

**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

Course Abbreviation and Number: CHEM 150	Course Title: General Chemistry	
Number of Units: 4		
College or Program: <input type="checkbox"/> CHABSS <input checked="" type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2014	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Paul Jasien	Email: Jasien@csusm.edu	Submission Date: 2/28/14

1. Course Catalog Description: Introduction to the basic qualitative models and principles in chemistry. The areas covered include: basic atomic structure, the periodic table, covalent and ionic bonding, states of matter, intermolecular forces, energy, changes, chemical equilibria, acid-base and redox chemistry, stoichiometry, properties of gases, and chemical properties of the common elements. Intended for science majors. Three hours of lecture and one hour of discussion per week. Enrollment restricted to students with declared majors in: Biochemistry, Biological Sciences, Biotechnology, Chemistry, Kinesiology, Liberal Studies, Mathematics, and Physics. Prerequisite: Completion of the Entry Level Mathematics (ELM) requirement. Recommended: High School Chemistry and/or CHEM 101. Co/ Prerequisite: CHEM 150L.

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

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" 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 checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

Paul Jasien 3/19/14
Course Proposer Date

Mary 3/28/14
Department Chair date

Please note that the department will be required to report assessment data to the GEC annually. _____
DC Initial

_____	Support	Do not support*	_____	Support	Do not support*
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Library Faculty	Date		Impacted	Date	
			Discipline Chair		
_____	Support	Do not Support*	_____	Approve	Do not Approve
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
Impacted Discipline	Date		GEC Chair	Date	
Chair					

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

Course Coordinator: Phone: Email:

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

Physical Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
B1.1 Students will explain accepted modern physical or chemical principles and theories, their areas of application, and their limitations.	Concepts addressed: (1) Atomic Theory and its application to the explanation of physical and chemical properties of matter; (2) quantum theory and the application to atomic properties, including fundamental uncertainty in position/ energy of electrons in atoms; (3) fundamental of chemical bonding (ionic and covalent) and their application to the structure and properties of organic and inorganic substances; (4) inter-molecular forces and their influence on boiling points, as well as their effect on the structure of common biomolecules (DNA, proteins, saturated fats, etc.); (5) classes of chemical reactions, acid-base, oxidation-reduction, and precipitation, along with the application to commonly encountered acidic substances and the degradation of materials in the environment; (6) the concept of the mole and how it can be used to quantify atomic level as well as macroscopic chemical reactions	Students will be given a problem involving one or more of the learned concepts and be expected to apply their knowledge to solving it, using analytical reasoning skills and quantitative skills. Students will need to write their solution in a clear and logical fashion.
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.	Use quantitative knowledge of the "mole" concept to calculate relevant stoichiometric relationships using the fundamental mathematical concepts of percentages and proportions.	Students will give given problems related to percent composition of a compound and show their ability to derive atomic composition from this data. Students will be given specific masses of substances and need to determine the final amount of chemical product that can be obtained. Both of these involve higher order problem solving skills and algebraic manipulations.
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.	Atomic theory, simple bonding theory, and elementary quantum mechanics will be presented in the context of the experimental observations, which prompted the development of the theories.	Students will be asked to explain why theories presented in the class are reliable enough to explain the relevant observations for the problems presented in the course.
B1.4 Students will be able to identify areas in which ethics either (1) directs or limits physical science research or	The usage of chemicals in society will be discussed within the overarching theme that there are no inherently "good" or "bad" substances. It is the	When applicable, students will be asked to answer relevant problems which apply basic chemical concepts to

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(2) is informed by the products of this research	specific use to which substances are put and the appropriateness of the presence of these substances in the natural environment where ethical implications and value judgments are made.	environmental issues
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Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Homework and exam problems will require students to explain their thinking in detail.	Students will be expected to write out solutions and explanations to problems, as they defend their answers.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Problems given require integration of many aspects of the course material. Students will need to determine what is being asked of them, think about the method/procedure best suited to solve the problem, and properly implement the method/procedure.	Students will be expected to solve problems by applying the accepted concepts of chemistry and by using scientific thinking in a logical way.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Reference materials will be consulted in order to ascertain various atomic properties of the atoms, as well as the bulk properties of molecular and ionic systems.	Students will be expected to evaluate data on atoms and compounds to determine whether this information is consistent with accepted chemical theories and trends.

