

**APPENDIX H
GENERAL EDUCATION:
POLICIES, PROCEDURES AND BACKGROUND OF GENERAL EDUCATION**

Approved April 2, 2015

I. GENERAL EDUCATION POLICIES

The following general education policies are based on the principles used to establish the current General Education (GE) requirement and are meant as a guide to departments proposing new GE courses and/or adding a GE designation onto an existing course. This section also provides a guide for CEP and its subcommittees in reviewing and approving General Education designations on courses. For background on GE requirements, see Section III.

A. GENERAL EDUCATION POLICIES GE courses should be introductory and fundamental in nature. GE courses may be lower or upper division courses. The experience they provide should be relatively broad. GE courses are intended for non-majors and should be general enough to be accessible to non-majors. (Here majors are students enrolled in the school offering the GE course, and non-majors are students outside of the school). The general education requirement is a graduation requirement. With the exception of the lower division writing requirement, GEs need not be completed in the first two years of college.

GE courses should meet the course learning outcomes of their respective categories (see Appendix I). Each time the GE course is proposed, the course syllabus should contain a justification as to how the course addresses the learning outcomes for the GE category

B. GE INSTRUCTION

Courses approved for the GE requirement should be taught regularly by Senate faculty, including senior faculty.

C. DOUBLE COUNTING OF GENERAL EDUCATION COURSES

Double counting refers to students receiving credit for TWO GE categories by taking a single course. Refer to UCI Senate Regulation 520 for the rules governing double counting.

D. GENERAL EDUCATION AND MAJORS

There may be some instances of overlap between GE courses and courses required for majors, if well-justified. If so, these courses satisfy both GE and major requirements. Examples of such overlap are lower division introductory courses that serve as both an entry into a major and general service to non-majors.

Certain GE courses may offer priority access to majors, and can be limited to majors temporarily. However, these GE courses must enroll a significant number of non-majors each academic year.

E. PREREQUISITES

Some lower division introductory courses with GE may require more than one prerequisite or a prerequisite that does not have a GE designation. However, these courses must enroll a significant number of non-majors each academic year.

F. TOPICS VARY COURSES

GE designations are allowed on Topics Vary courses.

G. FREQUENCY AND EVALUATION

GE courses should be taught regularly, ideally once a year (or at least 3 times in 5 years).

If a course is revised substantially, the revisions must be approved by SCOC.

GE courses will be reviewed by CEP approximately every 5 years.

H. CROSS-LISTING

A general education course may be cross-listed with another course when that course is also approved for the same category.

I. SATISFYING GE STUDENT REQUIREMENTS

To satisfy the GE requirements, students must complete the number of courses indicated for each GE Category with a grade of D- or better, or if electing P/NP grading, with a grade of P. For Category I (Writing) a grade of C (or a Pass or Credit grade equivalent to C) is required.

No GE requirements may be satisfied with Individual or Group Studies, Internships, Special Topics, Directed Studies, or similar courses.

J. POLICIES FOR INDIVIDUAL GE CATEGORIES

Category VIII may be satisfied by one quarter's participation in the UC Education Abroad Program (EAP) or one quarter's participation in an International Opportunities Program (IOP) with an approved IOP Credit Contract. Summer study abroad on an EAP, IOP (with approved IOP Credit Contract), or UCI Summer Session Travel Study program satisfies this requirement when the program is worth at least four (4) quarter units.

II/ GUIDELINES FOR SUBMISSION FOR GE COURSES

A) New Courses:

When submitting a *NEW* course for consideration for meeting General Education (GE) requirements, units must propose new courses through the online Course Inventory Management (CIM) system, all of which is submitted through the Registrar and routed through the approval chain: Chair of Department, (other departments if crosslisted), ♦ Dean, ♦ Editor's Office, ♦ Registrar's Office, ♦ If GE I (Writing), to the Writing Advisory Committee, ♦ and finally to the Academic Senate/Subcommittee on Courses (SCOC).

