**Instructions for Completing GE Forms**

General Education New Course Proposal forms exist for each GE Area. These instructions are provided to help clarify the various sections of the forms for the proposer. The rationale behind the creation of these forms was (1) to focus on the General Education Learning Outcomes (GELOs) that faculty in the area determined were evidence of students’ performance on essential outcomes; (2) to ensure that the GEC evaluation of course proposals conforms to the same standard and minimize the occasional inconsistencies resulting from personnel change on the committee and (3) to provide a clear and transparent communication regarding how course proposals are evaluated.

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|  | **ABSTRACT** | The first page of the form is the abstract page. The abstract provides a brief overview of the course and, in conjunction with the syllabus and the completed proposal, allows the General Education Committee (GEC) to fairly and efficiently evaluate the course for GE credit. |
|  | Mode of Delivery | Courses are now being offered in a variety of ways. The CSUSM On-line course policy provides definitions for each mode of delivery: <http://www.csusm.edu/policies/active/documents/online_instruction.html>. WASC requires that we keep track of the modality in which courses are offered as there are implications for our accreditation. |
|  | Face to face | (Web-Facilitated Course) – A course that uses web-based technology to facilitate what is essentially a face-to-face course. Faculty may use a course management system or web pages to post the syllabus and assignments. |
|  | Hybrid | (Blended) – A course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings. |
|  | Fully on-line | A course where most or all of the content is delivered online. Typically has no face-to-face meetings. |
|  | Course Proposer | This is the faculty member who has designed and submitted the course. This person does not have to be the faculty member who delivers the course. |
| **1**  | **COURSE CATALOG DESCRIPTION** | The proposer must provide the official course description found in the CSUSM Course Catalog. As stated in the C form: Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or co-requisites, repeated enrollment and cross-listing. Such information does not count toward the 80 word limit.  |
| **2** | **GE COURSE SYLLABUS CHECKLIST** | This checklist was derived from the CSUSM Course Guidelines (http://www.csusm.edu/fc/facultyresources/syllabusguide.html). Course syllabi submitted as part of the GE proposal will be evaluated to see that they meet the guidelines listed on the GE form. |
|  | Course description, title, and course number | The official course description as found in the CSUSM Catalog needs to be included on the syllabus. Faculty may add additional information to this statement. |
|  | Student Learning Outcomes for the GE Area | General Education Learning Outcomes (GELOs) for the Area in which the course will reside must be included on course syllabi. GELOs articulate what students will know/be able to do upon completion of the course in that area. |
|  | Student Learning Objectives | Additional course level student learning outcomes determined by the faculty proposer must be listed on the syllabus. |
|  | GE Program Student Learning Outcomes | EO 1065 mandates that our GE program be aligned with the LEAP Goals. The relevant LEAP Goals and CSUSM specific goals must be listed on the syllabus.  |
|  | Topics or subjects covered in the course. | The syllabus should contain a list of topics/subjects to be covered in the course. |
|  | Registration Conditions | Does the course have any prerequisites? Are there restrictions such that certain majors may not take the course?  |
|  | Specifics regarding how assignments meet the writing requirement. | The syllabus needs to contain specific information on how the writing requirement will be met. The complete instructions for the writing assignment do not need to be included on the syllabus, but students should be informed regarding the kind of assignment (e.g., term paper, summaries of empirical articles) that will be required. |
|  | Tentative course schedule including readings | The syllabus should provide a tentative outline articulating what the course content is and when readings are required to be completed.  |
|  | Grading components including relative weights of assignments | The syllabus should clearly state grading components (e.g., tests, quizzes, papers, oral presentations) and how much each component contributes to the final course grade. |
|   | Annual GE Assessment Data Requirement – Department Chair or Program Director initials. | WASC requires that GE programs undergo continual assessment. By initialing this statement, the department chair acknowledges that he/she understands that all GE courses must participate in this process in order to carry GE credit. Specifics regarding the annual assessment of GE courses will be provided to department chairs/program directors by Academic Programs. |
|   | Library Faculty signature | The library faculty serve as our partners in the delivery of the GE curriculum. In order to ensure that faculty have the library resources they need to deliver their courses, library faculty need to be informed of GE course content. |
|   | Impacted Discipline Chair | Academic Programs requires that disciplines that may be impacted by a course proposed for GE credit be informed about the proposal. Chairs (or program directors) should indicate whether they support a proposal or not. If the chair does not support the proposal, he/she must submit a memo explaining his/her decision. Please note that the GEC takes all input into consideration in making decisions about courses, however a course that is opposed by a discipline may still obtain GE credit if the proposal clearly meets the GELOs and other requirements outlined in this handbook. |
|   | Course Coordinator | The course coordinator is the faculty member who is responsible for communication with Academic Programs regarding assessment in the course. When multiple faculty teach sections of the same course, one person is designated as the course coordinator for the group. This person is not solely responsible for conducting assessment, but is responsible for communicating the results of the assessment to Academic Programs. In the case that only one faculty member teaches a course, that faculty member is designated as the course coordinator. |
|  | **PART A: GELOS** | These GELOs were developed by faculty who teach in the area. These are considered the essential student learning outcomes for the area. Students should be able to demonstrate they have met the outcomes by the end of the course. |
|  | Course content that addresses the GELO | Faculty need to state what course content addresses that GELO. They can describe certain readings/activities that address the GELO. For example, if students are expected to be able to distinguish facts from fallacies, the faculty member may state that students will consider case studies that require them to practice this skill.  |
|  | How will these GELOs be assessed? | Faculty provide examples of ways that they might assess whether students have met the GELO. They may embed questions on an exam that require students to distinguish between fact and fallacy, then report the percentage of students who correctly answered the question. Alternately, this may be a criterion on a rubric the faculty member devises. Faculty will always have the option of changing assessment techniques; this section is included to encourage faculty to think about how their courses will be assessed when the course becomes a part of the GE program. |
|  | **PART B: GELOS REQUIRED OF ALL GE COURSES.** | These GELOs reflect the core competencies that must be included in all GE courses: Written communication, critical thinking, and information literacy. The remaining core competencies (oral communication and quantitative reasoning) are addressed in a limited number of GE courses.   |
|  | Course content that addresses each GE outcome? | Faculty need to provide information on the course content that addresses writing, critical thinking, and information literacy. |
|  | How will these GELOs be assessed? | Faculty need to provide examples of how they might assess student learning for each outcome (e.g., writing assignment scored with a rubric, embedded questions on an exam). |
|  | **PART C: GE Programmatic Goals: LEAP and CSUSM – specific** | EO 1065 mandates that the GE program be aligned with the LEAP goals. Additionally, CSUSM –specific goals were gleaned from the CSUSM Mission Statement and the CSUSM GE Philosophy Statement. Faculty must indicate which of the LEAP and CSUSM –specific goals are addressed by their courses. Courses do not have to address all goals. For more information on LEAP, go to: <http://www.aacu.org/leap/vision.cfm>  |
|  | LEAP 1: Knowledge of Human Cultures and the Physical and Natural World | Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. *Focused* by engagement with big questions, both contemporary and enduring. |
|  | LEAP 2: Intellectual and Practical Skills, Including | * Inquiry and analysis
* Critical and creative thinking
* Written and oral communication
* Quantitative literacy
* Information literacy
* Teamwork and problem solving