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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.*

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" 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 checked="" 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 checked="" 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.	Students will be expected to write out detailed solutions to problems showing / explaining their reasoning. This will be done both via essay-like format and symbolic format.
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.	Essay-like responses will be evaluated as to the scientific correctness of the student's answers. In addition, these answers will be assessed on the appropriate use of scientific terminology and the grammatical structure of their explanation. The latter will form a minority of the evaluation.
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.	The scientific principles learned will help students separate out -scientific arguments promulgated in the popular media, which have no basis in fact. These areas include many environmental issues and those related to health and nutrition.
Courses should demonstrate to students the ways in which science influences and is influenced by societies in both the past and the present.	The historical development of a number of chemical concepts is covered. One example is the development of, and the eventual widespread acceptance of, the Atomic Theory. A second is the more recent progress in understanding quantum theory and how it has modified our view of the structure of the atom and chemical bonding.
Courses should empower students to communicate effectively to others about scientific principles and their application to real-world problems.	These students are only beginning their student of chemistry, as such most of their explanations to describe real-world applications of physical and chemical phenomena are given in language that is easily interpreted by non-scientists.
Courses shall build the students' information literacy in a way that is appropriate to the field and level of the course.	Students will be expected to find and evaluate data on atoms and compounds to determine whether this information is consistent with accepted chemical theories and trends.
Courses shall require students to think critically so that they are able to distinguish scientific arguments from	The scientific principles learned will help students separate out pseudo-scientific arguments promulgated

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pseudo-scientific myths or opinions.

in the popular media, which has no basis in fact. These areas include many environmental issues and those related to health and nutrition.

Chemistry 150 – General Chemistry
Fall 2013
Lecture - MWF 1100-1150
Activity – M 1300-1350, M 1400-1450, or M 1500-1550

Dr. XXX
Office: XXX
Phone: XXX
Email: XXX

Introduction

The CHEM 150 course is intended for science majors and pre-health profession students who require a rigorous introductory chemistry course. The primary purpose of this course is to introduce the major concepts of chemistry in order to lay a firm foundation for students proceeding on to CHEM 201 and 250. Although this course carries general education credit (B1), this is **not** its major purpose.

CHEM 150 introduces the basic qualitative concepts and models of chemistry; however, mathematics is also necessary to solve quantitative problems. While the basic topics covered are those in a good high school chemistry course, the required level of understanding and the faster pace of this course can be challenging even for students who have previously studied chemistry.

Course Description

Introduction to the basic qualitative models and principles in chemistry. The areas covered include: basic atomic structure, the periodic table, covalent and ionic bonding, states of matter, intermolecular forces, energy changes, chemical equilibria, acid-base and redox chemistry, stoichiometry, properties of gases, and chemical properties of the common elements.

Pre-/Co-requisites

- Successful completion of the ELM exam (or equivalent). This means that the student is expected to have an excellent working knowledge of proportions, percentages, and basic algebra.
- Completion of the Chemistry 150 Assessment Exam. This will be done during the first the first activity session.
- Co-enrollment in CHEM 150L (or consent of instructor).
- It is highly recommended that students taking this course have had a previous chemistry course at the high school or introductory college level.

Course Format

Although, this is a lecture course, active participation in the learning process is necessary to facilitate the understanding of new concepts. No amount of lecturing by an instructor will transfer his/her knowledge into the mind of the student. Therefore, a significant portion of your time in class will be spent thinking about and answering conceptual and quantitative problems related to the material. These problem-solving activities help develop critical thinking skills in chemistry and a deeper understanding of the subject matter. Coming to class and simply listening, is not enough.

