

## AGENDA

Executive Committee Meeting

CSUSM Academic Senate

Wednesday ~ March 27, 2013 ~ 12-2 p.m. ~ Kellogg 5207

- I. Approval of agenda
- II. Approval of minutes of 03/20/2013 meeting
- III. Chair's report, [Jackie Trischman](#)
- IV. Interim Provost's report, Graham Oberem
- V. [Committee](#) reports: APC, FAC, LATAAC, PAC, UCC
- VI. Action items *Require vote to move onto Senate agenda.*
  - A. Academic Senate meeting schedule for AY 13/14
  - B. BLP/UCC MSW program proposal
- VII. Discussion items
  - A. FAC RTP for SSP-ARs, complete revision
  - B. GEC LDGE certification forms
  - C. GEC Upper division GE learning outcomes
  - D. APC Graduation requirements policy revision
  - E. FAC Library RTP revision
  - F. APC Academic calendar for 2014/15 through 2017/18
- VIII. EC members' concerns & announcements

*Next meeting: April 10<sup>th</sup> -- enjoy the break!*

1 **CSUSM ACADEMIC SENATE MEETING SCHEDULE 2013/14**

2  
3  
4 **Academic Senate**

5 *(Unless otherwise noted, meetings are held in COM 206, begin at 1 p.m., and run until approximately 2:50 p.m.)*

6  
7 Fall 2013

- 8
- 9 August 22 (tent.) Convocation: 9 - 11 a.m., M. Gordon Clarke Field House
- 10 August 27 New Senator Orientation, 12-1 p.m., UH 444
- 11 September 4 Senate Meeting
- 12 October 2 Senate Meeting
- 13 November 6 Senate Meeting
- 14 December 4 Senate Meeting
- 15

16 Spring 2014

- 17
- 18 January 16 (tent.) Spring Assembly: 9 – 10:30 a.m. – Arts 240
- 19 February 5 Senate Meeting
- 20 March 5 Senate Meeting
- 21 April 9 Senate Meeting
- 22 April 23 Senate Meeting
- 23 May 7 Joint Senate Meeting (with newly elected 14/15 Senators)
- 24

25 All members of the CSUSM faculty are encouraged to join us. *Only current, elected Senators may vote.*

26  
27 Because the Senate is not a governing board, meetings of the Academic Senate are not subject to the Brown Act.  
28 The decision to allow press/public into an Academic Senate meeting may be made by the Senate.  
29

30  
31  
32 **Executive Committee**

33 *(Except as noted, the EC meets from 12-2pm in KEL 5207 and on Senate days, from 12-12:50pm in COM 206.)*

34  
35 Fall 2013

- 36
- 37 August 20 EC retreat/planning meeting
- 38 August 28 Committee Chair Orientation / Business Item review
- 39 September 4, 11, 18, 25
- 40 October 2, 9, 16, 23, 30
- 41 November 6, 13, 20
- 42 December 4
- 43

44 Spring 2014

- 45
- 46 January 22, 29
- 47 February 5, 12, 19, 26
- 48 March 5, 12, 19, 26
- 49 April 9, 16, 23, 30 *(Spring Break is March 31 – April 5)*
- 50 May 7

**Report from BLP, Master's in Social Work (MSW) (from CEHHS)**

The Budget and Long Range Planning Committee (BLP) has discussed the proposed Master's in Social Work (MSW). We gave attention to the immediate and long-range enrollment prospects for this proposed degree program as well as the resource implications of the program's launch. We appreciate the cooperation of the faculty proposers from CEHHS and the assistance of the leadership within Extended Learning, which proved invaluable in allowing us to complete our work. BLP submits the following analysis of the impact of this program to the Academic Senate to guide senators in their consideration of the proposal.

This 60-unit program would be run as a self-support program through Extended Learning. MSW programs are subject to accreditation by the Council on Social Work Education (CSWE). CSWE accreditation is required for any MSW program whose graduates intend to apply "for licensure as a clinical social worker in California or any other state" (P-form, p. 16). The application for accreditation is currently underway.

**Program Demand:**

The P-form discusses likely demand for the program. For example, existing MSW programs throughout the CSU are enrolled at capacity and are turning students away:

"In fall 2010, system wide there were 5,925 applicants. Of those applicants, only 1,686 were offered admission. Although there is some duplication due to applications at multiple campuses, there are nonetheless a significant number of qualified applicants who were not admitted due to limited capacity" (MSW P-form, p. 21).

Survey research conducted at CSUSM indicates Sociology, Human Development, Liberal Studies, and Social Sciences as promising majors from which MSW applicants can be recruited (P-form, p. 21). While BLP members raised questions about job prospects for MSW candidates given contemporary budget cutbacks in the public and nonprofit sectors, the proposers and Extended Learning remain confident about the marketability of the degree. For example, the P-form cites Bureau of Labor Statistics (BLS) projections indicating especially strong job growth in the field of social work through 2020 (p. 19). An email from Mike Schroder, Dean of Extended Learning, notes, "The BLS forecasts a 34% employment growth for healthcare social workers, 31% for mental health and substance abuse social workers, and 20% for child, family, and school social workers" (email from Dean Schroder, January 25, 2013). Locally, the San Diego Workforce Partnership projects "an 8.1 percent reported growth rate for social workers in San Diego County" (cited in P-form, p. 19).

In delivering a self-support program, it is critical that costs be accurately projected to establish a tuition and fee structure that provides sufficient program resources while also allowing the marketing of a cost-competitive program to students. Current projections estimate a tuition structure of \$475/unit (running \$28,500 for a 60-unit program), as well as a mandatory campus fee of \$477 for each semester in which a student enrolls in the program (P-form, p. 24, as updated by EL memo, 2/6/13).<sup>1</sup> Program proposers

---

<sup>1</sup> According to EL Associate Dean Sarah Villarreal, "These campus-based mandatory fees include Academic Records, ASI, Athletics, and EL Technology Fee, and the Student Union fee." A full breakdown of these fees for EL students can be found at <http://www.csusm.edu/el/aboutus/fees.html>. The campus fees for students enrolled in state-support programs can be found at [http://www.csusm.edu/schedule/spring\\_2013/fees\\_and\\_charges.html](http://www.csusm.edu/schedule/spring_2013/fees_and_charges.html).

and Extended Learning officials are confident that this tuition/fee structure allows for the marketing of a cost-competitive program. When asked for follow-up information about the cost-competitiveness of the program, Extended Learning provided a detailed cost comparison, which is attached with this report.

*Accessibility Concerns:* The Department of Sociology provided a detailed review of the program proposal. One concern expressed was that the "packed curriculum" would disadvantage less financially secure students (Memo from Sociology). It should be noted that the program will provide both a full-time and a part-time option from its very first year. Sociology's memo also requested that EL and the program proposers work to build scholarships that would be available to financially disadvantaged students from underrepresented populations. While there is currently no line item in the Social Work budget to cover scholarships, students in this program will be eligible for financial aid available to students in stateside programs. Additionally, several financial aid programs exist specifically to support MSW students, including the California Social Work Education Center (CalSWEC), for which CSUSM's MSW students could become eligible beginning possibly as early as Year 2 of our program. Further, EL is currently exploring options to develop scholarship programs for students in self-support programs (MSW response memo, p. 3).

**Resource Implications:** This is a resource-intensive program, and a significant portion of costs is driven largely by accreditation requirements established and evaluated by the Council on Social Work Education (CSWE). For example, accreditation requirements specify Student-Faculty Ratios (SFRs) at 12:1 or below (P-form, p. 27). As a self-support program, all resources must be funded through tuition and fees. Thus, it is critical that program costs are carefully considered in advance of the program's launch. The draft budget developed by Extended Learning has been made available on BLP's Community page. We explore some of the critical resource requirements here.

#### *Faculty*

Searches for two tenure-track faculty positions (including one faculty position to serve as MSW Director) are currently underway;<sup>2</sup> if the program is approved by the Academic Senate and ultimately by the Chancellor's Office, a full-time lecturer will also be appointed to serve as Field Director before the program launches. Once the program is launched, CSWE requires that two more tenure-track faculty be hired by the start of its second year and that at least one more position must be added by its third year. Lecturer faculty will be hired as needed to cover individual classes.

#### *Space*

No labs or other "clinical facilities" have been requested for the program. The MSW will be offered through use of existing classrooms on the CSUSM campus, so Academic Planning & Resources (APR) will need to accommodate classroom requests within existing instructional space. The program will also

---

<sup>2</sup> Per CSWE accreditation requirements, two tenure-track faculty positions must be in place before the program launches. Should the Senate decline to approve the program, the faculty searches will be cancelled; should the program be approved by CSUSM but delayed past Fall 2013 (for example, pending approval from the Chancellor's Office), the Dean of CEHHS and the Interim Provost have agreed that the tenure-track faculty members hired would teach courses for Human Development, also within the College of Education & Health & Human Services. It should also be noted that the CBA does allow that if no program exists for tenure-track faculty members to offer, then layoff procedures could potentially be implemented for such faculty. Questions have been raised about whether the Director will be hired as a faculty or MPP position: according to CEHHS Dean Janet Powell, this will be a faculty position.

require substantial office space to accommodate anticipated hires (6 full-time faculty positions plus lecturers by the program's third year of operation, as well as 1 staff support position). The offices will be assigned from within University Hall; a consultative process within CEHHS is currently underway for assigning office spaces for faculty and staff throughout University Hall.<sup>3</sup>

### *Staff*

The program will require 1 full-time staff support position, to be funded by Extended Learning. While tenure-track faculty members and the assigned Field Director will carry significant advising responsibilities, students' degree advising will be provided by staff within Extended Learning. According to EL's Dean Schroder, 2 full-time staff members from Extended Learning will be available to work with MSW students.

### *Library*

Library database subscriptions have been a matter of ongoing discussion between the program champions and the Library. Research conducted by the Library indicates that a fully-funded program could require up to \$26,000/year in subscription fees (*not* allowing for standard inflationary rate increases). Based on consultation with curriculum consultants from SDSU and further discussions with the Library and the program's faculty champions, Extended Learning has currently budgeted \$12,524/year for the first 5 years of the program,<sup>4</sup> but this number would need to be revisited after incoming faculty members can be consulted. Library faculty and staff will monitor usage of research materials as well as Inter-Library Loan (ILL) and other assistance requests to evaluate whether/how the subscriptions and support services need to be expanded.

### *IITS*

Per the existing Extended Learning's existing MOU with CSUSM, IITS services are funded by "Direct chargeback for pre-approved services on a billed-quarterly basis (to include both instructional and administrative services)." Also, "Added contract services are paid separately."

**Potential Impact on Other Programs:** The Department of Sociology expressed concerns that launching an MSW at CSUSM could reduce demand for the existing Master's in Sociological Practice (MASP) degree as well as the B.A. in Sociology if "undergraduates assume a line of progress from an HD B.A. to the MSW" (Memo from SOC). MSW champions responded to a request from SOC that CEHHS make clear "how program leaders and advisers will distinguish the MSW from the MASP degree when they are asked to do so by prospective students" (Memo from SOC). As noted by MSW champions, MSW students will be recruited from a range of undergraduate majors (rather than just HD); the MSW champions also urged collaboration between SOC and MSW to help Undergraduate Advising Services and Career Center staff to understand the difference between the theoretical, research-oriented MASP and the direct practice and clinically-oriented MSW degree (MSW response memo).

---

<sup>3</sup> At BLP's request, CEHH's Dean Powell provided a breakdown of anticipated office space needs across CEHHS and available within University Hall as the building is renovated over the next several years. According to the Dean's office and as reviewed by BLP, the planned renovation of University Hall will result in sufficient office space to house all tenure-track faculty within CEHHS into the next several years. According to Dean Powell, office space for tenure-track and lecturer faculty as well as staff will be allocated through a consultative process to include the entire College.

<sup>4</sup> Depending on enrollment demand, in Year 2 one or both of the two concentrations will be offered: 1) Behavioral Health; and 2) Children, Youth, and Families. It is anticipated that any optional specializations (and resulting Library subscription needs) will evolve as the first cohorts move through the program and as the program builds out.

### Masters of Social Work

Total Units	School (CSU/California)	Length	*Total Cost: Tuition	Per Semester	per unit
63	CSU Chico	2	\$ 16,412.00	\$ 4,103.00	\$ 260.51
60	CSU Dominguez Hill	2	\$ 12,696.00	\$ 3,174.00	\$ 211.60
60	CSU Fullerton	2	\$ 13,476.00	\$ 3,369.00	\$ 224.60
60	CSU Long Beach	2	\$ 13,476.00	\$ 3,369.00	\$ 224.60
63	CSU Northridge	2	\$ 13,860.00	\$ 3,465.00	\$ 220.00
60	CSU Sacramento	2	\$ 10,944.00	\$ 2,736.00	\$ 182.40
60	Humboldt State University	2	\$ 12,696.00	\$ 3,174.00	\$ 211.60
60	San Diego State University	2	\$ 15,688.00	\$ 3,922.00	\$ 261.47
54	San Jose State University	2	\$ 13,476.00	\$ 3,369.00	\$ 249.56
60	UC Berkeley	2	\$ 56,940.00		\$ 949.00
78	Loma Linda University	2	\$ 51,480.00		\$ 660.00
60	USC	2	\$ 85,200.00		\$ 1,420.00
60	Azusa Pacific University	2	\$ 33,600.00		\$ 560.00
Average 2 year program			\$ 26,918.77		\$ 433.49

Total Units	School (National)	Length	Cost: Tuition		per unit
61	Hawaii Pacific University	2 yrs.	44,835		735
50	University of Denver	1 or 2 yrs.	40,000		800
60	Morgan State University	2 yrs.	24,000		400
71	Boston College	3 or 4 yrs.	63,900		900
60	New Mexico State University	2 or 3 or 4 yrs.	40,020		667
60	Arizona State University	2 or 3 yrs.	36,000		600
60	Millersville University	2 or 4 yrs.	25,200		420
52	Walla Walla University	2yrs.	27,820		535
Average 2 year program			\$ 37,721.88		\$ 632.13
Average CSU/CA/National			\$ 33,819.52		\$ 612.26

60	***CSU San Marcos Graduate Tuition		\$ 13,476.00	\$ 3,369.00	\$ 224.60
60	EL MSW		\$ 28,500.00		\$ 475.00

\*Total cost of tuition based on 4 academic semesters including summer term

\*\*Most CSU MSW programs are funding by state support

\*\*\*Tuition based on Fall 2012 Tuition and Fees

\*San Marcos will be the only self support 2 year program

1 **UCC Report:**

2  
3 After careful review and extensive discussion with the originators and among UCC members, UCC approved  
4 The Master of Social Work (MSW) Program. The program is a two year, 60 units, and full-time graduate  
5 program. It consists of 30 units in the generalist foundation year and 30 units in the concentration year.  
6 Students will choose one of these two concentrations: Children, Youth, and Families (CYF), or Behavioral  
7 Health (BH). Students in either the CYF or BH concentrations may select one optional specialization from one  
8 of these two areas: Health Care and Older adults, or Military and Veterans' Services. The MSW program will  
9 adhere to the Council on Social Work Education (CSWE) 2008 Educational Policy and Accreditation Standards  
10 (EPAS) for assessments and student learning outcomes. To make its graduates to be eligible for licensure as a  
11 clinical social worker in California or any other state, the University will apply for MSW program national  
12 accreditation by the Commission on Accreditation of the CSWE.  
13

---

14 **Proposed Catalog Language for the**  
15 **Master of Social Work:**

16  
17 The Master of Social Work (MSW) program is designed to develop culturally competent, ethical, and effective professionals  
18 for direct social work practice with diverse populations. Students choose from concentrations in Children, Youth and  
19 Families, and Behavioral Health, with optional specializations in Healthcare and Older Adults, and Military and Veterans'  
20 Services. The MSW program will prepare students for direct practice in public, private, and non-profit agencies and  
21 organizations in social services, child welfare services, human services, healthcare, and mental health settings.  
22