- A syllabus that includes GE course learning outcomes as well as general syllabus requirements (see [Guidelines to Writing a Syllabus](#)). Syllabus is uploaded to CIM.
- Completion of the GE questionnaire. (GE question prompts are in the CIM system).

B) Existing Courses:

When submitting an *EXISTING* course for consideration for meeting General Education (GE) requirements, units still submit course materials to the course materials CIM, where it is routed for approvals. To be considered for GE, the course proposal must include:

- A syllabus that includes a grading scheme, list of course topics, and student learning outcomes.
- Completion of the GE questionnaire.

C) GE Questionnaire:

The rest of this document contains the background to the GE requirement and the specific criteria used by CEP, its subcommittees, and administrative units to review the GE request. To aid in the review process, all requests for GE credit must fill out the following questionnaire (CIM provides GE question prompts):

GENERAL EDUCATION QUESTIONNAIRE:

1. In what way does this course support the general description of the relevant category? (GE descriptions are in the **UCI Undergraduate Faculty and Staff Manual and the UCI Catalog**)
2. How does the course support the course learning outcomes of the Category? (GE Learning Outcomes are in Appendix I of the **UCI Undergraduate Faculty and Staff Manual**)
3. How will outcomes be assessed?
4. Is there more than one GE approved prerequisite for the course? If so, please explain how this course will be accessible to a significant number of non-majors. Examples of justification would be providing data that shows enrollment of non-majors in the course or similar courses.
5. Are there any restrictions on enrollment for non-majors in this course? If so, please explain how this course will be accessible to a significant number of non-majors. Examples of justification would be providing data that shows enrollment of non-majors in the course or similar courses.
6. Is this an upper division course? If so, please explain how this course will be accessible to a significant number of non-majors.

III. BACKGROUND ON GE REQUIREMENTS

UCI's General Education requirement, adopted in May 2007 and updated in 2011, represents a major change from the former Breadth Requirements, best described as a distribution model with variations in foundations and depth of knowledge. Under the Breadth Requirements, in most cases, students were required to take three-course sequences within disciplines which built knowledge in sequential steps. In addition, many of the three-course sequences were the same as those taken by majors, assuring that non-majors were exposed to the same depth of knowledge expected of majors.

By implementing a new General Education curriculum effective Fall 2008, CEP took a completely different approach to defining these requirements, one which is "entirely cognitive," in which the goals of liberal education are less about specific content needed by subject-matter experts than about teaching students how to think and exposing them to the ways that different disciplines approach and develop new knowledge. Instead of topics and content to be covered, CEP's approach starts with a set of goals for liberal education in three areas which are further defined in terms of what students will learn:

- Essential skills and abilities, including clear and effective writing, and basic communication skills in a non-English language;
- Foundations of knowledge, which explore how different knowledge systems employ different methods of inquiry, in three broad areas: arts and humanities, science and technology, and social and behavioral sciences; and,
- Responsibilities of educated citizens, ensuring that students understand issues and appreciate differences at the multicultural, international and global and quantitative or computational reasoning levels.

CEP adopted the phrase "General Education" instead of "Breadth" to signal, in part, a break with the former requirements and to emphasize the change in philosophy from a distribution model to important learning outcomes of a liberal arts education.

"General education courses introduce students to a range of ideas and intellectual activities that engage UCI scholars, providing both scope and balance to a university degree beyond the study of a specific major.

"The general education requirements are intended to help undergraduates place the specialized study undertaken in the major within a broader context. They are designed to cultivate skills, knowledge, and understanding that will make students effective contributors to society and the world. The general education requirements should enable UCI undergraduates to apply the abilities developed in their studies to identify significant issues, gather and evaluate available evidence, analyze alternatives, reach conclusions, communicate the results effectively, and take considered actions.

"Ultimately issues raised by proposed courses should be measured against this statement of intent rather than by formal definitions of each subcategory."