Course Specific Learning Objectives

After successfully completing this course, the student will understand:

1. how the electronic structure of an atom affects its properties,
2. how chemical bonding affects the properties of a compound,
3. how to use the concept of the mole and balanced chemical equations to relate the particle and macroscopic views of chemistry,
4. the basic concepts of acid-base, precipitation, and oxidation-reduction reactions, and
5. how to explain chemical / physical phenomena in terms of the particulate, symbolic, and macroscopic viewpoints.

Detailed *Learning Objectives* are listed on the course web site. Print a hard copy of these for reference.

General Education Learning Objectives

1. Students will communicate effectively in writing to various audiences.
2. Students will think critically and analytically about an issue, idea or problem.
3. Students will find, evaluate and use information appropriate to the course and discipline.

Required Course Materials

- Chemistry 150 Workbook & Supplementary Readings – *This must be brought to class every day.*
- Set of ABCD cards – *These are included with the workbook and must be brought to class every day.*
- Account for the ALEKS Chemistry software (available at www.aleks.com). Course Code: **YMVJE-RHF9F**

Optional Course Materials

- Chemistry, (5th) by McMurry and Fay (2008)
- Chemistry, (6th) by McMurry and Fay (2012)

Course Expectations

Learning technical material is a process that requires hard work, but it can be very rewarding when it presents new ways of thinking about the world. Simple memorization of definitions of terms is NOT the same as understanding complex relationships. In this course you will be expected to apply chemical concepts to various situations and use what you have learned to solve problems in new contexts. These new situations may not look exactly like problems that have been discussed, but will be used to test understanding, not simply memorization.

The following are guidelines for successful completion of the lecture portion of this course

1. **Attend class every day, pay attention, and take good notes.**
2. **Come to class prepared by having reviewed the previous day's notes.**
3. **Actively participate in the in-class activities.**
4. **Attend and actively participate in your weekly Activity session.**
5. **Complete the ALEKS assignments by the due date.**
6. **Finish any uncompleted assignments given in-class or in the Activity session as homework.**
7. **Work through sample exam problems prior to an exam.**
8. **Review in-class questions prior to an exam or quiz.**
9. **Come to the instructor's office when you have a question.**

Schedule

A timetable for topics and reading assignments (if you have the optional text book) is given on the attached schedule. Students should come to class prepared by having reviewed previous material and done any assigned homework.

Grading

The grades for this course are based on an absolute point scale, i.e. the grades for this class are NOT curved. Your grade will be assigned based upon the grading scheme and point totals given below.

<u>Item</u>	<u>Points</u>
Mid-term Exam	200
Quizzes (11 of 12 @ 30 points)	330
ALEKS Homework	150
Final Exam	320
	1000

A - ≥ 850 B - ≥ 750 C ≥ 650 C- ≥ 600 D- ≥ 500 F < 500

Exams

The date of the mid-term exam is listed on the course schedule. **A missed exam cannot be made up**, but if a serious emergency arises and you do miss the exam, contact the instructor within 48 hours.

The learning objectives, homework problems, in-class questions, quizzes, and sample exams are guides to the ideas that are important for the exams. These are your study guides for an exam. I do **not** provide answers to the sample exams.

Quizzes

There will be 12 quizzes given during the semester. Although each counted quiz only amounts to 3% of your grade, all together they make up one-third of the total course points. **Take these quizzes seriously.** They will be given during the first 5-10 minutes of your Activity session. Be at your session on time, since no extra time will be given if you are late.

Final Exam

The final exam is **Friday, December 13th from 9:15 AM to 11:15 AM** in the normal classroom. Note the date and time. Do not make any plans, or let anyone else make plans, that would cause you to miss this exam time.

Homework

The completion of homework is important in learning the course materials and comes in three forms.