*Practiced extensively*, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance |
|  | LEAP 3: Personal and Social Responsibility, Including  | * Civic knowledge and engagement—local and global
* Intercultural knowledge and competence
* Ethical reasoning and action
* Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges |
|  | LEAP 4: Integrative and Applied Learning, Including  | * Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems. |
|  | CSUSM Specific Programmatic Goals -- Diversity | Since its inception, CSUSM has been committed to exploring issues of diversity. Whereas it is recognized that faculty have different definitions for diversity and approach it in various ways, the CSUSM GE curriculum provides many opportunities for students to confront issues of diversity. Faculty who address this goal in their GE courses need to provide information on the course content they use to address this goal. It is recognized that some but not all of GE courses will meet this goal. |
|  | CSUSM Specific Programmatic Goals – Global Learning | Concerns with global issues are also a hallmark of the CSUSM GE program and faculty address this goal in a myriad of ways. Faculty must indicate whether their GE courses include global issues and provide information on the course content they use to meet this goal. It is recognized that some but not all of GE courses will meet this goal. |
|  | **PART D: COURSE REQUIREMENTS** | In this section, faculty from the GE area articulated the requirements of courses that meet the standards for the GE area. All forms include the all-university writing requirement. Other required components differ by GE area. Faculty proposers must provide information on how they will address each of the required elements. |