**ABSTRACT**

|  |  |  |
| --- | --- | --- |
| **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:**

|  |  |
| --- | --- |
|  | 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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 |  |  |

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

|  |
| --- |
| ***Part A: B4 Quantitative Reasoning General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]*** |
| |  |  |  | | --- | --- | --- | | **Math/Quant Reasoning GELOs this course will address:** | **Course content that addresses each GELO.** | **How will these GELOs be assessed?** | | 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:***

|  |  |  |
| --- | --- | --- |
| **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) |  |  |
| ***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.***   |  |  | | --- | --- | | **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.***   |  |  | | --- | --- | | **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. |  | | 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: |  | | * It must focus on the use of mathematical language and formal reasoning in a variety of diverse disciplines, using a broad range of examples. |  | | * 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. |  | | * It must demonstrate a variety of methods, such as the use of abstract symbols, of numeric techniques, of logical reasoning, of geometry, etc. |  | | A **statistics component** may be included which must: |  | | * 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 |  | | * Must indicate applications to several areas. |  | | A **computer science component** may be included which must: |  | | * Teach a computer language that is suitable for use in diverse areas; |  | | * 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 |  | | * 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. |  | |