23 **Mission**

24 The Mission of the Master of Social Work program at California State University San Marcos is to provide an academic and  
25 professional education of the highest quality to students seeking to become committed social work professionals engaged  
26 in direct social work practice in culturally, economically, and socially diverse rural and urban environments, especially in San  
27 Diego and Riverside Counties and the Southern California region. The program's concentrations focus on serving the needs  
28 of children, youth, and families, and caring for the behavioral health needs of individuals and families in our communities.  
29 Working primarily in public, private, and nonprofit agencies, graduates help culturally-diverse individuals, families,  
30 organizations, and communities recognize their strengths, access needed resources, and empower themselves to reach  
31 their goals and potential.  
32

33 The goals of the MSW program are based on the mission of the MSW program, and are intended to further operationalize  
34 the mission. They are applicable to both the foundation and advanced concentration curriculum. These goals are listed  
35 below.  
36

37 The following eleven program goals are based upon the mission of the MSW program and are consistent and congruent  
38 with the Council on Social Work Education (CSWE) Educational Policies 1. 0, 1.1, and 1.2.  
39

40 **Program Goals:**

- 41 1. To provide a curriculum built on a liberal arts perspective that is evidence-based with an emphasis on critical thinking  
42 in the examination, analysis, and communication of relevant information;
- 43 2. To provide a curriculum that is current and relevant regarding social work knowledge, skills, and values required to  
44 meet the service needs of the diverse populations of San Diego and Riverside Counties and the Southern California  
45 region;
- 46 3. To educate social work professionals for practice in public social service and not-for-profit organizations accountable  
47 for responding to societal problems such as poverty, mental illness, family instability, and child abuse;
- 48 4. To educate social work professionals who can assist individuals, families, and groups at various levels of functioning in  
49 the accomplishment of self-determined life goals and in the resolution of difficulties and distress through problem  
50 solving;
- 51 5. To prepare students to aid and support improved social functioning of individuals, families, and groups, using a range  
52 of planned prevention and intervention methods, empowering the recipients of services, minimizing risk factors, and  
53 promoting protective factors;
- 54 6. To educate and develop students to understand the impact of racism, sexism, and other forms of oppression and  
55 discrimination, and to have the skills to address the social problems that are a result of these forms of oppression;
- 56 7. To prepare students to adhere to the ethical codes and principles set forth by the National Association of Social  
57 Workers;
- 58 8. To prepare social work students to understand the role that economic, political, and various social systems contribute  
59 to social and economic justice and injustice;

- 60 9. To prepare social work students to be effective and responsive facilitators of change in increasingly complex, and  
61 socially, culturally, and racially diverse communities, and reflect the professional social worker's commitment to social  
62 justice in a culturally- and economically-diverse environment;  
63 10. To prepare social work students to develop and use research, knowledge, and skills to support their practice;  
64 11. To create social workers who are committed to their own continued education because they understand active  
65 participation in life-long learning is an important aspect to effective and professional social work practice.  
66

67 **Student Learning Outcomes:**

68 Upon completion of the MSW program, graduates will demonstrate the following 14 program objectives:

- 69 1. Understand and are committed to the role of social work as a profession, including its values and ethics.  
70 2. Analyze and apply knowledge of human behavior in the context of social environments from a biopsychosocial  
71 strengths-based perspective using applicable theories and research.  
72 3. Understand, value, and respect multiculturalism, as well as recognize and apply skills and techniques to be agents of  
73 change to issues of racism, sexism, homophobia and other forms of oppression, discrimination, and social and  
74 economic injustice at the individual, family, organizational, and governmental levels.  
75 4. Use practice communication skills necessary for effective social work practice with systems of all sizes.  
76 5. Apply theoretical frameworks that explain individual and family development across the life span, as well as  
77 developmental theories that apply to groups, organizations and communities.  
78 6. Apply knowledge and skills of a generalist social work perspective that is contextually and culturally competent.  
79 7. Develop and practice intervention techniques that are effective in advancing social and economic justice.  
80 8. An ability to analyze social welfare policies for their effectiveness in alleviating social problems.  
81 9. Utilize advocacy and practice techniques for influencing change and strategies that are consistent with social work  
82 values and promote social advancement.  
83 10. Apply knowledge and skills of advanced social work practice in the specialized areas of Children, Youth and Families  
84 and Behavioral Health.  
85 11. An ability to evaluate research findings for their contribution to evidence based social work practice.  
86 12. Commitment and ability to assess one's own skills and techniques in practice.  
87 13. Able to function effectively within the structure of organizations and various service delivery systems, and apply skills  
88 and knowledge to facilitate change necessary to promote social work values and ethics.  
89 14. Utilize supervision and consultation appropriately.  
90

91 **Admission Requirements and Application**

92 Admission into the Master of Social Work program requires an undergraduate degree from an accredited college or  
93 university. Computer literacy is expected. The bachelor's degree course of study typically includes a liberal arts foundation  
94 and coursework in the social and behavioral sciences. The appropriateness of undergraduate preparation and relevant  
95 experience will influence admission to the program.  
96

97 Specific admission criteria are:

- 98 • Applicant must meet the general requirements for admission to graduate studies at CSUSM.  
99 • Overall minimum undergraduate grade point average of 3.0 in the last 60 semester (90 quarter) units  
100 completed, and no less than a minimum of a 2.85 overall undergraduate GPA.  
101 • Completion of an undergraduate course in statistics, preferably in the social and behavioral sciences.  
102 • TOEFL/TWE if appropriate with a minimum TOEFL score of 550 and a 4.5 on the TWE  
103 • Submission of a completed MSW program application.  
104 • One set of official transcripts from college and universities attended with official verification of graduation.  
105 • A personal statement (500-750 words) stating the applicant's reasons for pursuing the MSW degree,  
106 describing the applicant's relevant work/volunteer experience, and demonstrating the applicant's past  
107 academic performance. The personal statement must conform to the guidelines as specified in the  
108 Admissions Packet.  
109 • Three letters of recommendation, including at least two academic references for those applicants who have  
110 earned their undergraduate degree within three years of applying for the MSW program. Applicants who  
111 have earned their undergraduate degree more than three years prior to applying are expected to provide at  
112 least one academic reference letter. These three letters of recommendation consist of submitting the  
113 Recommender Forms as specified in the Admissions Packet.  
114 <http://www.csusm.edu/el/degreeprograms/msw/mswrecommendationform.pdf>.  
115 • A resume verifying volunteer, internship, or other paid or unpaid experience in social work or human  
116 services positions, with preferably 500 or more total service hours in this field.  
117 • In accordance with Council on Social Work Education (CSWE) standards, the MSW program does not grant  
118 academic credit for previous life or work experience.  
119  
120  
121



122  
123  
124  
125  
126  
127  
128  
129  
130  
131  
132  
133  
134  
135  
136  
137  
138  
139  
140  
141  
142  
143  
144

**Degree Requirements and Courses**

The Master of Social Work (MSW) is a two year, 60 units, full-time graduate program. The social work Direct Practice curriculum consists of 30 units in the generalist foundation year and 30 units in the concentration year. Students will choose one of these two concentrations: Children, Youth, and Families (CYF), or Behavioral Health (BH). Students in either the CYF or BH concentrations may select one optional specialization from one of these two areas: Health care and older adults, or military and veterans' services.

Students in the MSW program must maintain a 3.0 minimum GPA to graduate. Any units applied to the MSW program and not earned in residence at CSU San Marcos must have approval by the student's graduate advisor and the MSW Program Director or designee. All requirements for the MSW degree must be completed within five years from starting the MSW coursework. Those students electing to complete a traditional qualitative or quantitative thesis must secure IRB approval, have supervision by a thesis advisor, and successfully complete an oral defense of their thesis. Students not doing a traditional thesis must successfully complete a capstone project, inclusive of a grant proposal, community risk assessment, curriculum development, historical thesis, policy analysis, or agency based project.

During the program, students will complete 1,000 hours of field experience in local and regional social services or related agencies or organizations. Students must maintain a minimum 3.0 GPA in the MSW program, earn Credit in all Field Instruction courses and Thesis and Capstone Project/ Thesis courses and earn at least a "C" (2.0) in all other required courses.

**Course of Study**

Students in full-time (2 year) attendance will proceed with the graduate coursework in the following manner:

Year 1: Foundation Year Courses

Fall Semester: 15 Units

MSW 500  
MSW 510  
MSW 520  
MSW 540  
MSW 525

Spring Semester: 15 Units

MSW 501  
MSW 511  
MSW 512  
MSW 541  
MSW 550

Year 2: Concentration Year Courses

Children, Youth, and Families (CYF) Concentration

Fall Semester: 15 units

MSW 630A  
MSW 642  
MSW 602  
MSW 650  
Elective

Spring Semester: 15 units

MSW 631A  
MSW 635A  
MSW 643  
MSW 698  
Elective

Behavioral Health (BH) Concentration

Fall Semester: 15 units

MSW 630B  
MSW 642  
MSW 602  
MSW 650  
MSW 6xx

Spring Semester: 15 units

MSW 631B  
MSW 635B  
MSW 643  
MSW 698  
Elective

Students in part-time (3 year) attendance will proceed with the graduate coursework in the following manner:

Year 1: Foundation Course

Fall Semester: 6 units

MSW 500  
MSW 520

Spring Semester 6 units

MSW 501  
MSW 525

Summer Semester 6 units

MSW 602  
Elective

Year 2: Foundation Course

Fall Semester: 9 units

MSW 510  
MSW 540  
MSW 550

Spring Semester 9 units

MSW 511  
MSW 512  
MSW 541

Summer Semester 6 units

MSW 650  
Elective

145  
146  
147  
148  
149  
150

151  
152

Year 3: Concentration Course

Fall Semester: 9 units  
MSW 630A  
MSW 642  
MSW 698

Children, Youth, and Families (CYF) Concentration

Spring Semester: 9 units  
MSW 631A  
MSW 635A  
MSW 643

153

Fall Semester: 9 units  
MSW 630B  
MSW 642  
MSW 698

Behavioral Health (BH) Concentration

Spring Semester: 9 units  
MSW 631B  
MSW 635B  
MSW 643

154

155

**Advancement to Candidacy**

156

The student will advance to Master's Degree candidacy upon the completion of 30 semester credit hours of coursework, satisfying the Graduate Writing Assessment Requirement (GWAR), and approval of a Capstone Project/ Thesis proposal by the student's Capstone Project/ Thesis Advisor. The GWAR may be completed either by an acceptable standardized test score for the Analytical Writing subtest of the GMAT or GRE, or a paper(s) that receive(s) a passing score as described in University policies.

157

158

159

160

161

162

**Continuation**

163

Students must maintain a 3.0 GPA and a grade of at least C in all classes; if the cumulative GPA falls below 3.0 for two consecutive semesters, the student will be dropped from the program. A student who earns less than a C in any course will be allowed to repeat the course one time with the next cohort. Failure to pass the course a second time with a C or better will provide justification for disqualification from the program. Students may repeat up to two (2) courses in order to meet graduation requirements. Students must be continuously enrolled unless they apply for a leave of absence. Students who are not continuously enrolled, or who have a leave of absence of longer than two semesters, must petition the program for continuation. All requirements for the degree must be finished within five years after the beginning of any coursework in the graduate program. The program will disqualify an enrolled student whose academic achievement or field practicum performance does not meet the minimum standards of the social work profession.

164

165

166

167

168

169

170

171

172

173

174

**New Courses being approved together with the MSW:**

MSW	500	Human Behavior & Social Environment I
MSW	501	Human Behavior & Social Environment II
MSW	510	Generalist Practice I
MSW	511	Generalist Practice II: Individuals, Families & Groups
MSW	512	Generalist Practice III: Organizations and Communities
MSW	520	Social Welfare Policies
MSW	525	Law and Ethics in Social Work
MSW	540	Field Instruction I
MSW	541	Field Instruction II
MSW	550	Research Methods in Social Work
MSW	602	Human Behavior & Social Environment III
MSW	630A	Advanced Direct Practice I: Individuals/CYF
MSW	630B	Advanced Direct Practice I: Individuals/BH
MSW	631A	Advanced Direct Practice II: Groups & Families/CYF
MSW	631B	Advanced Direct Practice II: Groups & Families BH
MSW	635A	Advanced Policy: CYF
MSW	635B	Advanced Policy: BH
MSW	642	Advanced Field Instruction I
MSW	643	Advanced Field Instruction II
MSW	650	Advanced Research Methods in Social Work
MSW	655	Social Work Leadership Practice
MSW	661	Social Work in Health Care
MSW	662	Social Work with Older Adults
MSW	667	Addictions: Assessment and Treatment
MSW	670	Cognitive and Brief Therapies
MSW	671	Direct Practice with Military and Veteran Families
MSW	672	Direct Practice with Military Personnel and Veterans
MSW	690	Selected Topics in Social Work
MSW	695	Capstone Project/Thesis II
MSW	698	Thesis I
MSW	699	Capstone Project/Thesis Extension

175

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49

**FAC: RTP for SSP-ARs**

**Rationale:** *This is a revision of the SSP-AR RTP document. Steven Nichols was our FAC liaison, conferring with Fritz Kreisler as the originator. Kreisler sees this as a total revision of the document in existence now; therefore, there is no markup provided.*

**Definition:** Standards governing RTP process for counselor faculty (SSP,ARs) in the Division of Student Affairs.

**Authority:** The collective bargaining agreement The California State University and the California Faculty Association.

**Scope:** Eligible Unit 3 Counselor faculty in the Division of Student Affairs at California State University San Marcos.

**I. DIVISION OF STUDENT AFFAIRS RTP STANDARDS**

A. Preamble

1. This document sets forth general standards and criteria for retention, tenure, and promotion of full-time counselor faculty in the Division of Student Affairs.
2. The provisions of this document are to be implemented in conformity with University RTP Policies and Procedures (Retention, Tenure and Promotion Standards); the CSU-CFA Collective Bargaining Agreement (CBA), Articles 13, 14, 15; and the University Policy on Faculty Ethics.

B. Definitions of Terms and Abbreviations

1. The Division of Student Affairs uses the same definitions, terms, and abbreviations as defined in the University RTP Standards document. For clarity, the use of "is" is informative, "shall" is mandatory, "may" is permissive, "should" is conditional, and "will" is intentional.
2. A "standard" is a reference point or formalized expectation against which progress can be measured for retention, tenure, and promotion.
3. Faculty have a right to performance expectations that are clearly articulated. Divisional and departmental RTP Standards provide consistency in guiding tenure-track faculty in the preparation of their working personnel action files (WPAFs).
4. Divisional and departmental RTP Standards educate others outside of the discipline, including deans, university committees, and the provost, with respect to the practices and expectations of a particular department/discipline/field.

**II. ELEMENTS OF THE STUDENT AFFAIRS SSP, AR RTP DOCUMENT**

A. Introduction and Guiding Principles

1. All standards and criteria reflect the University, Division and Department mission and vision statements and advance the goals embodied in those statements.
2. The performance areas that shall be evaluated include professional performance, professional development, and service to the department, Division, University and community. While there will be diversity in the contributions of counselor faculty members, the Division affirms the university requirement of sustained high quality performance and encourages flexibility in the relative emphasis placed on each performance area. Candidates must submit a curriculum vita (CV) and narrative statements describing the summary of professional performance, professional development, and service for the review period. The faculty member must meet the standards in each of the three areas.

- 50 3. Items assessed in one area of performance shall not be duplicated in any other area. Items  
51 shall be cross-referenced in the CV, narrative statements, and WPAF to demonstrate  
52 connections across all three documents. Candidates who integrate their activities across  
53 areas may explain how their work meets given standards/criteria for each area.
- 54 4. The Division and Department recognizes innovative and unusual contributions.
- 55 5. Retention, tenure, and promotion decisions are made on the basis of the evaluation of  
56 individual performance. Ultimate responsibility for understanding the standards, meeting  
57 the standards, and effectively communicating how they have met the standards rests with  
58 the candidate. In addition to this document, the candidate should refer to and follow the  
59 University RTP Standards. Candidates should also note available opportunities that  
60 provide guidance on the WPAF and describe the responsibilities of the candidate in the  
61 review process (e.g., Provost's RTP meetings; Faculty Center Professional Development,  
62 and advice and counsel by tenured faculty). Candidates are encouraged to avail  
63 themselves of such opportunities.