- (1) On-line graded assignments in ALEKS are due at 9:00 AM on the dates listed on the course schedule. (Also, see ALEKS Chemistry Assignments document on the course web-site).
- (2) All in-class Workbook problems not completed are expected to be finished as homework.
- (3) All Activity problems assigned and not completed are expected to be finished as homework.

CSUSM Writing Requirement

The CSUSM 2500-word writing requirement will be met in this course through a variety of avenues. Short essays explaining chemical concepts will be required on homework assignments and course exams. Much of the writing will be done during the Activity sessions. These will be evaluated based on their scientific, as well as grammatical correctness.

Activity Session

One unit of credit for CHEM 150 is allocated to the Activity section for the course. This session provides a chance for students to work in small groups on problems assigned from the course Workbook. The choice of problems is made to enhance your understanding of the course material. There will be plenty of opportunity to get personalized help, since the course instructor and at least one Learning Assistant will staff these sessions. Take advantage of this opportunity!!!

Note: The first 5-10 minutes of the Activity will be used to give a short quiz. Do not be late for the start of this session.

Learning Assistants

In addition to the instructor, Dr. Jasien, this course will be assigned a Learning Assistant (LA) to help out during class activities.

NOTE: The LA is there to help in class, not outside of class. They are not your personal tutors.

Class Website

There will be a class website (Cougar Courses) from which important announcements and documents can be accessed. It is up to you to check for new additions. Among the items posted will be:

- Syllabus
- Learning Objectives
- Old Exam Questions
- In-class Questions
- ALEKS Documentation
- Important Announcements

Academic Integrity

Violations of the code of ethics (as outlined in the CSUSM policy on Academic Integrity) will not be tolerated. This includes cheating on exams, plagiarizing of homework, or allowing other students to copy your work. Any evidence for violations of academic integrity will be dealt with harshly and reported to the Dean of Students for appropriate disciplinary action.

Office Hours

My office hours are: **XXXXXXXXXX**. Please feel free to contact me to set up another time if it is more convenient, or just stop by my office if you have a short question. (My office is just down the hall in SCI2 from the CHEM 150 lab.)

STEM Center

Extra help is available for CHEM 150 students in the STEM Center, located in ACD 202. Science students are there to help you with many of your CHEM 150 questions. Take advantage of this resource, if you need it. However, do not forget that your course instructor is the best person to give you detailed information on the course material.

* If there is a reason that these restrictions present a hardship, you can request an exemption by submitting to the instructor an explanation as to why this is the case.

