global citizenship
- Empathy for others

Sketch of GE Update – GE Capacities

CRITICAL THINKING

The ability to analyze, question, and approach problems from multiple perspectives, fostering curiosity, and interdisciplinary connections.

ADAPTIVE LEARNING & ACADEMIC NAVIGATION

Learning to effectively navigate challenges and understand how to make the most out of academic opportunities.

COMMUNICATION & EXPRESSION

The skills needed to share ideas clearly and engage in meaningful discourse across different mediums.

DATA & QUANTITATIVE LITERACY

Learn the importance of interpreting, analyzing, and communicating numerical and data-driven information.

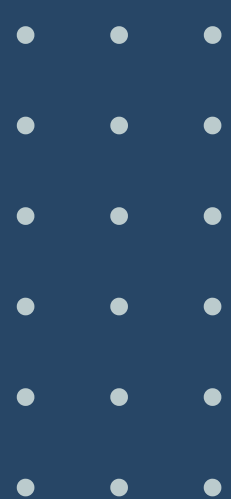
ENGAGED CITIZENSHIP & WORLD READINESS

Understand how to engage with diverse perspectives, cultures, and social issues in a thoughtful and informed way.

Sketch of GE Update – GE Dimensions of Categories

1. Critical Thinking:

- *Definition: The ability to analyze, question, and approach problems from multiple perspectives, fostering curiosity, and interdisciplinary connections.*
 - Transferable Skills: Problem-solving, making connections, asking questions
 - Affective Capabilities: Sense of curiosity, intellectual risk-taking
 - Inter/Disciplinary Knowledge: Approaching interdisciplinary questions



Sketch of GE Update – GE Dimensions of Categories

2. Adaptive Learning & Academic Navigation:

- *Definition: Learning to effectively navigate challenges and understand how to make the most out of academic opportunities.*
 - Transferable Skills: Metacognition, learning how to learn, leveraging university resources
 - Affective Capabilities: Psychological well-being, adjusting to new environments, self-awareness
 - Inter/Disciplinary Knowledge: Learning with others, university navigation

Sketch of GE Update – GE Dimensions of Categories

3. Communication & Expression:

- *Definition: The skills needed to share ideas clearly and engage in meaningful discourse across different mediums.*
 - Transferable Skills: Writing, reading, speaking/oral communication, collaboration
 - Affective Capabilities: Respectful debate, empathy for others
 - Inter/Disciplinary Knowledge: Media & historical literacy



Sketch of GE Update – GE Dimensions of Categories

4. Data & Quantitative Literacy

- *Definition: Learn the importance of interpreting, analyzing, and communicating numerical and data-driven information.*
 - Transferable Skills: Data interpretation, quantitative reasoning, computational thinking
 - Affective Capabilities: Precision in argument, confidence in data-driven decision-making
 - Inter/Disciplinary Knowledge: Scientific literacy, quantitative literacy, computer literacy