64  
65 **III. GENERAL STANDARDS**

66 A. Retention: A positive recommendation for retention requires that the candidate's record clearly  
67 meet the articulated standards for the granting of a retention decision in each of the three areas:  
68 professional performance, professional development, and service to the Department, Division,  
69 University, and community.

70  
71 Candidates for retention will show effectiveness in each area of performance and demonstrate  
72 progress toward meeting the tenure requirements in the areas of professional performance,  
73 professional development, and service to the Department, Division, University, and community.

74  
75 B. Tenure and/or Promotion: A positive recommendation for tenure and/or promotion requires  
76 that the candidate's record clearly meet the articulated standards for the granting of a  
77 tenure/promotion decision in each of the three areas: professional performance, professional  
78 development, and service to the Department, Division, University, and community.

- 79 1. 1. Candidates for the rank SSP, AR II require an established record of effectiveness in  
80 professional performance, professional development, and service to the Department,  
81 Division, University, and community.
- 82 2. Candidates for the rank of SSP, AR III require, in addition to continued effectiveness, an  
83 established record of initiative and leadership in professional performance, professional  
84 development, and service to the Department, Division, University, and community.  
85 Promotion to the rank of SSP, AR III will be based on the record of the individual since  
86 promotion to the rank of SSP, AR II.
- 87 3. The granting of tenure at any rank recognizes accomplishments and services performed  
88 by the candidate during their career. The record must show sustained and continuous  
89 activities and accomplishments. The granting of tenure is an expression of confidence  
90 that the faculty member has both the commitment to and the potential for continued  
91 development and accomplishment throughout their career. Tenure will be granted only to  
92 individuals whose performance records meet the standards required to earn promotion to  
93 the rank at which tenure will be granted.

94  
95 C. Early Tenure (prior to the 6th year in rank): This option for SSP, AR I is considered an  
96 exception. A positive recommendation for early tenure requires that the candidate's record clearly  
97 meet the articulated standards for the granting of a tenure and/or promotion decision in ALL  
98 areas. To be eligible for early tenure, a candidate must show a sustained record of successful  
99 experience at a university, and that experience must include at least one full year at California  
100 State University San Marcos prior to the year of review for tenure CBA – 13.3.

101  
102 D. Faculty who are hired at an advanced rank without tenure may apply for tenure after two years  
103 of service at CSUSM (i.e., in fall of their third year at CSUSM). A positive recommendation  
104 requires that the candidate's record at CSUSM clearly demonstrate a continued level of  
105 accomplishment in all areas and, together with the candidate's previous record, be consistent with  
106 the articulated standards for the granting of tenure at the faculty member's rank.  
107

#### 108 **IV. STANDARDS AND CRITERIA FOR PROFESSIONAL PERFORMANCE**

109 Because the SSP, AR classification is flexible enough to potentially include professionals with  
110 varied responsibilities within the Division and University, the standards that apply to Professional  
111 Performance will be drawn directly from each employee's position description. Sections 4 and 5  
112 of the faculty member's Staff Position Description list in detail the Major Responsibilities of the  
113 position. For each Major Responsibility, the specific duties as well as the relative importance (and  
114 expected time commitment) of each is delineated. Hence, each counselor faculty member has a  
115 clear set of expectations with respect to their responsibilities as an employee. The Position  
116 Description will be included in the WPAF and will be the basis of evaluation standards for each  
117 faculty member's reviews.  
118

119 Candidates will provide a clear and concise reflective narrative statement of their professional  
120 activities and performance thereof. This may include a summary of the most important areas of  
121 accomplishment during the review period, connecting these to the mission of the Department  
122 and/or Division.

123 Candidates will include evidence of accomplishments of their duties in this domain, appropriate  
124 to those duties as delineated in the Position Description. For example:

- 125 • If the candidate's Position Description entailed a high importance and time commitment  
126 to clinical work, the candidate would provide evidence that the expected time was in fact  
127 invested in this area, as well as evidence of the quality of performance (such as the Client  
128 Satisfaction Survey, letters from colleagues, etc.).
- 129 • If the Position Description included supervisory duties, the candidate would list the  
130 names of pre- and/or post-doctoral supervisees, feedback/evaluation forms from  
131 supervisees, and endorsements by colleagues of participation in the internship program.
- 132 • If the Position Description included the expectation that the candidate offer workshops or  
133 similar outreach programs to the campus, they would include a list of programs they  
134 have offered in the period being reviewed, as well as participant evaluation forms, and,  
135 e.g., letters from university departments that co-sponsored or hosted these programs, if  
136 applicable.  
137

#### 138 **V. STANDARDS AND CRITERIA FOR PROFESSIONAL DEVELOPMENT**

139 It is essential to the University's mission that each SSP, AR demonstrate continued commitment,  
140 dedication, and growth as a member of the profession. Thus, it is essential that SSP, ARs  
141 conform *at a minimum* (where applicable) to state-mandated requirements for continuing  
142 education to maintain professional licensure and high ethical standards. Such continuing  
143 education must consist of courses approved by state and/or national professional accreditation  
144 boards. It is expected that the professional development activities contribute to the employee's  
145 growth in areas directly pertinent to the responsibilities and duties listed in their Position  
146 Description. For counselor faculty who supervise interns, at least one course in supervision will  
147 be taken within each (2-year) licensure cycle. In addition, it is the employee's responsibility, in  
148 accordance with state licensing laws, to stay abreast of the laws and ethics of the profession.  
149

150 Candidates will provide a clear and concise reflective narrative statement of their professional  
151 development during the period under review. This will include a list of the courses taken,

152 connecting these to the department and/or Division mission, especially describing how these  
153 contributed to growth in areas pertinent to the duties of the candidate and to their overall  
154 trajectory of growth as a professional.

155 Candidates will include copies of certification of licensure renewal, if applicable, during the  
156 period of review.

157  
158 If there were additional accomplishments within the Professional Development area, candidates  
159 will describe these activities and provide evidence thereof. For example, if the candidate  
160 conducted research (for the Department, Division, University, or professional field of inquiry) or  
161 scholarly activities, or edited scholarly publications, a list of this work should be included in this  
162 section of the WPAF.

#### 163 164 Tenure and/or Promotion from SSP, AR II to SSP, AR III

165 In addition to sustained growth and maintaining licensure, candidates for promotion to SSP, AR  
166 III should demonstrate leadership and training beyond this minimum. This may be accomplished  
167 by developing a special expertise in at least one area of practice pertinent to serving our students  
168 and University. This would lead to becoming an expert so that this training might allow others to  
169 refer certain students to the candidate and for the candidate to offer more intensive specialized  
170 training to, e.g., interns or other appropriate staff. The area(s) of expertise need not be limited to  
171 applied clinical practice, but must pertain directly to some aspect of the candidate's duties and  
172 leadership roles within the Department and the University.

### 173 174 **VI. STANDARDS AND CRITERIA FOR SERVICE TO THE DEPARTMENT,** 175 **DIVISION, UNIVERSITY, AND COMMUNITY**

176 The Division of Student Affairs places a high value on service as an essential component of  
177 faculty work. The Division views activities that enhance the functioning of the candidate's  
178 Department, as well as the Division, University, and wider community as integral components of  
179 faculty service. Service activities are expected to advance the mission statements of the  
180 Department, Division, and University.

181  
182 Evaluation of service will focus on determining a profile of the candidate's service activity. To  
183 determine such a profile, service will be assessed by holistic evaluation of the candidates'  
184 reflective statement, service work, and selected items that the candidate believes best reflect their  
185 progress, as described in the University RTP Standards document and further illustrated below.

186  
187 Candidates will provide a clear and concise reflective self-assessment of their service activities  
188 and the impact of this work. Candidates may include statements regarding any short-term and  
189 long-term goals for service activities, connection to the mission of the Department, Division,  
190 and/or University, reasons for their involvement, and the impact of their service activities.

191  
192 Evidence of Service to the Department may include, but is not limited to:

- 193 • Leadership/participation in Departmental accreditation efforts
- 194 • Development of new programs for the Department
- 195 • Development of policies, procedures, and/or protocols within the Department
- 196 • Collaboration with colleagues within the Department

197  
198 Evidence of Service to the Division and/or University may include, but is not limited to:

- 199 • Leadership/membership in groups that carry on the business of the Division or University  
200 (e.g., standing committees [elected or appointed], *ad hoc* committees, shared governance  
201 bodies, task forces, etc.)

- 202 • University professional activities (e.g., service toward university accreditation, etc.)
- 203 • Role as an advisor for a student organization
- 204 • Mentoring of students, faculty, staff (e.g., in the Faculty Mentoring Program or through
- 205 the Faculty Center)

206

207 Evidence of Service to the Community may include, but is not limited to:

- 208 • Active participation, including leadership roles, in professional organizations at the
- 209 county, state, and/or national/international levels
- 210 • Consultation and expert services to community agencies
- 211 • Providing continuing education for community
- 212 • Service Awards and Special Recognition

213

214 Assessment of Service

215

1. General Standards

216

217

218

219

Candidates will be assessed on the quality of the evidence provided, the evidence of sustained service, and the totality of their work. When judged as a group, not one indicator may be used to determine the overall rating of service activity. Note: Submitting letters from committee chairs about attendance is not considered best practice.

220

2. Retention

221

222

Candidates for retention must provide appropriate and effective evidence of significant internal service.

223

3. Tenure and/or Promotion from SSP, AR I to SSP, AR II

224

225

Candidates for promotion from SSP, AR I to SSP, AR II must provide evidence of effective sustained internal and external service contributions.

226

4. Tenure and/or Promotion from SSP, AR II to SSP, AR III

227

228

229

Candidates for promotion from SSP, AR II to SSP, AR III must provide evidence of leadership in one or more service activities in addition to demonstrating sustained active participation in both internal and external service activities.

1 GEC: Lower Division General Education Certification Forms

2  
3 **Rationale:** In the spring of 2012, Academic Senate approved lower division general  
4 education learning outcomes (GELOs). These forms have been updated to include  
5 the new GELOs, programmatic goals and LEAP guidelines, all needed for WASC  
6 accreditation. The programmatic goals are driven by the Association of American  
7 Colleges and Universities' Liberal Education and America's Promise (LEAP)  
8 Initiative, which was put into place by EO 1065.

9  
10 From EO 1065:

11  
12 Each CSU campus shall define its GE student learning outcomes, to fit within the framework  
13 of the four "Essential Learning Outcomes" drawn from the **Liberal Education and**  
14 **American Promise** (LEAP) campaign, an initiative of the Association of American Colleges  
15 and Universities.

- 16 • Knowledge of Human Cultures and the Physical and Natural World
- 17 • Intellectual and Practical Skills
- 18 • Personal and Social Responsibility
- 19 • Integrative Learning

20  
21 The forms have also been updated to allow for streamlined submission and review  
22 of the courses.



**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA A1: Oral Communication**

*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b>	<b>Course Title:</b>	
<b>Number of Units:</b> ____		
<b>College or Program:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year: _____	<b>Mode of Delivery:</b> <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b>	<b>Email:</b>	<b>Submission Date:</b>

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date		
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>					
				<i>DC Initial</i>	
		Support    Do not support*		Support    Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ GEO Coordinator	_____ Date		_____ Library Faculty	_____ Date	
		Support    Do not Support*		Support    Do not Support*	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date		_____ Impacted Discipline Chair	_____ Date	
		Approve    Do not Approve			
		<input type="checkbox"/> <input type="checkbox"/>			
_____ GEC Chair	_____ Date				

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:            Phone            Email:

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA A1: Oral Communication**

*See GE Handbook for information on each section of this form*

**Part A: A1 Oral Communication General Education Learning Outcomes (GELOs) related to course content.**  
*[Please type responses into the tables.]*

<b>Oral Communication GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
A1.1 Find and evaluate a variety of source material in order to plan, develop and craft extemporaneous public presentations.		
A1.2 Deliver extemporaneous, in-person presentations in English that contain logically coherent and adequately supported assertions, organized to intentionally affect the specific listening audience.		
A1.3 Speak with confidence to a live audience in ways that reflect her or his distinct perspective and identity.		
A1.4 Apply communication theory, concepts, principles to make rhetorical choices (regarding language, organization, content/support, and delivery) to be effective with a variety of audiences and purposes (i.e., inform, persuade, entertain, commemorate).		
A1.5. Actively listen, critically evaluate and thoughtfully respond to the diverse perspectives of all members of the community.		

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of all Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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.)		

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA A1: Oral Communication**

*See GE Handbook for information on each section of this form*

**Part C: GE Programmatic Goals:** *The GE program aligns with CSUSM specific and LEAP Goals. All A1 courses must meet at least one of the LEAP Goals.*

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

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

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
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.	

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA A2: Written Communication**

*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b>	<b>Course Title:</b>	
<b>Number of Units:</b> _____		
<b>College or Program:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year: _____	<b>Mode of Delivery:</b> <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b>	<b>Email:</b>	<b>Submission Date:</b>

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date		
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>					
				_____ <i>DC Initial</i>	
		Support    Do not support*	Support    Do not support*		
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
_____ GEW Director	_____ Date		_____ Library Faculty	_____ Date	
		Support    Do not Support*	Support    Do not Support*		
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
_____ Impacted Discipline Chair	_____ Date		_____ Impacted Discipline Chair	_____ Date	
		Approve    Do not Approve			
		<input type="checkbox"/> <input type="checkbox"/>			
_____ GEC Chair	_____ Date				

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:            Phone            Email:

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA A2: Written Communication**

*See GE Handbook for information on each section of this form*

**Part A: A2 Written Communication General Education Learning Outcomes (GELOs) related to course content.**  
*[Please type responses into the tables.]*

<b>Written Communication GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
A2.1: Formulate/construct a readily identifiable, specific, arguable, and suitably complex thesis (e.g., provide a focus).		
A2.2: Use substantial and varied evidence to effectively support the thesis.		
A2.3: Compose a clear and compelling introduction and conclusion.		
A2.4: Compose and organize paragraphs with smooth and logical transitions between them.		
A2.5: Consistently construct clear sentences using proper mechanics (e.g., spelling, punctuation) such that the work is concise, fluid and engaging.		
A2.6: Construct written work to be effectively tailored to a particular audience and purpose.		

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
Students will communicate effectively in writing to various audiences. (writing)	Do not complete. This information is provided in Part A.	Do not complete. This information is provided in Part A.
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.)		

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA A2: Written Communication**

*See GE Handbook for information on each section of this form*

**Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All A2 courses must meet at least one of the LEAP Goals.**

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

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

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Writing assignments shall give students repeated practice in pre-writing, organizing, writing, revising, and editing. A minimum of six essays, totaling a minimum of 8000 words, is required.	
Reading for the course will be extensive and intensive and will be linked to the division or College offering the course. It shall include useful models of writing for academic, general, and special audiences.	
The course will include a substantial written product, such as a long essay, a portfolio of written work, or a final essay exam, as the course's culminating activity. The culminating activity will incorporate revision (multiple drafts).	
At the discretion of the university or the instructor, students may be required to attend tutoring sessions as a corequisite to completing the course.	
Courses approved for Written Communication shall include an assessable Information and Computer Literacy component that will require students to develop an understanding of the core information sources and literature of the discipline.	
Student learning shall be measured by formative (process-oriented, such as comments and grades on writing) and summative (through the culminating activity) methods.	