Week	Date	Topics	Reading ¹	Reading ²	Learning Objectives	ALEKS ³
1	8/26	Course Introduction	1-2; 10-17	1-2; 10-17	1	
		Pure Substances/Mixtures	2-9; 44-46	2-10; 54-55	2,3	
		Early Chemical Ideas	33-36	35-38	4 – 6	
2	9/2	NO CLASS				
		Energy Changes	273-276, WB 81-86	267-268; WB 81-86	7 – 10	
		Components of Atoms	37-43	39-45	11, 12	9/6
3	9/9*	EMR & Quantization	147-157	151-159	13 – 15	
		Shell Structure - Electrons	157-162	159-164	16 – 18	9/11
		Quantum Mech. Atom	162-173	164-175	19 – 22	
4	9/16*	Atomic Properties	173-177; 188-194	175-178; 190-196	23 – 25	
		Ionic Bonding	185-188; 194-197; 199-200	187-190; 196-200	26 – 31	9/18
		Covalent Bonding	223-224; 229-238	217-218; 222-231	32, 33	AA
5	9/23*	Polyatom. Ions/Resonance	238-240	232-233	34 – 37	9/23
		VSEPR/ED Theory	242-249	236-242	38	
		Bond Polarity	226-229; 353-356	219-222; 347-350	39 - 41	
6	9/30*	Intermolecular Forces	357-363	350-357	42 – 44	9/30
		Intermolecular Forces	WB 87-91	WB 87-91	45	
		Chemical Equations	69-73	75-78	46, 47	
7	10/7*	Aqueous Solutions	108-110; 399-404	114-116; 393-398	48 - 51	
		Ionic Solubility	110-114; WB 92-93	116-120; WB 92-93	52 - 54	10/9
		Moles of Atoms	43-44; WB 94-95	45-48; WB 94-95	55	
8	10/14*	Moles of Compounds	73-76	79-81	56, 57	10/14
		Empirical Formulas	90-97	97-101	58	AA
		MID-TERM EXAM				10/18
9	10/21*	Stoichiometry	77-79	81-83	59	
		Limiting Reagents	81-84; WB 98	85-87; WB 98	60, 61	10/23
		Limiting Reagents				
10	10/28*	Molar Concentration	84-88	88-92	62, 63	
		Chemical Equilibrium	497-503; 506-508	493-499; 502-503	64 – 66	10/30
		Chemical Equilibrium				
11	11/4*	Acids & Bases	114-116; 543-546	120-124; 539-542	67, 68	
		Acids & Bases	546-557	542-551	69 – 72	11/6
		Acids & Bases	87-90; WB 99-100	91-94; WB 99-100	73 – 75	AA
12	11/11	NO CLASS				11/11
		Acids & Bases				
		LeChatelier's Principle	516-521; 524-526; 531-532	511-516; 519-521; 525-526	76, 77	
13	11/18*	TBA				
		Energy Changes	273-276; 283-285	267-268; 276-278	78 – 82	11/20
		Energy Changes	224-225; 294-298	218-219; 287-290	83 – 85	
14	11/25*	Oxidation/Reduction	116-119	124-127	86, 87	
		Oxidation/Reduction	120-124	127-132	88 – 90	11/27
		NO CLASS				AA
15	12/2*	Batteries	687-692	681-685	91 - 93	
		Gases	315-326; 332-335	309-320; 326-328	94, 95	12/4
		Rate Laws	439-446	433-439	96 - 99	

* Quiz given in Activity Section on this day.

¹ Readings are keyed to sections of the optional text Chemistry, McMurry & Fay (5th Edition).

² Readings are keyed to sections of the optional text Chemistry, McMurry & Fay (6th Edition).

³ Due dates for ALEKS assignments and scheduled ALEKS Assessments (coded as AA).

Subject: Re: GE Recertification Areas B1 & B3 - CHEM 150, 150L, and 101
Date: Tuesday, April 1, 2014 12:19:41 PM PT
From: Jocelyn Ahlers
To: Paul Jasien

Hi, Paul -
I apologize for the delay. LBST supports granting B1/B3 credit for these courses.
Thank you,
Jocelyn
--

Jocelyn C. Ahlers
Chair, Liberal Studies Department

Professor of Linguistics
Liberal Studies Department
California State University, San Marcos
760-750-8014; jahlers@csusm.edu

From: Paul Jasien <jasien@csusm.edu>
Date: Wednesday, March 26, 2014 4:22 PM
To: Edward Price <eprice@csusm.edu>, Jocelyn Ahlers <jahlers@csusm.edu>
Subject: FW: GE Recertification Areas B1 & B3 - CHEM 150, 150L, and 101

Dear Colleague,

Last Thursday, I sent you a series of documents related to re-certifying CHEM 101, 150, and 150L as LDGE courses. (See below). Hopefully, you have found time to review these. If not, I would appreciate it if you could review these and send me an email indicating whether you SUPPORT or DO NOT SUPPORT granting B1/B3 credit for these courses.