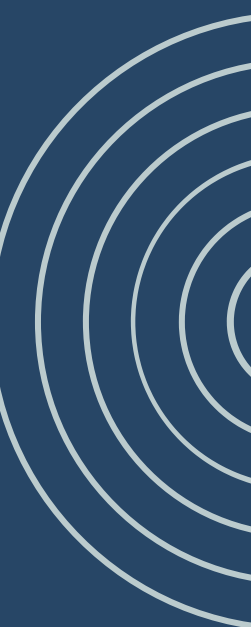
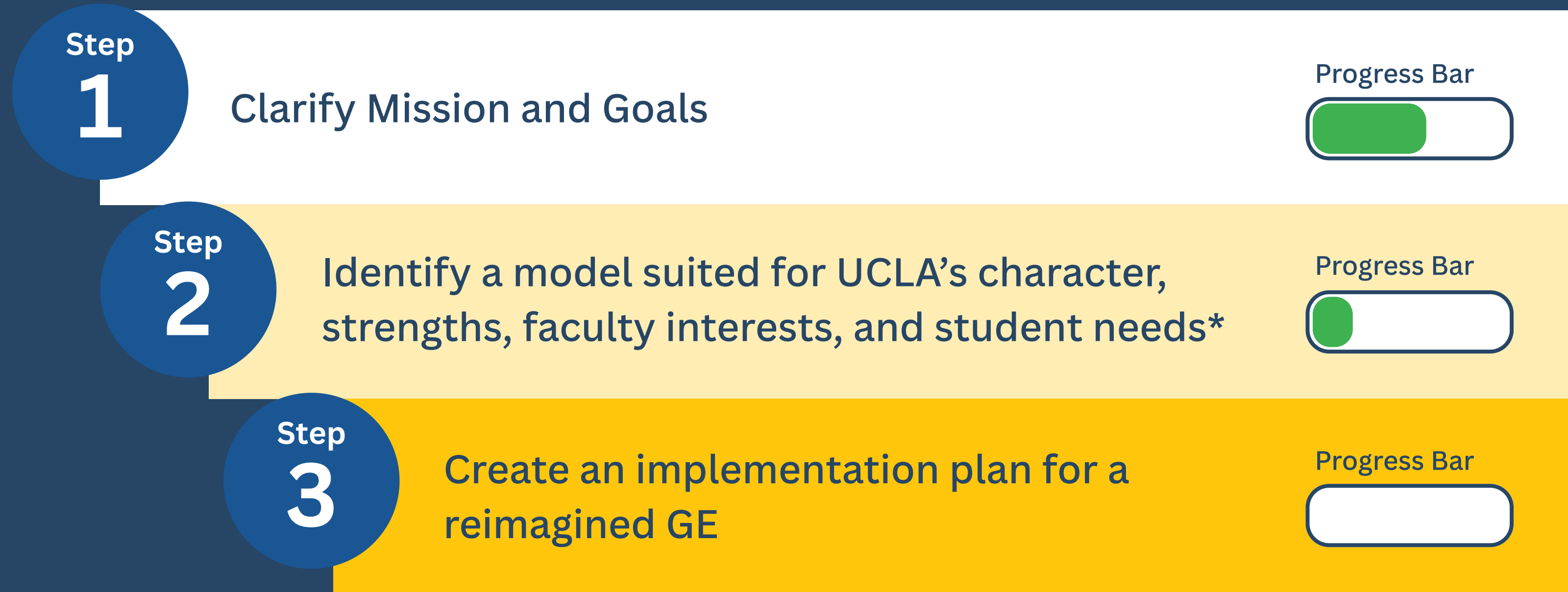
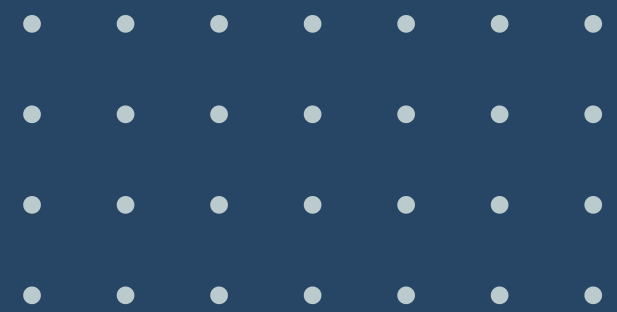
Sketch of GE Update – GE Dimensions of Categories

5. Engaged Citizenship & World Readiness:

- *Definition: Understand how to engage with diverse perspectives, cultures, and social issues in a thoughtful and informed way.*
 - Transferable Skills: Cross cultural communication, dialogue facilitation
 - Affective Capabilities: Social & global awareness, empathy, intellectual humility
 - Inter/Disciplinary Knowledge: Learning across political and cultural differences, global citizenship



Steps for Reimagining GE, per Senate



*Hanstedt (2012). *General Education Essentials*

A Potential Model for UCLA



A Potential Model for UCLA

Step

1

Year 1

First-Year Experience

3 courses or a Cluster designed to
orient students to the university

Step

2

Years 2-4

Expanding Capacities

Specified number of capacities
fulfilled across Divisions and
Professional schools

Step

3

Years 3-4

Culminating Experience/ Embedded Reflection & Integration

Capstone in major, study abroad, internship, etc.

Step

1

Year 1

First Year Experience

- Cluster (3 quarter sequence; interdisciplinary; fulfills 3-4 capacities)

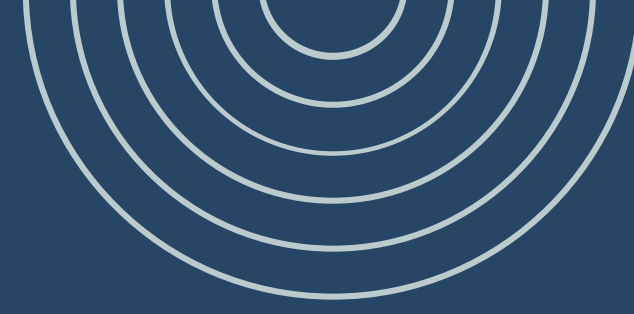
OR

Select 3 courses (including a Fiat Lux) designed to orient students to the university by fulfilling the following capacities:

1. Critical thinking
2. Adaptive learning & Academic Navigation
3. Communication & Expression

A Potential Model for UCLA





Step
2

Years 2-4

Expanding Capacities

FOUNDATIONAL CAPACITIES

Critical Thinking	Adaptive Learning & Academic Navigation	Communication & Expression	Data & Quantitative Literacy	Engaged Citizenship & World Readiness
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UCLA College Division of Humanities Division of Life Sciences Division of Physical Sciences Division of Social Sciences Division of Undergraduate Education	Professional Schools
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REQUIRED NUMBER OF COURSES FROM SELECTED DIVISIONS/SCHOOLS