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA A3: Critical Thinking**

*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b>	<b>Course Title:</b>	
<b>Number of Units:</b> _____		
<b>College or Program:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year: _____	<b>Mode of Delivery:</b> <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b>	<b>Email:</b>	<b>Submission Date:</b>

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date	_____
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>				
			<i>DC Initial</i>	
		Support   Do not support*	Support   Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date	
		Support   Do not Support*	Approve   Do not Approve	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date	

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone      Email:

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA A3: Critical Thinking**

*See GE Handbook for information on each section of this form*

**Part A: Critical Thinking General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>Critical Thinking GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
A3.1: Distinguish matters of fact from issues of judgment or opinion and derive factual or judgmental inferences from unambiguous statements of knowledge or belief.		
A3.2: Judge the reliability and credibility of sources.		
A3.3: Effectively argue a point of view by clarifying the issues, focusing on the pertinent issues, and staying relevant to the topic.		
A3.4: Understand the nature of inductive and deductive reasoning, identify formal and informal fallacies of reasoning, and employ various methods for testing the strength, soundness, and validity of different argument forms.		
A3.5: Understand the basic concepts of meaning (sense, reference, connotation, etc.) and identify different methods of word definition.		
A3.6: Understand logic and its relationship to language by identifying the basic components of reasoning, including the propositional content of statements, the functions of premises and conclusions in the makeup of arguments, the linkage between evidence and inference, and the rules of inference and logical equivalence.		

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of all Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
Students will communicate effectively in writing to various audiences. (writing)		
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Do not complete. This information is provided in Part A.	Do not complete. This information is provided in Part A.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)		



**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA A3: Critical Thinking**

*See GE Handbook for information on each section of this form*

**Part C: GE Programmatic Goals:** *The GE program aligns with CSUSM specific and LEAP Goals. All A3 courses must meet at least one of the LEAP Goals.*

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes <i>(please describe):</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes <i>(please describe):</i>

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

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	
Critical thinking may be taught in the context of a subject area, by including specific attention to general principles of critical thinking and applying them to examples and exercises in the subject area.	
The course proposals will demonstrate the application of information literacy to the course materials.	
All critical thinking courses will be open to all students regardless of their majors; therefore, the basic reasoning skills listed in the above objectives must be explicitly covered.	

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B1/B3: Physical Science with a Lab Component**

*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b>	<b>Course Title:</b>	
<b>Number of Units:</b> _____		
<b>College or Program:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year: _____	<b>Mode of Delivery:</b> <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b>	<b>Email:</b>	<b>Submission Date:</b>

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date	_____
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>				
			<i>DC Initial</i>	
		Support   Do not support*	Support   Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date	
		Support   Do not Support*	Approve   Do not Approve	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date	

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone      Email:

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B1/B3: Physical Science with a Lab Component**

*See GE Handbook for information on each section of this form*

**Part A: B/B3 Physical Science with Lab General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>Physical Science w/ Lab GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
B1.1 Students will explain accepted modern physical or chemical principles and theories, their areas of application, and their limitations.		
B1.2 Students will apply the discipline's customary methods to solve problems through data collection, critical evaluation of evidence, the application of quantitatively rich models, and /or employment of mathematical and computer analysis.		
B1.3 Students will be able to articulate what makes a good scientific theory, incorporating values of parsimony, agreement with experimental or observational evidence, and coherence with other mathematical or physical theories.		
B1.4 Students will be able to identify areas in which ethics either (1) directs or limits physical science research or (2) is informed by the products of this research		
B3.1 Students will demonstrate that they can conduct experiments, make observations, or run simulations using protocols and methods common in the scientific discipline in which the course is offered.		
B3.2 Students will be able to interpret the results of experiments, observations or simulations, understanding random and systematic errors associated with those activities, and making appropriate conclusions based on theories or models of the scientific discipline in which the course is offered.		

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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.)		

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B1/B3: Physical Science with a Lab Component**

*See GE Handbook for information on each section of this form*

**Part C: GE Programmatic Goals:** *The GE program aligns with CSUSM specific and LEAP Goals. All B1/B3 courses must meet at least one of the LEAP Goals.*

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

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

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses.	
Courses shall include an evaluation of written work which assesses both content and writing proficiency, using a writing style and use of language that is appropriate for the sciences.	
Courses should demonstrate to students that the applications of physical science principles and theories can lead to lifelong learning in science and to productive and satisfying life choices.	
Courses should demonstrate to students the ways in which science influences and is influenced by societies in both the past and the present.	
Courses should empower students to communicate effectively to others about scientific principles and their application to real-world problems.	
Courses shall build the students' information literacy in a way that is appropriate to the field and level of the course.	
Courses shall require students to think critically so that they are able to distinguish scientific arguments from pseudo-scientific myths or opinions.	

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B1: Physical Science – No Lab Component**  
*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b>	<b>Course Title:</b>	
<b>Number of Units:</b> _____		
<b>College or Program:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year: _____	<b>Mode of Delivery:</b> <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b>	<b>Email:</b>	<b>Submission Date:</b>

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date		
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>					
			_____ <i>DC Initial</i>		
		Support   Do not support*	Support   Do not support*		
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
_____ Library Faculty	_____ Date		_____ Impacted Discipline Chair	_____ Date	
		Support   Do not Support*	Approve   Do not Approve		
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
_____ Impacted Discipline Chair	_____ Date		_____ GEC Chair	_____ Date	

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone:      Email:

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B1: Physical Science – No Lab Component**

*See GE Handbook for information on each section of this form*

*Part A: B1 Physical Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]*

<b>Physical Science GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
B1.1 Students will explain accepted modern physical or chemical principles and theories, their areas of application, and their limitations.		
B1.2 Students will apply the discipline's customary methods to solve problems through data collection, critical evaluation of evidence, the application of quantitatively rich models, and /or employment of mathematical and computer analysis.		
B1.3 Students will be able to articulate what makes a good scientific theory, incorporating values of parsimony, agreement with experimental or observational evidence, and coherence with other mathematical or physical theories.		
B1.4 Students will be able to identify areas in which ethics either (1) directs or limits physical science research or (2) is informed by the products of this research		

*Part B: General Education Learning Outcomes required of all GE courses related to course content:*

<b>GE Outcomes required of all Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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.)		

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B1: Physical Science – No Lab Component**

*See GE Handbook for information on each section of this form*

**Part C: GE Programmatic Goals:** *The GE program aligns with CSUSM specific and LEAP Goals. All B1 courses must meet at least one of the LEAP Goals.*

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

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

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	
Courses shall include an evaluation of written work which assesses both content and writing proficiency, using a writing style and use of language that is appropriate for the sciences.	
Courses should demonstrate to students that the applications of physical science principles and theories can lead to lifelong learning in science and to productive and satisfying life choices.	
Courses should demonstrate to students the ways in which science influences and is influenced by societies in both the past and the present.	
Courses should empower students to communicate effectively to others about scientific principles and their application to real-world problems.	
Courses shall build the students' information literacy in a way that is appropriate to the field and level of the course.	
Courses shall require students to think critically so that they are able to distinguish scientific arguments from pseudo-scientific myths or opinions.	

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B2/B3: Life Science with a Lab Component**

*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b>	<b>Course Title:</b>	
<b>Number of Units:</b> _____		
<b>College or Program:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year: _____	<b>Mode of Delivery:</b> <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b>	<b>Email:</b>	<b>Submission Date:</b>

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date		
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>					
				_____ DC Initial	
		Support    Do not support*		Support    Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date		_____ Impacted Discipline Chair	_____ Date	
		Support    Do not Support*		Approve    Do not Approve	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date		_____ GEC Chair	_____ Date	

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:            Phone:            Email:



**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B2/B3: Life Science with a Lab Component**

*See GE Handbook for information on each section of this form*

**Part A: B2/B3 Life Science with Lab General Education Learning Outcomes (GELOs) related to course content.**  
*[Please type responses into the tables.]*

<b>Life Science w/ Lab GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
B2.1: Students will state or identify accepted modern biological principles and/or use knowledge of those principles to solve problems in the biological sciences.		
B2.2: Students will describe and apply the discipline's primary methods to problems through hypothesis development, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical and computer analysis.		
B2.3: Students will describe various theories relevant to the discipline.		
B2.4: Students will identify the limitations of scientific endeavors.		
B2.5: Students will identify and consider the value systems and ethics associated with human inquiry.		
B3.1 Students will demonstrate that they can conduct experiments, make observations, or run simulations using protocols and methods common in the scientific discipline in which the course is offered.		
B3.2 Students will be able to interpret the results of experiments, observations or simulations, understanding random and systematic errors associated with those activities, and making appropriate conclusions based on theories or models of the scientific discipline in which the course is offered.		

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B2/B3: Life Science with a Lab Component**

*See GE Handbook for information on each section of this form*

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of all Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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.)		

**Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All B2/B3 courses must meet at least one of the LEAP Goals.**

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

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

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses.	
Courses in the life sciences will take as their primary focus such concepts found in traditional life science disciplines (e.g., levels of organization of living systems, from molecules to ecosystems, structures and functions of living organisms, principles of genetics, patterns and theories of evolution, interactions of organisms with each other and their environment).	
Courses will require students to develop an understanding of the core information sources and the literature of the science disciplines.	
Courses will require students to think critically so that they are able to distinguish scientific arguments from pseudo-scientific myths or opinions.	

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B2: Life Science – No Lab Component**  
*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b>	<b>Course Title:</b>	
<b>Number of Units:</b> _____		
<b>College or Program:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year: _____	<b>Mode of Delivery:</b> <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b>	<b>Email:</b>	<b>Submission Date:</b>

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date	_____
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>				
			<i>DC Initial</i>	
		Support   Do not support*	Support   Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date	
		Support   Do not Support*	Approve   Do not Approve	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date	

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone:      Email:

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B2: Life Science – No Lab Component**

*See GE Handbook for information on each section of this form*

**Part A: B2 Life Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>Life Science GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
B2.1: Students will state or identify accepted modern biological principles and/or use knowledge of those principles to solve problems in the biological sciences.		
B2.2: Students will describe and apply the discipline's primary methods to problems through hypothesis development, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical and computer analysis.		
B2.3: Students will describe various theories relevant to the discipline.		
B2.4: Students will identify the limitations of scientific endeavors.		
B2.5: Students will identify and consider the value systems and ethics associated with human inquiry.		

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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.)		

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B2: Life Science – No Lab Component**  
*See GE Handbook for information on each section of this form*

**Part C: GE Programmatic Goals:** *The GE program aligns with CSUSM specific and LEAP Goals. All B2 courses must meet at least one of the LEAP Goals.*

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

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

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses.	
Courses in the life sciences will take as their primary focus such concepts found in traditional life science disciplines (e.g., levels of organization of living systems, from molecules to ecosystems, structures and functions of living organisms, principles of genetics, patterns and theories of evolution, interactions of organisms with each other and their environment).	
Courses will require students to develop an understanding of the core information sources and the literature of the science disciplines.	
Courses will require students to think critically so that they are able to distinguish scientific arguments from pseudo-scientific myths or opinions.	

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B3: Physical Science Lab Only Course**  
*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b>	<b>Course Title:</b>	
<b>Number of Units:</b> _____		
<b>College or Program:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year	<b>Mode of Delivery:</b> <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b>	<b>Email:</b>	<b>Submission Date:</b>

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____	_____	_____	_____
Course Proposer	Date	Department Chair	date
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>			
		DC Initial	
	Support	Do not support*	
	<input type="checkbox"/>	<input type="checkbox"/>	
_____	_____	_____	_____
Library Faculty	Date	Impacted Discipline Chair	Date
	Support	Do not Support*	
	<input type="checkbox"/>	<input type="checkbox"/>	
_____	_____	_____	_____
Impacted Discipline Chair	Date	GEC Chair	Date
	Support	Do not Support*	
	<input type="checkbox"/>	<input type="checkbox"/>	
	Approve	Do not Approve	
	<input type="checkbox"/>	<input type="checkbox"/>	

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone      Email:

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B3: Physical Science Lab Only Course**

*See GE Handbook for information on each section of this form*

**Part A: B3 Physical Science Lab Only General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>Physical Science w/ Lab GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
B3.1 Students will demonstrate that they can conduct experiments, make observations, or run simulations using protocols and methods common in the scientific discipline in which the course is offered.		
B3.2 Students will be able to interpret the results of experiments, observations or simulations, understanding random and systematic errors associated with those activities, and making appropriate conclusions based on theories or models of the scientific discipline in which the course is offered.		

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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.)		

**Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All B3 courses must meet at least one of the LEAP Goals.**

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B3: Physical Science Lab Only Course**

*See GE Handbook for information on each section of this form*

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

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 850 words of writing shall be required in 1unit courses.	
Courses shall include an evaluation of written work which assesses both content and writing proficiency, using a writing style and use of language that is appropriate for the sciences.	
Courses should demonstrate to students that the applications of physical science principles and theories can lead to lifelong learning in science and to productive and satisfying life choices.	
Courses should demonstrate to students the ways in which science influences and is influenced by societies in both the past and the present.	
Courses should empower students to communicate effectively to others about scientific principles and their application to real-world problems.	
Courses shall build the students' information literacy in a way that is appropriate to the field and level of the course.	
Courses shall require students to think critically so that they are able to distinguish scientific arguments from pseudo-scientific myths or opinions.	



**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B4: Mathematics and Quantitative Reasoning**  
*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b>	<b>Course Title:</b>	
<b>Number of Units:</b> _____		
<b>College or Program:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year	<b>Mode of Delivery:</b> <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b>	<b>Email:</b>	<b>Submission Date:</b>

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date		
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>					
				_____ DC Initial	
		Support   Do not support*		Support   Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date		_____ Impacted Discipline Chair	_____ Date	
		Support   Do not Support*		Approve   Do not Approve	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date		_____ GEC Chair	_____ Date	

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone      Email:

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B4: Mathematics and Quantitative Reasoning**

*See GE Handbook for information on each section of this form*

**Part A: B4 Quantitative Reasoning General Education Learning Outcomes (GELOs) related to course content.**  
[Please type responses into the tables.]

<b>Math/Quant Reasoning GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
B4.1: Explain and apply a variety of fundamental mathematical concepts, symbols, computations and principles.		
B4.2: Determine which quantitative or symbolic reasoning methods are appropriate for solving a given problem and correctly implement those methods.		

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
Students will communicate effectively in writing to various audiences. (writing)		
Students will think critically and analytically about an issue, idea or problem. (critical thinking)		

**Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All B4 courses must meet at least one of the LEAP Goals.**

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B4: Mathematics and Quantitative Reasoning**  
*See GE Handbook for information on each section of this form*

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

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	
All courses offered in area B4 must have a prerequisite of at least intermediate algebra and must use a level of mathematics beyond that of intermediate algebra. No remedial algebra courses (e.g., Math 10, 20, and 30) can be used to satisfy this requirement. Even if a course has intermediate algebra as a prerequisite, it will not satisfy the Quantitative Reasoning Requirement unless it also meets each of the following three conditions:	
<ul style="list-style-type: none"> <li>It must focus on the use of mathematical language and formal reasoning in a variety of diverse disciplines, using a broad range of examples.</li> </ul>	
<ul style="list-style-type: none"> <li>It must provide some historical perspective on the role which this approach has played in the development of human knowledge and of our understanding of the world.</li> </ul>	
<ul style="list-style-type: none"> <li>It must demonstrate a variety of methods, such as the use of abstract symbols, of numeric techniques, of logical reasoning, of geometry, etc.</li> </ul>	
A <b>statistics component</b> may be included which must:	
<ul style="list-style-type: none"> <li>Develop the students' ability to comprehend the power and broad utility of the fundamental mathematical models presented, rather than merely teaching rote statistical skills; and</li> </ul>	
<ul style="list-style-type: none"> <li>Must indicate applications to several areas.</li> </ul>	
A <b>computer science component</b> may be included which must:	
<ul style="list-style-type: none"> <li>Teach a computer language that is suitable for use in diverse areas;</li> </ul>	
<ul style="list-style-type: none"> <li>Teach this language in such a way that the student is led to a fundamental understanding of the nature of problem solving by combining data structures with algorithms; and</li> </ul>	
<ul style="list-style-type: none"> <li>Provide fundamental skills in the use of computers for the application of university level quantitative methods to the solution of problems in many diverse areas.</li> </ul>	

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA C1: Arts**

*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b>	<b>Course Title:</b>	
<b>Number of Units:</b> _____		
<b>College or Program:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year: _____	<b>Mode of Delivery:</b> <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b>	<b>Email:</b>	<b>Submission Date:</b>

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date		
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>					
			<i>DC Initial</i>		
		Support   Do not support*		Support   Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date		_____ Impacted Discipline Chair	_____ Date	
		Support   Do not Support*		Approve   Do not Approve	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date		_____ GEC Chair	_____ Date	

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone      Email:

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA C1: Arts**

*See GE Handbook for information on each section of this form*

**Part A: C1 Arts General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>Arts GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
C1.1 Students will describe the ways in which art informs us of issues of diversity (such as race, class and gender) in a global, national or local context.		
C1.2: Students will apply theoretical and/or critical perspective to the study of art past and present.		
C1.3: Students will recognize and explain various artistic styles from diverse cultures and peoples.		
C1.4: Students will use appropriate vocabulary to describe and analyze works of artistic expression within the historical context in which the work was created.		
C1.5: Articulate various theoretical principles in their analysis of works in the arts and humanities. [ <b>Methods courses</b> ]		
C1.6: Use relevant research methods to analyze and interpret works in the arts and humanities. [ <b>Methods courses</b> ]		
C1.7: Students will create works of art that demonstrate facility with the key techniques of the art form in question. These courses will be taught face-to-face, rather than online. [ <b>Creative Activity Courses</b> ]		

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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.)		

