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| **Course Abbreviation and Number:**      | **Course Title:** |
| **Number of Units:** **\_\_\_\_** |
| **College or Program:**[ ] CHABSS [ ] CSM [ ] CEHHS [ ] COBA [ ] Other       | **Desired term of implementation:** [ ]  Fall [ ] Spring  [ ] Summer Year:       | **Mode of Delivery:**[ ]  face to face[ ]  hybrid[ ]  fully on-line |
| **Course Proposer (please print):** | **Email:** | **Submission Date:** |

**1. Course Catalog Description:**

**2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:**

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| [ ]  | Course description, course title and course number |
| [ ]  | Student learning outcomes for General EducationArea and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences |
| [ ]  | Topics or subjects covered in the course |
| [ ]  | Registration conditions |
| [ ]  | Specifics relating to how assignments meet the writing requirement |
| [ ]  | Tentative course schedule including readings |
| [ ]  | Grading components including relative weight of assignments |

**SIGNATURES**

|  |  |  |  |  |  |  |  |  |
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| Course Proposer |  | Date |  |  | Department Chair |  | date |  |
|  | ***Please note that the department will be required to report assessment data to the GEC annually. \_\_\_\_\_\_*** ***DC Initial*** |
|  |  | Support□ |  | Do not support\*□ |  |  | Support□ | Do not support\*□ |
| GEO Coordinator | Date |  |  |  | Library Faculty | Date |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  | Support□ |  | Do not Support\*□ |  |  | Support□ | Do not Support\*□ |
| Impacted Discipline Chair | Date |  |  |  | Impacted Discipline Chair | Date |  |  |
|  |  | Approve□ |  | Do not Approve □ |  |  |  |  |
| GEC Chair | Date  |  |  |  |  |  |  |

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| **\* If the proposal is not supported, a memo describing the nature of the objection must be provided.** |
|  |
| Course Coordinator:       Phone       Email:       |

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| ***Part A: Identify Upper Division area(s) associated with this course***  |
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| **BB. Mathematics, Quantitative Reasoning, or Physical and Life Sciences** | **Course content that addresses the area:** |
| 1. Apply principles of mathematics, natural sciences, or computational science to problems in the discipline of the course.
 |       |
| 1. Apply principles of mathematics, natural science, or computational science to contemporary issues beyond the discipline of the course (e.g., political, societal, business, cultural, diversity, health, environmental).
 |       |
| 1. Explain how a field of mathematics or science has progressed over time, giving examples of 1) well-established laws and theories that are no longer debated in scientific and mathematical circles, and 2) areas in which there are unanswered questions or where the application of well-established principles to new situations carries some uncertainty or controversy.
 |       |
| 1. Explain and/or use methods that mathematicians or scientists utilize to generate knowledge in a particular field, and be able to critically examine instances in which deviations from these methods may result in less-reliable conclusions.
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| **GEPLO(s)** | **Course content that addresses each GEPLO?** |
| 1) |       |
| 2) |       |
| 3) |       |

 ***Part B: Identify two or three General Education Program Learning Outcomes (GEPLO) associated with this course (GELOs can be found at*** [***http://www.csusm.edu/ge/Goals%20and%20GELOs/index.html***](http://www.csusm.edu/ge/Goals%20and%20GELOs/index.html)***)***

***Part C: Course requirements to be met by the instructor.***

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| **Course Requirements:** | **How will this requirement be met by the instructor?** |
| Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses. |  |
| Each course shall require students to present multiple major speech assignments. These speech assignments, delivered in-person, in English, before a full classroom audience, shall be individually graded and, taken together, will account for at least 50 percent of the course grade.  |  |
| Each course shall include several additional speaking assignments and exercises designed to enable students to master the skills required for the major assignments and/or to develop skills in additional forms of public speaking.  |  |
| Various written assignments to support the speaking experience shall be assigned and instructor feedback provided on these assignments. |  |
| Each course shall include readings, lecture/discussions, and/or other sources of foundational knowledge as described in the GE Handbook. |  |
|  The course must accommodate students’ multiple oral presentations. |  |
| Students will communicate effectively in writing to various audiences. (writing) |
| Students will think critically and analytically about an issue, idea or problem. (critical thinking) |
| Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)  |

**Items from other form:**

Does this course have a prerequisite, other than completion of LDGE requirements?

Does this course fulfill requirements for a major by the academic unit in which the course is offered? (Check the YES box even if the course counts as an elective in the major)

If you answered yes to either of the above, explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

**Requested Attachments:**

4. Please explain how this course introduces students, who have fulfilled their lower division area B requirement in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered, to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

5. Please specify how the course requires students to use reasoning skills characteristic of common scientific and mathematical practice to do one or more of the following: solve problems, interpret observations, make predictions, design experiment for the testing of hypotheses, or prove theorems. Examples given should illustrate how these skills are used throughout the course.

6. Please specify how both past successes and current uncertainties in science or mathematics are well represented in the course, in order that the cumulative, historical nature of the development of science and mathematics can be illustrated. Give examples covered in the course of (a) older, well-established laws and theories that are no longer debated in scientific and mathematical circles, and (b) issues where either fundamental questions remain unanswered or where the application of well-established principles to new situations carries some uncertainty or controversy.