**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: E Lifelong Learning and Self-Development General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]*** |
| |  |  |  | | --- | --- | --- | | **Lifelong Learning and Self-Development GELOs this course will address:** | **Course content that addresses each GELO.** | **How will these GELOs be assessed?** | | 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. |  |  | | E2.1Students will demonstrate their critical thinking skills by locating, analyzing and synthesizing information. |  |  | |
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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) |  |  |
| 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. |

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| ***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** | ***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. |  | | 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. |  | |