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA C1: Arts**

*See GE Handbook for information on each section of this form*

**Part C: GE Programmatic Goals:** *The GE program aligns with CSUSM specific and LEAP Goals. All C1 courses must meet at least one of the LEAP Goals.*

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

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

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses,	
Assessment of student learning will take a multitude of forms, including writing assignments, exams, discussion, and creative projects and performances.	

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA C2: Humanities**

*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b>	<b>Course Title:</b>	
<b>Number of Units:</b> _____		
<b>College or Program:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year	<b>Mode of Delivery:</b> <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b>	<b>Email:</b>	<b>Submission Date:</b>

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date		
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>					
			<i>DC Initial</i>		
		Support   Do not support*		Support   Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date		_____ Impacted Discipline Chair	_____ Date	
		Support   Do not Support*		Approve   Do not Approve	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date		_____ GEC Chair	_____ Date	

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone:      Email:

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA C2: Humanities**

*See GE Handbook for information on each section of this form*

**Part A: C2 Humanities General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>Humanities GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
C2.1: Analyze and interpret the ways in which the humanities engage issues of human existence and human diversity, such as race, ethnicity, gender, sexuality, and dis/ability.		
C2.2: Explore how humanistic traditions, disciplines, and methods inform our understanding of the social world, fostering critical evaluation of social, political, economic and environmental influences on human life.		
C2.3: Apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.		
C2.4: Articulate how theoretical approaches come to play in the creation and analysis of works in the humanities. <b>[Methods Courses]</b>		
C2.5: Use accepted research methods to analyze and interpret cultural formations, ranging from works in the humanities, to historical processes of development and change. <b>[Methods Courses]</b>		
C2.6: Students will sharpen their understanding of concepts and methods of criticism by creating works that demonstrate facility with the artistic or literary techniques in question. <b>[Creative Activity Courses]</b>		

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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.)		



**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA C2: Humanities**

*See GE Handbook for information on each section of this form*

**Part C: GE Programmatic Goals:** *The GE program aligns with CSUSM specific and LEAP Goals. All C2 courses must meet at least one of the LEAP Goals.*

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

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

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses.	
Assignments will provide instruction in discipline-specific conventions of writing, research, and reference citation.	
Students will gain practice in appropriate, general or discipline-specific research methods and/or critical techniques, to strengthen the quality of their interpretation and analysis of the cultural works or historical subject matters at hand.	
Students will gain familiarity with information resources and technologies relevant to the discipline, subject matters, and topics of study in question.	
Assessment of student learning will take various forms, through multiple kinds of assignments that are appropriate to the methods of the discipline and the topics being studied.	

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA C3: Language Other Than English (LOTER)**

*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b>	<b>Course Title:</b>	
<b>Number of Units:</b> _____		
<b>College or Program:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year	<b>Mode of Delivery:</b> <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b>	<b>Email:</b>	<b>Submission Date:</b>

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date		
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>					
			<i>DC Initial</i>		
		Support    Do not support*		Support    Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date		_____ Impacted Discipline Chair	_____ Date	
		Support    Do not Support*		Approve    Do not Approve	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date		_____ GEC Chair	_____ Date	

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone:      Email:

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA C3: Language Other Than English (LOTER)**

*See GE Handbook for information on each section of this form*

**Part A: C3 Language other than English General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>LOTER GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
C3.1: Demonstrate an intermediate level of speaking and listening competence in a language other than English.		
C3.2: Demonstrate an intermediate level of reading and writing competence in a language other than English.		
C3.3: Identify several important figures in the target culture(s), and know why they are important.		
C3.4: Express themselves in complete sentences at the intermediate level with sufficient accuracy and sociolinguistic appropriateness so as to be understood by a native speaker accustomed to interacting with nonnative speakers.		
C3.4: Compare and contrast the student's home culture with target-language culture(s).		
C3.5: Describe the diversity of cultures found within the target language speech community.		

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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.)		

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA C3: Language Other Than English (LOTER)**

*See GE Handbook for information on each section of this form*

**Part C: GE Programmatic Goals:** *The GE program aligns with CSUSM specific and LEAP Goals. All C3 courses must meet at least one of the LEAP Goals.*

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

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

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	
All language course proposals/syllabi shall require the application of information literacy to the course material. This includes opportunities for students to read, evaluate and analyze information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	
All language courses will include a component which requires students to communicate ideas orally (or manually in the case of signed languages).	

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA D: Social Science**

*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b>	<b>Course Title:</b>	
<b>Number of Units:</b> _____		
<b>College or Program:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year: _____	<b>Mode of Delivery:</b> <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b>	<b>Email:</b>	<b>Submission Date:</b>

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date	_____
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>				
			<i>DC Initial</i>	
		Support    Do not support*	Support    Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date	
		Support    Do not Support*	Approve    Do not Approve	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date	

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone:      Email:

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA D: Social Science**

*See GE Handbook for information on each section of this form*

**Part A: D Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>Social Science GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.		
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.		
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments		
D.4 Students will explain the usefulness of a disciplinary perspective and field of knowledge for social issues and problems.		

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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.)		

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA D: Social Science**

*See GE Handbook for information on each section of this form*

**Part C: GE Programmatic Goals:** *The GE program aligns with CSUSM specific and LEAP Goals. All D courses must meet at least one of the LEAP Goals.*

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

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

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA D7: Interdisciplinary Social Science**

*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b>	<b>Course Title:</b>	
<b>Number of Units:</b> _____		
<b>College or Program:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year: _____	<b>Mode of Delivery:</b> <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b>	<b>Email:</b>	<b>Submission Date:</b>

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date	_____
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>				
				<i>DC Initial</i>
		Support    Do not support*	Support    Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date	
		Support    Do not Support*	Approve    Do not Approve	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date	

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone:      Email:



**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA D7: Interdisciplinary Social Science**

*See GE Handbook for information on each section of this form*

**Part A: D7 Interdisciplinary Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>Interdisciplinary Social Science GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.		
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.		
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments		
D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.		

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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.)		

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA D7: Interdisciplinary Social Science**

*See GE Handbook for information on each section of this form*

**Part C: GE Programmatic Goals:** *The GE program aligns with CSUSM specific and LEAP Goals. All D7 courses must meet at least one of the LEAP Goals.*

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

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

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA Dcg: American Institutions – Constitution and Government

*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b>	<b>Course Title:</b>	
<b>Number of Units:</b> _ ____		
<b>College or Program:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year: _____	<b>Mode of Delivery:</b> <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b>	<b>Email:</b>	<b>Submission Date:</b>

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date	_____ <i>DC Initial</i>
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>				
	Support	Do not support*	Support	Do not support*
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date	
	Support	Do not Support*	Approve	Do not Approve
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date	

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone:      Email:

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA Dcg: American Institutions – Constitution and Government**

*See GE Handbook for information on each section of this form*

**Part A: Dcg American Institutions – Constitution/Government General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>Constitution/Government GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
Dc/g.1: Students will be able to distinguish the major features of the United States and California constitutions.		
Dc/g.2: Students will be able to describe the relationships between governmental institutions and actors and nongovernmental actors such as political parties and interest groups as well as the effects of these relationships on political processes and outcomes.		
Dc/g.3: Students will be able to explain constitutional rights, including landmark cases that address free speech, religious freedom and racial and gender equality as well as due process rights.		

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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.)		

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA Dcg: American Institutions – Constitution and Government**

*See GE Handbook for information on each section of this form*

**Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All Dcg courses must meet at least one of the LEAP Goals.**

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

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

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words (OR 850 words/1 unit, 1700 words/2 units) of writing shall be required in each course.	
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency. Writing assignments in courses meeting the Dc, Dg, and/or the Dh requirement shall be analytical in nature.	
<b>As per EO 1061</b> , the course content must include:	
1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.	
2. The rights and obligations of citizens in the political system established under the Constitution.	
3. The Constitution of the state of California within the framework of evolution of federal-state relations and the nature and processes of state and local government under that Constitution.	
4. Contemporary relationships of state and local government with the federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and nation, and the political processes involved.	

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• **AREA Dh: American Institutions – History**  
*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b>	<b>Course Title:</b>	
<b>Number of Units:</b> _____		
<b>College or Program:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year: _____	<b>Mode of Delivery:</b> <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b>	<b>Email:</b>	<b>Submission Date:</b>

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date		
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>					
				_____ DC Initial	
		Support   Do not support*		Support   Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date		_____ Impacted Discipline Chair	_____ Date	
		Support   Do not Support*		Approve   Do not Approve	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date		_____ GEC Chair	_____ Date	

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone:      Email:

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA Dh: American Institutions – History**

*See GE Handbook for information on each section of this form*

**Part A: Dh American Institutions – History General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>History GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
Dh 1. Students will be able to identify and discuss connections between the national past and present.		
Dh 2. Students will evaluate differences and changes in interpretations of U.S. history as a discipline, and the U.S. government as a system.		
Dh 3. Students will demonstrate an ability to analyze, synthesize, compare, and critically evaluate multiple types of evidence about the past.		
Dh 4. Students will recognize different cultural practices, economic structures, and political institutions and be able to explain why they have changed over time.		
Dh 5. Students will critically evaluate the varieties of experience found in the historical record, exploring diversity as a component of history.		
Dh 6. Students will recognize the influence of global forces and identify their connections to local and national developments.		

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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.)		

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA Dh: American Institutions – History**

*See GE Handbook for information on each section of this form*

**Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All Dh courses must meet at least one of the LEAP Goals.**

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

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

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency. Writing assignments in courses meeting the Dc, Dg, and/or the Dh requirement shall be analytical in nature.	
Writing assignments in courses meeting the Dh requirement will require students to address historical issues.	
<b>As per EO 1061</b> , the course content must include: 1. Significant events covering a minimum time span of approximately one hundred years and occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.	
2. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.	
3. The events presented within a framework that illustrates the continuity of the American experience and its derivation from other cultures, including consideration of three or more of the following: politics, economics, social movements, and geography.	



**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST  
• AREA E: Lifelong Learning, Self-Development and Information Literacy  
See GE Handbook for information on each section of this form**

**ABSTRACT**

<b>Course Abbreviation and Number:</b>	<b>Course Title:</b>	
<b>Number of Units:</b> _____		
<b>College or Program:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year: _____	<b>Mode of Delivery:</b> <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b>	<b>Email:</b>	<b>Submission Date:</b>

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date		
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>					
			DC Initial		
		Support   Do not support*		Support   Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date		
		Support   Do not Support*		Approve   Do not Approve	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date		

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone:      Email:

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA E: Lifelong Learning, Self-Development and Information Literacy**  
*See GE Handbook for information on each section of this form*

*Part A: E Lifelong Learning and Self-Development General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]*

<b>Lifelong Learning and Self-Development GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
E1.1 Describe the physiological, social/cultural, and psychological influences on their own well-being.		
E1.2 Identify and actively engage in behaviors that promote individual health, well-being, or development.		
E1.3 Describe the value of maintaining behaviors that promote health, well-being and development throughout their lifespan.		
E1.4 Describe how their well being is affected by the university's academic and social systems and how they can facilitate their development through active use of campus resources and participation in campus life.		
E2.1 Students will demonstrate their critical thinking skills by locating, analyzing and synthesizing information.		

*Part B: General Education Learning Outcomes required of all GE courses related to course content:*

<b>GE Outcomes required of all Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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.)	Do not complete. This information is provided in Part A.	Do not complete. This information is provided in Part A.

**California State University, San Marcos General Education Program**  
**GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**  
**• AREA E: Lifelong Learning, Self-Development and Information Literacy**  
*See GE Handbook for information on each section of this form*

**Part C: GE Programmatic Goals:** *The GE program aligns with CSUSM specific and LEAP Goals. All E courses must meet at least one of the LEAP Goals.*

GE Programmatic Goals	<i>Course addresses this LEAP Goal:</i>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

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

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.	
Courses in this area highlight the students' self-development and promote the acquisition of skills that will allow the student to be a life-long learner. Courses that examine human development across the lifespan will not satisfy the Area E requirement unless the students' own growth is the focal point of the course.	
Courses will focus on the interdependence of the physiological, social/cultural, and psychological factors which contribute to students' own personal development.	
Content will cover factors that promote and detract from students' ability to achieve optimal individual health, well-being or development across various points in their lives.	
These courses will include at least 5 hours of class time dedicated specifically to information literacy instruction taught in collaboration with library faculty.	
Specifically, under the context of academic research, students will be able to articulate their information need, formulate a search strategy, use the appropriate tool to find information, evaluate information, and integrate these sources into their research assignments.	
Courses will require assignments that will assist the student in understanding how to use information in an academic and scholarly community.	

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B3: Life Science Lab Only Course**

*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b>	<b>Course Title:</b>	
<b>Number of Units:</b> _____		
<b>College or Program:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year: _____	<b>Mode of Delivery:</b> <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b>	<b>Email:</b>	<b>Submission Date:</b>

**1. Course Catalog Description:**

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

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date	_____
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>				
				<i>DC Initial</i>
		Support    Do not support*	Support    Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date	
		Support    Do not Support*	Approve    Do not Approve	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date	

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone      Email:

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B3: Life Science Lab Only Course**

*See GE Handbook for information on each section of this form*

**Part A: B3 Life Science Lab Only Course General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>Life Science w/ Lab GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
B3.1 Students will demonstrate that they can conduct experiments, make observations, or run simulations using protocols and methods common in the scientific discipline in which the course is offered.		
B3.2 Students will be able to interpret the results of experiments, observations or simulations, understanding random and systematic errors associated with those activities, and making appropriate conclusions based on theories or models of the scientific discipline in which the course is offered.		

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
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.)		

**Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All B3 courses must meet at least one of the LEAP Goals.**

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA B3: Life Science Lab Only Course**

*See GE Handbook for information on each section of this form*

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

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 850 words of writing shall be required in 1 unit courses.	
Courses in the life sciences will take as their primary focus such concepts found in traditional life science disciplines (e.g., levels of organization of living systems, from molecules to ecosystems, structures and functions of living organisms, principles of genetics, patterns and theories of evolution, interactions of organisms with each other and their environment).	
Courses will require students to develop an understanding of the core information sources and the literature of the science disciplines.	
Courses will require students to think critically so that they are able to distinguish scientific arguments from pseudo-scientific myths or opinions.	

