**ABSTRACT**

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

**1. Course Catalog Description:**

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

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

**SIGNATURES**

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

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

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| ***Part A: Critical Thinking General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]***  |
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| **Critical Thinking GELOs this course will address:** | **Course content that addresses each GELO.** | **How will these GELOs be assessed?** |
| 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. |       |       |

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

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| **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) |       |       |
| 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.)  |       |       |

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| ***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.***

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| **GE Programmatic Goals** | ***Course addresses this LEAP Goal:*** |
| LEAP 1: Knowledge of Human Cultures and the Physical and Natural World. | ***[ ]  No*** ***[ ] Yes*** |
| LEAP 2: Intellectual and Practical Skills | ***[ ]  No*** ***[ ] Yes*** |
| LEAP 3: Personal and Social Responsibility | ***[ ]  No*** ***[ ] Yes*** |
| LEAP 4: Integrative Learning | ***[ ]  No*** ***[ ] 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. | ***[ ] No*** ***[ ] Yes (please describe):*** |
| CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts. | ***[ ] No*** ***[ ] Yes (please describe):*** |

***Part D: Course requirements to be met by the instructor.*** |
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| **Course Requirements:** | **How will this requirement be met by the instructor?** |
| Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.  |  |
| 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. |  |

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