A Potential Model for UCLA



Step

3

Years 3-4

Culminating Experience/ Embedded Reflection & Integration

- Capstone, research, thesis, performance, piece of art in Major
- Study abroad
- Internship or community engagement

OR

- Transfer option: 2-quarter capstone modeled after Cluster

Renaming GE Brainstorm

Bruin Blueprint

Bruin Mosaic

Bruin Compass

Bruin Horizon

Bruin PAWS

(Preparation and World Studies)

Bruin Cornerstones

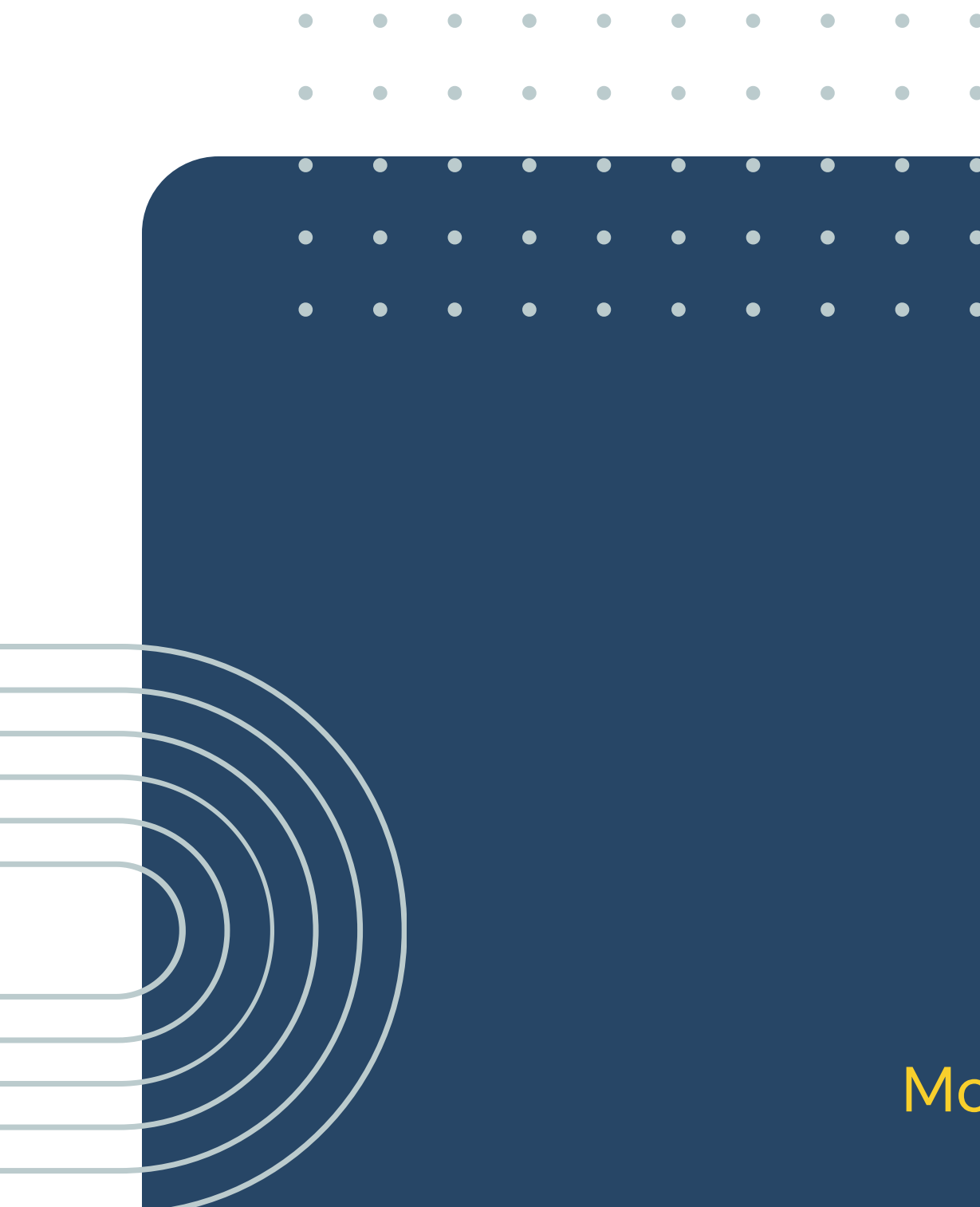
Bruin Foundations

Bruin Building Blocks (BBB)

Bruin Toolkit

Bruin Bedrock





THANK YOU

Questions? Contact:

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