1 GEC: Upper-Division General Education Area Learning Outcomes

2  
3 **Rationale:** For the past several years the General Education Committee (GEC) has  
4 been working on the creation of learning outcomes for the CSUSM general education  
5 curriculum in order to be in compliance with CSU Chancellor's Executive Orders  
6 1033 and 1065 (the text of these orders can be accessed at:  
7 <http://www.calstate.edu/eo/>). These Executive Orders required all CSU campuses  
8 to develop general education learning outcomes, or GELOs, reflecting the goals and  
9 values of their general education programs.

10  
11 GELOs for the 18 areas of lower-division general education were approved by the  
12 Academic Senate last year. The three sets of GELOs below are for the three upper-  
13 division general education areas: Mathematics, Quantitative Reasoning, Physical and  
14 Life Science (BB); Humanities and the Arts (CC); and Social Sciences (DD). Approval  
15 of GELOs for the three upper-division general education areas will be an essential  
16 step towards full compliance with Executive Orders 1033 and 1065, and will also be  
17 a critical step toward completion of the CSUSM General Education Handbook.  
18 Language regarding the special rules (i.e. "Course Requirements") governing which  
19 courses can be used to satisfy UDGE requirements in each area will be included in  
20 the GE Handbook and will reflect current practices (e.g., science and mathematics  
21 majors can take a course outside of their discipline and this course will count for BB  
22 credit; courses in these areas must include these elements...). Lastly, the GELOs  
23 (both lower- and upper-division) will play an essential role in facilitating  
24 assessment of the general education program in the future, as required by the  
25 university's accrediting body – the Western Association of Schools and Colleges  
26 (WASC).

27  
28 **Definition:** Learning outcomes for the three areas of upper-division general  
29 education (BB, CC and DD)

30  
31 **Authority:** General Education Committee

32  
33 **Scope:** Upper-division general education courses

34  
35 Mathematics, Quantitative Reasoning, Physical and Life Science (BB)

36  
37 1. Students will apply principles of mathematics, natural sciences, or computational  
38 science to problems in the discipline of the course.

39  
40 2. Students will apply the principles of mathematics, natural science, or  
41 computational science to contemporary issues beyond the discipline of the course  
42 (e.g., political, societal, business, cultural, diversity, health, or environmental).

43  
44 3. Students will explain how a field of mathematics or science has progressed over  
45 time, giving examples of (a) well-established laws and theories that are no longer  
46 debated in scientific and mathematical circles, and (b) areas in which there are

47 unanswered questions or where the application of well-established principles to  
48 new situations carries some uncertainty or controversy.

49

50 4. Students will explain and/or use methods that mathematicians or scientists  
51 utilize to generate knowledge in a particular field, and be able to critically examine  
52 instances in which deviations from these methods may result in less reliable  
53 conclusions.

54

55 Humanities and the Arts (CC)

56

57 1. Students will be able to identify various approaches to spirituality, the arts,  
58 philosophy, and/or intellectual thought.

59

60 2. Students will utilize critical analysis and/or creative activity in order to examine  
61 the cognitive and affective aspects of human experiences.

62

63 3. Students will analyze the aesthetic, metaphysical, or ethical manifestation of the  
64 human mind in diverse historical and/or cultural contexts.

65

66 Social Sciences (DD)

67

68 1. Students will do one or both of the following:

69

a. Analyze problems using social scientific reasoning.

70

b. Explain the historical and/or social context of major political, economic,  
71 scientific, technological, or cultural developments.

72

73 2. Students will analyze the ways in which individuals, societies and culture are  
74 affected by two or more of the following:

75

a. Gender

76

b. Ethnicity

77

c. Class

78

d. Regional and/or Global identities

79

80 3. Students will be able to explain the value of multidisciplinary and/or  
81 interdisciplinary approaches.



1 **APC: Graduation Requirements**

2 **Rationale:**

3 1. Title 5 requires all Bachelor of Arts degrees to include a minimum of 40 units of upper-division  
4 coursework. The same requirement does not apply to Bachelor of Science degrees which typically have  
5 much more extensive lower-division requirements. This policy change corrects a mis-transcription of  
6 Title 5 into campus policy by removing the inadvertent requirement that students must also include at  
7 least 40 units of upper-division coursework in every Bachelor of Science degree.

8 2. The portion of the policy on “Restrictions on Upper Division General Education Courses” is an exact  
9 duplication of the policy with the title “Cross Listed Upper Division General Education Courses.” It  
10 would be less confusing to have this only appear once in the Policies and Procedures Database, and it is  
11 more appropriate that the single policy be the one from GEC and not APC.

12  
**Definition:** Unit requirements for all degree undergraduate programs, minors, and academic certificate programs, and representation on diplomas and transcripts.

**Authority:** Title V, CSU, and the President.

**Scope:** All CSUSM undergraduate and academic certificate programs.

13  
14 **Procedure**

15 **I. UNIT REQUIREMENT**

16 | Every baccalaureate degree (i.e., Bachelor of Arts or Bachelor of Science) requires completion of a  
17 | minimum of 120 semester units. Some choices of majors will require more than 120 semester units; the  
18 | descriptions of each major specify how many units are required. Regardless of the major requirements, a  
19 | student must complete at least forty (40) units of upper-division coursework to earn a Bachelor of Arts  
20 | degree.

21 | ~~At least forty (40) units shall be in upper-division credit and n~~No more than seventy (70) units may be  
22 | transferred from a community college.

23 **II. MAJOR REQUIREMENTS**

24 Every baccalaureate degree must include an approved major. A major for a Bachelor of Arts degree must  
25 include at least twenty-four (24) units exclusive of units used to meet the General Education requirement  
26 and a major for a Bachelor of Science degree must include at least thirty-six (36) units exclusive of units  
27 used to meet the General Education requirement. For a Bachelor of Arts degree, at least twelve (12) units  
28 required in the major shall be upper-division courses, and for a Bachelor of Science degree, at least  
29 eighteen (18) units required for the major shall be upper-division. Most majors require more than these  
30 minima.

31 **III. MULTIPLE MAJORS**

32 It is possible for a student to complete more than one major within one degree (for example, a B.A.).  
33 Each major after the first major must consist of at least 24 semester units that are not counted toward any  
34 other major’s requirements. To be recognized as graduating with multiple majors, a student must declare

35 the additional major(s) with the appropriate discipline or program no later than the beginning of the  
36 student's final year of study. The completion of additional majors within one degree will be noted at the  
37 time of graduation by appropriate entries on the student's transcript and on the diploma. Majors appear on  
38 the diploma in the order in which the student has designated them to be the first major, second major, etc.

39 It is also possible for a student to complete a major (or majors) in one degree concurrently with additional  
40 majors from a different degree (for example, a major in a B.S. concurrently with another major from a  
41 B.A.). Each major after the first major must consist of at least 24 semester units that are not counted  
42 toward any other major's requirements. By declaring which major is the first major, second major, etc.,  
43 the student also declares the order in which the degrees, and the majors leading to these degrees, appear  
44 on the diploma and transcript. Students must make this declaration no later than the beginning of the  
45 student's final year of study.

#### 46 **IV. MINORS**

47 An undergraduate student may elect to complete one or more minors; this is not a degree requirement.  
48 Unless the description of the major(s) and minor contain additional stated restrictions, there is no  
49 restriction on double-counting units in the major(s) and the first minor that a student declares. After the  
50 first minor, each subsequent minor must contain twelve units beyond those used for major requirements  
51 and other minors. Students may not declare or receive a minor in the same subject or title as the major.  
52 Minors are awarded as part of a baccalaureate degree. The completion of a minor will be noted on the  
53 student transcript, but not on the diploma.

#### 54 **V. ACADEMIC CERTIFICATES & CERTIFICATE PROGRAMS**

55 Cal State San Marcos grants certificates to individuals who complete certificate programs that enhance  
56 major requirements or credential programs. A certificate is issued upon the successful completion of an  
57 academic certificate program. The university acknowledges the completion of a certificate by recording it  
58 on the student transcript, but not on the diploma.

#### 59 ~~**VI. RESTRICTIONS ON UPPER-DIVISION GENERAL EDUCATION COURSES**~~

60 ~~A. No student may use a course from their major area, or any course cross-listed with their major area, to~~  
61 ~~satisfy upper division general education (UDGE) requirements BB, CC, DD.~~

62 ~~B. For majors with a primary field, students are prohibited from using courses in their primary field or~~  
63 ~~any course cross-listed with their primary field. For majors in which students take courses from a variety~~  
64 ~~of fields and no primary field is named, students are not prohibited from taking courses in these fields.~~  
65 ~~(E.g., Human Development majors take courses in Biological Sciences, Psychology, and Sociology. They~~  
66 ~~are not prohibited from taking courses that are cross-listed with these fields.)~~

1 **FAC: Library RTP policy revision**

2 **Rationale:** *On 3/25/13, FAC approved the Library's revised RTP document. This revision captures four*  
3 *years of work in the Library, and is such a substantial revision that it appears below as a new document*  
4 *(rather than as a marked up version of the current document).*  
5

6 **Definition** Standards governing retention, tenure, and promotion process for faculty in the Library.  
7

8 **Authority** The collective bargaining agreement between the California State University and the  
9 California Faculty Association.

10 **Scope** Eligible Library faculty at California State University San Marcos.  
11

12  
13 **I. PREAMBLE**

14 This document sets forth general standards and criteria for retention, tenure, and promotion of full-time faculty  
15 in the Library. The provisions of this document are intended to be implemented in conformity with university-  
16 wide retention, tenure and promotion policies. The Library is guided also by the standards of the American  
17 Library Association (ALA) and Association of College and Research Libraries (ACRL).  
18

19 **II. DEFINITIONS OF TERMS AND ABBREVIATIONS**

20  
21 The Library uses the same definitions, terms, and abbreviations as defined in the University RTP document.  
22

- 23 A. The University RTP standards require "Teaching, Research/Creative Activity, and Service." The  
24 Library standards require "Professional Performance, Research/Creative Activity and Service."  
25 B. For clarity, the use of "is" is informative, "shall" is mandatory, "may" is permissive, "should" is  
26 conditional, and "will" is intentional.  
27 C. A "standard" is a reference point or formalized expectation against which progress can be measured  
28 for retention, tenure, and promotion.  
29 D. Tenure-track refers to all fulltime, permanent faculty librarians. More specific designations of status  
30 should use the terms untenured and tenured.  
31

32 **III. GUIDING PRINCIPLES**

- 33  
34 A. All standards and criteria reflect the University and Library mission statements and advance the goals  
35 embodied in those statements, including the following:  
36 1. Library faculty are active scholars.  
37 2. Enhance student learning through sustained excellence in professional performance, research,  
38 and service to the university and profession.  
39 3. Promote individual and cultural diversity and multiple perspectives.  
40 4. Value intellectual engagement, academic freedom, community, integrity, innovation, and  
41 inclusiveness.  
42 B. The Library respects the intellectual freedom of their faculty by avoiding standards that are too  
43 prescriptive while emphasizing the unique nature of the library and information science discipline.  
44 C. The performance areas to be evaluated include professional performance, research and service. While  
45 there will be diversity in the contributions of faculty members to the University, the Library affirms  
46 the university requirement of sustained high quality performance and encourages flexibility in the  
47 relative emphasis placed on each performance area. The relative weight given to the three criteria may  
48 vary over time as reflected in the librarian's Assignment of Responsibility and as described in their  
49 curriculum vita and narrative. The faculty member must meet the minimum standards in each of the  
50 three areas.  
51 D. These standards are designed to allow individual library faculty scope for achievement in various  
52 areas of library and information science and scholarship encompassing the values in the University

53 and Library mission statements. While not expected to meet each and every criterion listed below,  
54 library faculty are required to progressively expand their contributions within the Library, the  
55 University, and the profession.

- 56 E. Library RTP Standards serve as guidelines for library faculty as they progress in their career and also  
57 to educate others outside of the discipline, including deans, university committees, and the provost,  
58 with respect to the practice and standards of library and information science.
- 59 F. Faculty have a right to clearly articulated performance expectations. Library RTP Standards provide  
60 consistency in guiding tenure-track faculty in the preparation of their working personnel action files  
61 (WPAFs).
- 62 G. Retention, tenure, and promotion decisions are made on the basis of evaluation of individual  
63 performance, and ultimate responsibility for meeting all standards and criteria rests with the  
64 candidate. Sound advice and counsel by tenured faculty can significantly contribute to the  
65 achievement of the highest level of individual performance and should be available. Candidates may  
66 choose whether to avail themselves of such advice and counsel.

#### 67 68 **IV. WPAF**

69  
70 Items shall be cross-referenced in the CV, narrative statements, and WPAF to demonstrate connections across  
71 all three documents. Items submitted in one area of performance shall not be duplicated in any other area of  
72 performance evaluation. However this does not prohibit the candidates from describing the interconnections  
73 between multiple performance areas.

74  
75 Should a conflict exist between the Library document and the University document, the latter prevails. Library  
76 WPAF files shall contain the following:

- 77  
78 A. Cover memo requesting review.
- 79 B. Complete index of material in the WPAF.
- 80 C. Current curriculum vitae.
- 81 D. Library Assignment of Responsibility (all successive documents for the review period).
- 82 E. Reflective statement[s] that addresses the standards for review (not to exceed 15 pages).
- 83 F. Evidence of success arranged and labeled to correspond with the standards for review (not to exceed  
84 30 items).
- 85 G. All previous personnel reviews.
- 86 H. RTP Standards—Library.
- 87 I. Library mission statement.

#### 88 89 **IV. ELECTION OF PEER REVIEW COMMITTEE**

90  
91 Election procedures are defined in the Library Faculty Council bylaws. Should a conflict exist between these  
92 procedures and the University's RTP (section IV Responsibilities of those involved in the review cycle, C.  
93 Election and composition of the Peer Review Committee), the University's RTP prevails.

#### 94 95 **V. STANDARDS AND CRITERIA**

- 96  
97 A. Retention: A positive recommendation for retention requires that the candidate's record clearly meets  
98 the articulated standards for the granting of a retention decision in each of the three areas: professional  
99 performance, scholarly research/creative activities, and scholarly service.
- 100 B. Tenure and/or Promotion: A positive recommendation for tenure or promotion requires that the  
101 candidate's record clearly meets the articulated standards for the granting of a tenure/promotion  
102 decision in each of the three areas: professional performance, scholarly research/creative activities,  
103 and scholarly service.
- 104 C. Early Tenure is considered an exception. A positive recommendation for either early tenure or early  
105 promotion requires that the candidate's record clearly meets the articulated standards for the granting

106 of a tenure and/or promotion decision in ALL areas. To be eligible for either early tenure or early  
107 promotion, a candidate must show a sustained record of successful experience at California State  
108 University San Marcos.  
109

#### 110 **A. Professional Performance**

111 The primary area for evaluation is the library faculty member's success in professional performance. Because  
112 the Library faculty position is flexible enough to potentially include professionals with varied responsibilities  
113 within the Library, the standards that apply to Professional Performance stem from each employee's  
114 Assignment of Responsibility. The candidate develops their Assignment of Responsibility in consultation with  
115 the Dean with a view to articulating the faculty member's individual approach to the goals of the Library  
116 Mission Statement.  
117

118 The library's primary role is to support the teaching and learning mission of the university. Librarians facilitate  
119 and enhance student learning through their individual areas of librarianship. All aspects of academic  
120 librarianship ultimately support teaching and learning, even when direct contact with students and faculty is  
121 not immediately apparent.