Thank you.
Paul

From: Paul Jasien <jasien@csusm.edu>
Date: Thu, 20 Mar 2014 13:20:21 -0700
To: Edward Price <eprice@csusm.edu>, Andre Kundgen <akundgen@csusm.edu>, Tracey Brown <traceyb@csusm.edu>, <jnessler@csusm.edu>, Jocelyn Ahlers <jahlers@csusm.edu>, Yvonne Meulemans <ymeulema@csusm.edu>
Cc: Marshall Whittlesey <mwhittle@csusm.edu>
Subject: GE Recertification Areas B1 & B3 - CHEM 150, 150L, and 101

Dear Colleague,

As part of the recertification process for LDGE, we are required to obtain signatures from ALL affected constituencies, which is why you are receiving this email. Instead of running around trying to obtain hard copy signatures from you, I am emailing you the required information needed for your review. Attached are the recertification documents and sample syllabi for CHEM 101, CHEM 150, and CHEM 150L.

Please review these forms and send an email to me signifying whether you SUPPORT or DO NOT SUPPORT granting B1/B3 credit for these courses.

If you have any questions, I will be happy to discuss them with you.
Sincerely,

Subject: Re: GE Recertification Areas B1 & B3 - CHEM 150, 150L, and 101
Date: Sunday, March 23, 2014 10:11:42 AM PT
From: Talitha Matlin
To: Paul Jasien

Hi Paul,

These look good to me. The Library supports the recert of these classes.

Best,
Talitha

From: Paul Jasien <jasien@csusm.edu>
Date: Friday, March 21, 2014 8:12 AM
To: tmatlin <tmatlin@csusm.edu>
Subject: Re: GE Recertification Areas B1 & B3 - CHEM 150, 150L, and 101

OK. Thank you.

From: Talitha Matlin <tmatlin@csusm.edu>
Date: Fri, 21 Mar 2014 08:02:13 -0700
To: Paul Jasien <jasien@csusm.edu>
Subject: FW: GE Recertification Areas B1 & B3 - CHEM 150, 150L, and 101

Hi Paul,

I just wanted to let you know that Yvonne forwarded this to me and I'll be taking a look over the next couple of days.

Best,
Talitha

From: Paul Jasien <jasien@csusm.edu>
Date: Thursday, March 20, 2014 at 1:20 PM
To: Edward Price <eprice@csusm.edu>, Andre Kundgen <akundgen@csusm.edu>, Tracey Brown <traceyb@csusm.edu>, Jeff Nessler <jnessler@csusm.edu>, Jocelyn Ahlers <jahlers@csusm.edu>, Yvonne Meulemans <ymeulema@csusm.edu>
Cc: Marshall Whittlesey <mwhittle@csusm.edu>
Subject: GE Recertification Areas B1 & B3 - CHEM 150, 150L, and 101

Dear Colleague,

As part of the recertification process for LDGE, we are required to obtain signatures from ALL affected constituencies, which is why you are receiving this email. Instead of running around trying to obtain hard copy signatures from you, I am emailing you the required information needed for your review. Attached are the recertification documents and sample syllabi for CHEM 101, CHEM 150, and CHEM 150L.

Please review these forms and send an email to me signifying whether you SUPPORT or DO NOT SUPPORT granting B1/B3 credit for these courses.

If you have any questions, I will be happy to discuss them with you.

Subject: RE: GE Recertification Areas B1 & B3 - CHEM 150, 150L, and 101
Date: Thursday, March 20, 2014 6:14:53 PM PT
From: Tracey Brown
To: Jeff Nessler, Paul Jasien, Edward Price, Andre Kundgen, Jocelyn Ahlers, Yvonne Meulemans
CC: Marshall Whittlesey

Biology supports these recertifications as well.

Sent from my Verizon Wireless 4G LTE Smartphone

----- Original message -----

From: Jeff Nessler
Date: 03/20/2014 5:27 PM (GMT-07:00)
To: Paul Jasien ,Edward Price ,Andre Kundgen ,Tracey Brown ,Jocelyn Ahlers ,Yvonne Meulemans
Cc: Marshall Whittlesey
Subject: Re: GE Recertification Areas B1 & B3 - CHEM 150, 150L, and 101

Kinesiology supports the re-certification of these Chemistry courses.

Jeff Nessler, Ph.D.
Associate Professor and Chair
Department of Kinesiology
California State University, San Marcos
University Hall 308
760-750-7352

From: Paul Jasien <jasien@csusm.edu>
Date: Thursday, March 20, 2014 12:20 PM
To: Edward Price <eprice@csusm.edu>, Andre Kundgen <akundgen@csusm.edu>, Tracey Brown <traceyb@csusm.edu>, Jeff Nessler <jnessler@csusm.edu>, Jocelyn Ahlers <jahlers@csusm.edu>, Yvonne Meulemans <ymeulema@csusm.edu>
Cc: Marshall Whittlesey <mwhittle@csusm.edu>
Subject: GE Recertification Areas B1 & B3 - CHEM 150, 150L, and 101

Dear Colleague,

As part of the recertification process for LDGE, we are required to obtain signatures from ALL affected constituencies, which is why you are receiving this email. Instead of running around trying to obtain hard copy signatures from you, I am emailing you the required information needed for your review. Attached are the recertification documents and sample syllabi for CHEM 101, CHEM 150, and CHEM 150L.

Please review these forms and send an email to me signifying whether you SUPPORT or DO NOT SUPPORT granting B1/B3 credit for these courses.

If you have any questions, I will be happy to discuss them with you.

Sincerely,
Paul

Dr. Paul Jasien

Subject: Re: GE Recertification Areas B1 & B3 - CHEM 150, 150L, and 101

Date: Thursday, March 20, 2014 5:27:35 PM PT

From: Jeff Nessler

To: Paul Jasien, Edward Price, Andre Kundgen, Tracey Brown, Jocelyn Ahlers, Yvonne Meulemans

CC: Marshall Whittlesey

Kinesiology supports the re-certification of these Chemistry courses.

Jeff Nessler, Ph.D.
Associate Professor and Chair
Department of Kinesiology
California State University, San Marcos
University Hall 308
760-750-7352

From: Paul Jasien <jasien@csusm.edu>

Date: Thursday, March 20, 2014 12:20 PM

To: Edward Price <eprice@csusm.edu>, Andre Kundgen <akundgen@csusm.edu>, Tracey Brown <traceyb@csusm.edu>, Jeff Nessler <jnessler@csusm.edu>, Jocelyn Ahlers <jahlers@csusm.edu>, Yvonne Meulemans <ymeulema@csusm.edu>

Cc: Marshall Whittlesey <mwhittle@csusm.edu>

Subject: GE Recertification Areas B1 & B3 - CHEM 150, 150L, and 101

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Sincerely,

Paul

Dr. Paul Jasien
Professor of Physical Chemistry
Department of Chemistry & Biochemistry
California State University, San Marcos

Subject: RE: GE Recertification Areas B1 & B3 - CHEM 150, 150L, and 101
Date: Thursday, March 20, 2014 5:19:19 PM PT
From: Andre Kundgen
To: Paul Jasien, Edward Price, Tracey Brown, Jeff Nessler, Jocelyn Ahlers, Yvonne Meulemans
CC: Marshall Whittlesey

Mathematics SUPPORTS granting B1/B3 credit to these Chemistry courses.

Best wishes,

Andre

Dr. Andre Kundgen
Professor and Department Chair
Department of Mathematics
California State University San Marcos

From: Paul Jasien
Sent: Thursday, March 20, 2014 1:21 PM
To: Edward Price; Andre Kundgen; Tracey Brown; Jeff Nessler; Jocelyn Ahlers; Yvonne Meulemans
Cc: Marshall Whittlesey
Subject: GE Recertification Areas B1 & B3 - CHEM 150, 150L, and 101

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If you have any questions, I will be happy to discuss them with you.

Sincerely,
Paul

Dr. Paul Jasien
Professor of Physical Chemistry
Department of Chemistry & Biochemistry
California State University, San Marcos