#### 122 A. 1. Professional Performance

123 This section provides guidance on professional performance responsibilities for the retention, tenure and  
124 promotion of library faculty. In addition, it serves to define library faculty work to an external audience.  
125 Professional Performance activities may include but are not limited to:

- 126 a. Accomplish professional objectives and effectively fulfill responsibilities as described in the  
127 candidates' Library Assignment of Responsibility.
- 128 b. Assess use of library services and analyze changing research trends in order to anticipate user  
129 needs and future library directions.
- 130 c. Initiate new ideas, technological innovations, or alternative approaches in library programs.
- 131 d. Communicate and collaborate with colleagues and users, such as developing productive liaison  
132 relationships with faculty and students and outreach programs to the community, and  
133 demonstrate versatility and teamwork, including the ability to work effectively in a range of  
134 Library function and subject areas.
- 135 e. Develop and implement instruction, reference/point-of-use instruction, and other means to  
136 support the development of students' information literacy throughout the CSUSM curriculum.
- 137 f. Develop library collections in assigned subject areas that support the curricular needs of the  
138 campus.
- 139 g. Plan technology, develop systems, and evaluate effectiveness of automated systems designed to  
140 support student research, provide access to library resources and services, and facilitate library  
141 processes.
- 142 h. Establish and manage bibliographic systems that facilitate the organization and control of  
143 information resources.
- 144 i. Establish and manage effective acquisition of information resources.
- 145 j. Establish, manage and facilitate user access to library collections and resources and provide  
146 resource sharing to external collections.

- 147 k. Demonstrate professional growth by systematically updating knowledge of and skills in current  
148 practices, trends, research and technology in assigned area of responsibility.
- 149 l. Possess and share a level of expertise and knowledge of current practices that are acknowledged  
150 and sought by colleagues and other professionals.
- 151 m. Demonstrate effective leadership as coordinator of a library area including establishing and  
152 achieving goals in area of responsibility, planning and coordinating resources, and collaborating  
153 across the library. Demonstrate effective communication and management in the supervision and  
154 evaluation of library staff and operations.
- 155 n. Demonstrate growth in leadership in identifying and solving problems, managing projects, and  
156 initiating programs and services.
- 157 o. Mentor and encourage the professional development of faculty, staff, students, interns, and  
158 others as appropriate.
- 159 p. Effectively represent and advocate for the library to the rest of the university. Promote efforts for  
160 cooperation and collaboration with other campus entities, the community, and professional  
161 groups.

162 A. 2. Criteria for the evaluation of professional performance includes: :

- 163 a. Effectiveness, impact, and/or expertise in fulfillment of the candidate's Assignment of  
164 Responsibility.
- 165 b. Effectiveness, impact, and/or expertise regarding the candidate's leadership, supervision,  
166 administration, and/or mentorship.
- 167 c. Impact of professional development and growth towards advancing the candidate's disciplinary  
168 knowledge and/or expertise in their area of responsibility.

169 A. 3. Evidence for professional performance

170 It is the responsibility of the candidate to provide effective evidence and documentation of their professional  
171 performance. The candidate will articulate the relevance of submitted items in the narrative.

172  
173 For librarians who provide instruction as articulated in their Assignment of Responsibility, student evaluations  
174 of instruction are required in the WPAF, as per the Library's policy. Student evaluations are not included in  
175 the 30 item limit for WPAF evidence.

176  
177 Selected items representing professional performance, such as:

- 178  
179 a. Samples of work demonstrating effectiveness, impact, and/or expertise in fulfillment of the  
180 candidate's Assignment of Responsibility.
- 181 b. Materials resulting from or demonstrating leadership, supervision, administration, or mentorship.
- 182 c. Materials illustrating professional development and growth.
- 183 d. Other relevant materials as listed in the University's Retention, Tenure, and Promotion document  
184 (Section II.E.3.c of Faculty Personnel Procedures for Retention, Tenure, and Promotion).

185 A. 4. Standards and Expectations for Professional Performance for retention, tenure and promotion

186 a. For Retention at the rank of Senior Assistant Librarian or Associate Librarian, untenured library  
187 faculty shall demonstrate increasing effectiveness in professional performance in fulfillment of the  
188 candidate's Assignment of Responsibility; professional development and growth; and leadership.

189 b. Granting of Tenure at any rank recognizes accomplishments and services performed during the  
190 probationary years. Further, the granting of tenure is an expression of confidence that the faculty  
191 member has both the commitment to and the potential for continued development and accomplishment  
192 throughout their career. Tenure will be granted only to those individuals who meet the standards  
193 required to earn promotion to the rank at which tenure will be granted.

194 c. For Promotion to Associate Librarian, library faculty shall demonstrate sustained and significant  
195 effectiveness, beyond that required for retention, in professional performance in fulfillment of the  
196 candidate's Assignment of Responsibility; professional development and growth; and leadership.

197 d. For Promotion to Librarian, library faculty shall demonstrate sustained and significant  
198 effectiveness, beyond that required for promotion to Associate, in professional performance in  
199 fulfillment of the candidate's Assignment of Responsibility; professional development and growth;  
200 and leadership and initiative. As more experienced faculty, associate librarians being considered for  
201 promotion to librarian are held to a higher standard.

## 202 B. Research/Creative Activity

203 Research/Creative Activity ("scholarship") is the second area of evaluation for the retention, tenure and  
204 promotion of library faculty. It is essential to the University's mission that each Library faculty member  
205 demonstrates continued commitment, dedication, and growth as a scholar. The criteria emphasize quality  
206 and sustained scholarship over the entire period of review.

207 For Librarians, scholarship may be basic, applied, theoretical, integrative, and/or related to pedagogy. In all  
208 cases, scholarship results in an original contribution to the discipline and practice of library and information  
209 science and includes dissemination and scholarly communication beyond the university. Individual or  
210 collaborative research is valued by the Library. Scholarly contributions in other subjects may be considered  
211 when they are directly related to the Library Assignment of Responsibility.

212  
213 B. 1. Research/Creative Activity may include but is not limited to the following three categories. Instructions  
214 on using the categories appear in section B.4.:

### 215 Category A:

- 216 • Peer-reviewed articles published/accepted by refereed journals.
- 217 • Peer-reviewed published/accepted book chapters.
- 218 • Books published in/accepted for publication.
- 219 • Papers published in/accepted for refereed conference proceedings.

### 221 Category B:

222 Editorially reviewed articles and book chapters.

- 223 • Paper presentations panel presentations, or poster sessions (other than Category A work[s]  
224 accepted for refereed conference proceedings).
- 225 • Creation of significant and innovative electronic resources.
- 226 • Refereeing a book, journal article, monograph, or conference paper.
- 227 • Editing a journal, book, or monograph.
- 228 • Funded external research grants, university research grants, or research fellowships.

### 230 Category C:

- 231 • Proposals for external research grants, university research grants, or research fellowships.
- 232 • Submitted manuscripts.
- 233 • Manuscripts in progress.

- 234 • Research in progress.
- 235
- 236 B. 2. Criteria for the evaluation of Research/Creative Activity include, but are not limited to:
- 237 • Type of publication (e.g. peer-reviewed; selected by editor; mainstream press).
- 238 • Extent of research dissemination and contribution to the discipline.
- 239 • Type of presentation (refereed, invited, etc.), level of presentation venue (i.e. local, regional,
- 240 statewide, nationwide, or international), and the sponsoring organization.
- 241 • Competitiveness, selectivity, and prestige of grants, fellowships, or awards within the discipline.
- 242 • Impact on student learning and university's mission.
- 243 • Specific contribution to multiple authored pieces.
- 244
- 245 B. 3. Evidence of Research/Creative Activity includes, but is not limited to:
- 246 • Published article, book chapter, book, software/creative activity.
- 247 • Acceptance letter for publication (e.g. journal, edited work, etc.).
- 248 • Conference proposal, invitation, and accepted materials (paper, presentation, poster, refereed
- 249 proceedings, etc.).
- 250 • Research grants/fellowships/award proposal, award letter, special recognition, and/or final report.
- 251 • Institutional Review Board (IRB) documentation.
- 252 • Results of research including data, reports, etc.
- 253 • Documentation of completed or in-process research.
- 254
- 255 B. 4. Standards and expectations for Research/Creative Activity for retention, tenure, and promotion:
- 256 a. Retention (tenure-track Senior Assistant and Associate Librarian ranks)
- 257 • For retention at the Senior Assistant Librarian rank, the librarian shall develop a research
- 258 agenda and build evidence of research such as acceptance of publications and/or conference
- 259 presentations.
- 260 • For retention at the probationary Associate Librarian rank, the librarian shall provide
- 261 evidence of research such as a focused research agenda, publications, and/or conference
- 262 presentations.
- 263 • Candidates for retention at the Senior Assistant and probationary Associate Librarian ranks
- 264 should at a minimum include:
- 265
- 266 ▪ 2<sup>nd</sup> year retention: evidence from Category C.
- 267 ▪ 4<sup>th</sup> year retention: evidence from Category C and evidence of progress toward fulfillment
- 268 of tenure and promotion requirements in Categories A and B.
- 269
- 270 b. Tenure and/or promotion to Associate Librarian rank:
- 271 • Library faculty at this rank shall demonstrate an established research agenda and continued
- 272 scholarship. Only items published after appointment may be considered. If service credit was
- 273 awarded, the candidate should include evidence of accomplishments from the service credit
- 274 time period specified. The following describe the research standards for a faculty member to
- 275 be promoted from Senior Assistant to Associate Librarian rank and/or receive tenure:
- 276
- 277 ▪ A minimum of one item from Category A.
- 278 ▪ A minimum of two additional items from Category A and/or B.
- 279
- 280 c. Promotion to Librarian rank:
- 281 • Library faculty at this rank shall provide evidence of an established research agenda,
- 282 sustained and significant research, and nationally recognized expertise. Only published items
- not considered in the last promotion may be considered. The following describe the research



283 standards for a faculty member to be promoted from Associate to Librarian rank:

284

285

- A minimum of two items from Category A.
- A minimum of four additional items from Category A and/or B.
- Items from Category C, if applicable.

286

287

288

289

### C. Service

290

Service is the third area of evaluation for the retention, tenure and promotion of library faculty. The Library faculty defines service activities as activities that are informed by one's Professional Performance and Scholarship but are clearly beyond the scope of the Assignment of Responsibility. For academic librarians service is essential to understanding educational needs, impacting student learning and influencing information policies locally, nationally, and internationally.

291

292

293

294

295

The Library faculty views activities that enhance the institution and the profession, locally, nationally and internationally as integral components of the faculty service responsibility. While the mix and magnitude of service may vary, an appropriate level of service to the library, profession and university is expected. A librarian will participate actively in shared governance in the library, campus, and university system. It is also expected that a librarian will participate in some manner of service to the profession. Professional service at the local, state, national or international level contributes to advancing the discipline of librarianship and to staying current on issues and trends. Alternative forms of service should clearly involve expertise, disciplinary knowledge and experience.

296

297

298

299

300

301

302

303

C. 1. Service activities may include but are not limited to:

304

305

306

307

308

309

310

311

312

313

314

315

316

317

318

319

320

C. 2. Criteria for the evaluation of each type of service are:

321

322

323

324

325

326

C. 3. Evidence:

327

The reflective statement should discuss the goals of the service and reflect on the quality of the contribution. A complete list of achievements in service should be effectively delineated in the comprehensive CV, and items presented as evidence should be discussed in the reflective statement.

328

329

330

331

Examples of evidence:

332

333

334

- Documents, reports or other evidence of the impact of the librarian's service achievement.

- Letters showing extent and level of contribution from appropriate organizers, officers, panel chairs, editors or similar officials of regional or national organizations.

- 335
- 336
- 337
- 338
- 339
- Documents describing candidate involvement as an officer, speaker, panelist, external reviewer, referee, consultant, visiting lecturer, etc.
  - Programs or flyers describing the event and/or listing the candidate's contribution.
  - Awards earned for the service (e.g., certificates, plaques).

340 C. 4. Standards and expectations for service for continuation or promotion at each rank:

341 a. For Retention at tenure-track Senior Assistant and Associate Librarian ranks,

342 the librarian shall provide evidence of active participation in shared governance. Typical service

343 includes participation in library and senate committees and beginning to be active in professional

344 organizations and/or developing their expertise.

345 b. For Tenure and/or promotion to Associate Librarian rank, the librarian shall provide evidence of service

346 through sustained contribution and or by taking a leadership role within the library, university, and/or

347 profession in responding to the needs of the academic community. A library faculty member at this rank

348 will apply her/his expertise to appropriate service activities where their impact is manifest.

349

350 c. For promotion to the Librarian rank, the librarian shall provide evidence of service and of its

351 recognition beyond the university that demonstrates substantial and sustained service contributions to the

352 university, to the community and/or to the discipline of library and information science.

1 APC: Academic Year Calendar for AY 14/15 through 17/18

2  
3 APC Academic Calendar Assumptions

4  
5 APC presents the AY 2014-2018 calendars with the following assumptions and restrictions.

- 6  
7 • **The Fall semester** begins on a Monday and contains fifteen weeks of instruction, but we lose  
8 four weekdays: Labor Day, Veteran's Day, Thanksgiving Day, and the Friday after Thanksgiving  
9 Day. The exact dates are determined by working back from the last Wednesday or Thursday  
10 before December 24, and declaring that day to be the last day in the grading period. For most  
11 years, this last grading day will be a Thursday which gives a four-day grading period (Monday  
12 through Friday) with final exams ending the preceding Saturday; occasionally there will only be a  
13 three-day grading period (Monday through Wednesday). There are thus always **71 instructional**  
14 **days in the Fall.** Since the day of the week for Veteran's Day changes from year to year, there is  
15 **no fixed pattern of MTWRF(Sa) frequencies.** For already approved 2008-09, 2009-10 and  
16 2010-11, 2011-12, 2012-13, and 2013-14 calendars, these were ~~14-14-15-15-14-14-13-(14)~~, ~~14-13-~~  
17 ~~15-14-15-14-14-(14)~~ and ~~14-13-15-15-14-14-(14)~~, respectively. **For the proposed 2011-12,**  
18 **2012-13 and 2013-14 2014-15, 2015-16, 2016-17 and 2017-18 calendars, these will be 14-14-**  
19 **15-14-14-(14), 14-15-14-14-14-(14), 14-15-15-14-13-(14), and 14-15-15-14-13-(13) 14-15-15-**  
20 **14-13, 13-15-15-14-14 and 13-15-15-14-14**, respectively. Saturday classes do not meet over  
21 Thanksgiving weekend or on November 11 if it is a Saturday; the latter occurs in Fall 2016.  
22
- 23 • **The Spring semester** begins on either the Monday or Tuesday after Martin Luther King, Jr. Day.  
24 The exact dates are determined by setting the faculty preparation period to begin on the earliest  
25 Wednesday or Thursday that can be placed in the state February period (which can begin in  
26 January but be no longer than 45 calendar days). For most years, the first day will be a  
27 Wednesday which gives a three-day faculty preparation period (Wednesday through Friday);  
28 occasionally there will only be a two-day faculty preparation period. It effectively contains fifteen  
29 weeks of instruction, one complete week for Spring Break week, and one more holiday. The  
30 holiday is Martin Luther King, Jr. Day in years where instruction begins the Tuesday immediately  
31 following Martin Luther King, Jr. Day (in which case Spring Break is moved to the same week as  
32 Cesar Chavez Day), and it is Cesar Chavez Day in years where instruction begins Monday  
33 following Martin Luther King, Jr. Day (in which case Spring Break is moved up to the midpoint  
34 of the semester, the ninth week after the start of instruction). There are always a total of **74**  
35 **instructional days** in the Spring. Since the "additional holiday" (besides Spring Break) is either  
36 Martin Luther King, Jr. Day (always a Monday) or Cesar Chavez Day which falls on different  
37 days of the week each year, there is no fixed pattern of MTWRF(Sa) frequencies. For already  
38 approved 2011-12, 2012-13, and 2013-14, these were 15-15-15-14-15, 14-15-15-15-15, and 14-  
39 15-15-15-15, respectively. ~~and~~ **The MTWRF(Sa) frequency pattern for the proposed 2014-**  
40 **15, 2015-16, 2016-17 and 2017-18 2010-11, 2011-12, 2012-13 and 2013-14 calendars will be**  
41 **14-15-15-15-15-(14), 15-15-15-14-15-(14), 15-15-15-15-14-(14), and 15-15-15-15-14-(14) 15-**  
42 **15-15-14-15, 15-15-15-15-14, 14-15-15-15-15, and 14-15-15-15-15.** Saturday classes meet on  
43 the weekend at the beginning of Spring Break, but not on the weekend at the end of Spring Break.  
44
- 45 • **Together** the Fall and Spring semesters always contain **145 instructional days**, the minimum  
46 required number. There are usually fourteen Saturdays in the Fall and always 14 Saturdays in the  
47 Spring semester, but these are not officially counted as "instructional days," since Saturday is not  
48 a typical class day.  
49

- **Summer session** runs for **10 weeks**. The first day of instruction is a Monday at least one full week after grades are due for the Spring semester, and the last days of instruction are-is a Saturdays at least one full week before the fall faculty preparation period. The MTWRF(Sa) frequency pattern varies from year to year depending on the location of Independence Day. Also, when the 4<sup>th</sup> of July is a Friday, there are no Saturday classes on July 5; this occurs in Summer 2014. For the proposed Summers of ~~2011~~2014, 2012-2015, 2016 and 2013-2017 these will be 10-10-10-10-9-(9), 10-10-10-10-9-(9), 9-10-10-10-10-(10) and 10-9-10-10-10-(10)9-10-10-10-(11), 10-10-9-10-10-(11) and 10-10-10-9-10-(11), respectively.
- **All grading for the Fall semester is completed before Winter Break**. There are either four days in this grading period (Monday through Thursday) unless December 25 falls on a Friday or Saturday, in which case the grading period is shortened to three days (Monday through Wednesday); this occurs in Fall 2015.
- **There is an entire week set aside for final exams for each semester**. It runs Monday through Saturday in the Fall and Saturday through Friday in the Spring. In the Spring semester, the last day of final exams is also the first of two Commencement dates; exams will only be offered in the early morning on this day. The Saturdays of finals week count as academic work days (academic work days are instructional days, faculty preparation days, final exam days and grading days).
- There is a four day (Tuesday through Friday) **faculty preparation period** the week before class start in the Fall; Convocation is held during this period. There is usually a three-day (Wednesday through Friday) faculty preparation period for the Spring semester; occasionally there are only two days (Thursday and Friday) in this preparation period – this shortening of the faculty preparation period occurs in Spring 2015.
- There is a four day (Monday through Thursday, after Commencement weekend) **grading period** at the end of the Spring semester.
- There is **no instruction in the week before the faculty preparation period**, and Summer session grades are due the Thursday of that week. This allows working days for grading, as Summer session classes end the preceding week.
- There is **one full week of "processing time"** between the end of the Spring semester and the start of Summer session. At least this much time is necessary for Advising and EMS Operations/Registrar to act on Spring grades for disqualification, etc.

#### Additional Comments:

- **Impact on Lecturer Benefits:** By delaying the start of the Spring semester, these calendars meet the Chancellor's Office requirement for CSU San Marcos that ~~make~~ the January pay-period be the fifth pay period of the Fall semester rather than the first pay-period of the Spring semester, which. This makes many lecturers eligible for an additional month of benefits (in January).
- **Alignment of Spring Break with Easter:** The Academic Senate asked the old APP to investigate this back in 1997-98, and APP concluded that there was too much variability in terms of when Easter Sunday falls. In the ~~three~~ four years in question with this new set of calendars, Easter Sunday is observed:
  - April ~~8~~5, ~~2012~~2015: This is the Sunday at the end of the week following the proposed Spring Break (which occurs after 10 weeks of instruction ~~10<sup>th</sup> week of the semester~~).

- 100 ○ ~~March 31, 2013~~2016: This ~~already is the first~~ is the Sunday at the end of the week
- 101 following the proposed Spring Break (which occurs after 8 weeks of instruction
- 102 week of the semester)
- 103 ○ ~~April, 2016, 2014~~2017: Easter comes late this year; There are only three-3 weeks of
- 104 instruction after this date.
- 105 ○ April 1, 2018: This Sunday is a week after Spring Break (which occurs after 8 weeks
- 106 of instruction). As Cesar Chavez Day is observed on Friday, March 30, 2018, this will
- 107 be a three-day weekend.

- 108 • **Observance of Cesar Chavez Day.** The new calendars move Spring Break away from Cesar
- 109 Chavez Day whenever this is possible.

- 110 ○ If classes do not begin until the week after Martin Luther King, Jr. Day, then it is
- 111 possible to remove a full week of classes (for Spring Break) and Cesar Chavez day
- 112 from the Spring instructional days and still met the minimum requirement for total
- 113 instructional days in the academic year.
- 114 ○ If classes meet the week of Martin Luther King, Jr. Day and Spring Break were
- 115 moved to any other week besides the week with Cesar Chavez Day, then the
- 116 calendar would be one instructional day short, and these calendars are already at
- 117 the minimum. In those years, taking Spring Break in the week with Cesar Chavez
- 118 Day effectively removes only four days of instruction from the week – because all
- 119 CSU campuses are required to be closed in observance of Cesar Chavez Day; any
- 120 other week would remove five days.

121 Note that the location of Spring Break will occasionally jump back and forth between the

122 week after the eighth week of classes and the week after the tenth week of classes. In the

123 four proposed calendars, there is the following pattern:

- 124 ○ Spring 2015: Spring Break contains Cesar Chavez Day and occurs after 10 weeks of
- 125 instruction.
- 126 ○ Spring 2016: Cesar Chavez Day falls in the week after Spring Break, which occurs
- 127 after 8 weeks of instruction.
- 128 ○ Spring 2017: Cesar Chavez Day falls in the week after Spring Break, which occurs
- 129 after 8 weeks of instruction.
- 130 • Spring 2018: Cesar Chavez Day falls in the week after Spring Break, which occurs
- 131 after 8 weeks of instruction.

132 ○

- 133 • **Location of the Summer Session.** In most years, the rules for determining the positions of
- 134 the Spring and Fall semesters leave twelve full weeks after the week in which Spring grades
- 135 are due and the week with the fall Faculty Preparation period, and Summer Session is
- 136 assigned to the middle ten weeks. In Summer 2015, there are 13 available weeks. After
- 137 consultation with the Registrar, APC has put the additional “free” week between the
- 138 Summer Session and the Fall semester.
- 139 • **AB 970.** Assembly Bill 970 prohibits the CSU Board of Trustees from increasing mandatory
- 140 systemwide fees within the 90 days prior to the start of the Fall semester (or quarter) at any
- 141 CSU campus. One CSU campus was required to delay the start of its Fall 2013 semester in
- 142 order to allow a 90 day interval between the May Board of Trustees meeting and its
- 143 originally scheduled start. While the dates have not yet been set for Board of Trustees
- 144 meetings in 2014 and beyond, it is very unlikely that the proposed calendars would need to
- 145 be further adjusted as part of the CSU system complying with AB 970.

## 2014 2015 ACADEMIC CALENDAR

### SUMMER 2014 Term

June 2 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 3 (Thur)	Last day of classes for classes in first half-Summer block
July 4 (Fri)	Independence Day holiday — campus closed (No classes scheduled for Saturday, July 5)
July 7 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Fri)	Initial Period for filing applications for Spring 2015 begins
August 9 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 14 (Thur)	Grades due from instructors; last day of Summer term

### FALL 2014 Semester

August 19-22 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 25 (Mon)	First day of classes
September 1 (Mon)	Labor Day holiday — campus closed
October 1 (Wed)	Initial period for filing applications for Fall 2015 begins
October 17 (Fri)	Last day of class for first session of Fall half-semester classes*
October 18 (Sat)	First day of class for second session of Fall half-semester classes*
November 11 (Tue)	Veteran's Day – campus closed
November 27-28 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 29)
December 6 (Sat)	Last day of classes
December 8-13 (Mon-Sat)	Final examinations
December 18 (Thur)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays – campus closed

### SPRING 2015 Semester

January 15-16 (Thur-Fri)	Faculty pre-instruction activities
January 19 (Mon)	Martin Luther King, Jr. Day — campus closed
January 20 (Tue)	First day of classes
March 13 (Fri)	Last day of class for first session of Spring half-semester classes*
March 14 (Sat)	First day of class for second session of Spring half-semester classes*
March 30-April 4 (Mon-Sat)	Spring break
March 31 (Tue)	Cesar Chavez Day — campus closed
May 8 (Fri)	Last day of classes
May 9-15 (Sat-Fri)	Final examinations
May 15-16 (Fri-Sat)	Commencement
May 21 (Thur)	Grades due from instructors; last day of Spring semester

**(Note: This calendar is not intended to be construed as an employee work calendar.)**

*\*Some Fall and Spring semester classes meet in a half-semester term.*

148  
149  
150  
151

## 2015 2016 ACADEMIC CALENDAR

### SUMMER 2015 Term

June 1 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 2 (Thur)	Last day of classes for classes in first half-Summer block
July 3 (Fri)	Independence Day holiday (observed) — campus closed (No classes scheduled for Saturday, July 4)
July 6 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Sat)	Initial Period for filing applications for Spring 2016 begins
August 8 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 13 (Thur)	Grades due from instructors; last day of Summer term

### FALL 2015 Semester

August 25-28 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 31 (Mon)	First day of classes
September 7 (Mon)	Labor Day holiday — campus closed
October 1 (Thur)	Initial period for filing applications for Fall 2016 begins
October 23 (Fri)	Last day of class for first session of Fall half-semester classes*
October 24 (Sat)	First day of class for second session of Fall half-semester classes*
November 11 (Wed)	Veteran's Day – campus closed
November 26-27 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 28)
December 12 (Sat)	Last day of classes
December 14-19 (Mon-Sat)	Final examinations
December 23 (Wed)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays – campus closed

### SPRING 2016 Semester

January 20-22 (Wed-Fri)	Faculty pre-instruction activities
January 25 (Mon)	First day of classes
March 18 (Fri)	Last day of class for first session of Spring half-semester classes*
March 19 (Sat)	First day of class for second session of Spring half-semester classes*
March 21-26 (Mon-Sat)	Spring break
March 31 (Thur)	Cesar Chavez Day — campus closed
May 13 (Fri)	Last day of classes
May 14-20 (Sat-Fri)	Final examinations
May 20-21 (Fri-Sat)	Commencement
May 26 (Thur)	Grades due from instructors; last day of Spring semester

**(Note: This calendar is not intended to be construed as an employee work calendar.)**

*\*Some Fall and Spring semester classes meet in a half-semester term.*

152  
153  
154  
155

## 2016 2017 ACADEMIC CALENDAR

### SUMMER 2016 Term

June 6 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 4 (Mon)	Independence Day holiday — campus closed
July 9 (Sat)	Last day of classes for classes in first half-Summer block
July 11 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Mon)	Initial Period for filing applications for Spring 2017 begins
August 13 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 18 (Thur)	Grades due from instructors; last day of Summer term

### FALL 2016 Semester

August 23-26 (Tue-Fri)	Faculty pre-instruction activities
<i>To Be Determined</i>	Convocation for faculty and staff
August 29 (Mon)	First day of classes
September 5 (Mon)	Labor Day holiday — campus closed
October 1 (Sat)	Initial period for filing applications for Fall 2017 begins
October 21 (Fri)	Last day of class for first session of Fall half-semester classes*
October 22 (Sat)	First day of class for second session of Fall half-semester classes*
November 11 (Fri)	Veteran's Day – campus closed
November 24-25 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 26)
December 10 (Sat)	Last day of classes
December 12-17 (Mon-Sat)	Final examinations
December 22 (Thur)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays – campus closed

### SPRING 2017 Semester

January 18-20 (Wed-Fri)	Faculty pre-instruction activities
January 23 (Mon)	First day of classes
March 17 (Fri)	Last day of class for first session of Spring half-semester classes*
March 18 (Sat)	First day of class for second session of Spring half-semester classes*
March 20-25 (Mon-Sat)	Spring break
March 31 (Fri)	Cesar Chavez Day — campus closed
May 12 (Fri)	Last day of classes
May 13-19 (Sat-Fri)	Final examinations
May 19-20 (Fri-Sat)	Commencement
May 25 (Thur)	Grades due from instructors; last day of Spring semester

**(Note: This calendar is not intended to be construed as an employee work calendar.)**

*\*Some Fall and Spring semester classes meet in a half-semester term.*

156  
157  
158  
159



# 2017 2018 ACADEMIC CALENDAR

## SUMMER 2017 Term

June 5 (Mon)	First day of classes for 10-week Summer classes and classes in first half-Summer block
July 4 (Tue)	Independence Day holiday — campus closed
July 8 (Sat)	Last day of classes for classes in first half-Summer block
July 10 (Mon)	First day of classes for classes in second half-Summer block
August 1 (Tue)	Initial Period for filing applications for Spring 2018 begins
August 12 (Sat)	Last day of classes for 10-week Summer classes and classes in second half-Summer block
August 17 (Thur)	Grades due from instructors; last day of Summer term

## FALL 2017 Semester

August 22-25 (Tue-Fri) <i>To Be Determined</i>	Faculty pre-instruction activities Convocation for faculty and staff
August 28 (Mon)	First day of classes
September 4 (Mon)	Labor Day holiday — campus closed
October 1 (Sun)	Initial period for filing applications for Fall 2018 begins
October 20 (Fri)	Last day of class for first session of Fall half-semester classes*
October 21 (Sat)	First day of class for second session of Fall half-semester classes*
November 10 (Fri)	Veteran’s Day (observed) – campus closed (No classes scheduled for Saturday, November 11)
November 23-24 (Thur-Fri)	Thanksgiving holiday – campus closed (No classes scheduled for Saturday, November 25)
December 9 (Sat)	Last day of classes
December 11-16 (Mon-Sat)	Final examinations
December 21 (Thur)	Grades due from instructors; last day of Fall semester
<i>To Be Determined</i>	Staff accumulated holidays – campus closed

## SPRING 2018 Semester

January 17-19 (Wed-Fri)	Faculty pre-instruction activities
January 22 (Mon)	First day of classes
March 16 (Fri)	Last day of class for first session of Spring half-semester classes*
March 17 (Sat)	First day of class for second session of Spring half-semester classes*
March 19-24 (Mon-Sat)	Spring break
March 30 (Fri)	Cesar Chavez Day (observed) — campus closed
May 11 (Fri)	Last day of classes
May 12-18 (Sat-Fri)	Final examinations
May 18-19 (Fri-Sat)	Commencement
May 24 (Thur)	Grades due from instructors; last day of Spring semester

**(Note: This calendar is not intended to be construed as an employee work calendar.)**

*\*Some Fall and Spring semester classes meet in a half-semester term.*

160  
161  
162  
163  
164

2013-14 through 2017-18 (rev)

**June 2013**

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**July 2013**

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**August 2013**

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**September 2013**

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**October 2013**

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**November 2013**

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**December 2013**

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**January 2014**

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**February 2014**

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

**March 2014**

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**April 2014**

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**May 2014**

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**June 2014**

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**July 2014**

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**August 2014**

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**September 2014**

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**October 2014**

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**November 2014**

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**December 2014**

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**January 2015**

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**February 2015**

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

**March 2015**

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**April 2015**

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**May 2015**

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**June 2015**

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**July 2015**

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**August 2015**

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**September 2015**

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**October 2015**

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**November 2015**

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**December 2015**

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2013-14 through 2017-18 (rev)

**January 2016**

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**February 2016**

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

**March 2016**

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**April 2016**

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**May 2016**

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**June 2016**

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**July 2016**

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**August 2016**

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**September 2016**

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**October 2016**

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**November 2016**

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**December 2016**

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**January 2017**

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**February 2017**

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

**March 2017**

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**April 2017**

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

2013-14 through 2017-18 (rev)

**May 2017**

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**June 2017**

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**July 2017**

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**August 2017**

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**September 2017**

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**October 2017**

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**November 2017**

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**December 2017**

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**January 2018**

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**February 2018**

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

**March 2018**

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**April 2018**

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**May 2018**

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**June 2018**

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**July 2018**

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**August 2018**

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2013-14 through 2017-18 (rev)

**September 2018**

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**October 2018**

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**November 2018**

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**December 2018**

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					