A FACULTY GUIDE TO GEOC COURSE APPROVALS

This resource is intended to help CSUEB faculty develop and submit course approval requests via Curriculog to the GE, Overlay, and Code (GEOC) Subcommittee for its review of new GEOC courses, revisions to existing GEOC courses, or existing GEOC courses up for recertification.

PROCESS AND TIMELINE

NEW AND REVISED GEOC COURSES. Senate policy establishes a Timeline for Curricular Changes (17-18 CIC 35), and the Curricular Procedures Manual describes the approval process for new course and course revision requests. The approval process for GEOC courses is highlighted below.

Course proposals/revision/recertification requests that do not reach APS by October 15 must be re-submitted using the appropriate Curriculog form for the next catalog year.
RECERTIFICATIONS OF GEOC COURSES

As stated in the Policy for Renewal of General Education Programs (13-14 CIC 4 amended), existing GEOC courses will be reviewed by the GEOC Subcommittee on 5-year intervals. Any existing GEOC course that is not approved by GEOC for recertification (renewal) will lose its GEOC certification.

A new review cycle will begin with GE Areas B1, B2, B3, and E courses (and their Overlays, if applicable) in the 2019-20 academic year and will proceed over the next 4 years as detailed in the figure to the right.

Courses that carry both a GE and Overlay or Code certification will be reviewed for both certifications according to the GE designation. Courses that carry both U.S. Code and Overlay certifications will be reviewed according to the Code designation.

Course recertification reviews will occur according to the schedule regardless of when the course was originally certified.

Course recertification requests must reach APS by October 15.

MAKING A GEOC COURSE APPROVAL REQUEST

The Curricular Procedures Manual provides step-by-step instructions, timelines, and other necessary information needed for launching new course requests, course revision requests, or other curricular changes to academic programs at Cal State East Bay. These procedures are in compliance with local CSUEB policy, CSU Chancellor’s Office guidelines, and WASC accreditation standards. The details most germane to GEOC course requests are emphasized in this section.
All GEOC course approval requests should be completed, launched, and tracked via Curriculog. The need for a course approval form downloaded from the GE website as a fillable PDF has been eliminated. All GEOC course approval forms are now integrated in the Curriculog forms and completed exclusively online through Curriculog.

ONE FORM TO APPLY FOR THEM ALL

The Curriculog New Proposal forms are categorized by GE area, Overlay, and Code. Each Curriculog New Proposal form is used to do any of the following:

- Propose a new* GEOC course
- Revise an existing GEOC course
- Request to add a GEOC certification to an existing course
- Re-certify an existing GEOC course

* In the world of GEOC, a new course is a new or existing course not currently certified for GE, Overlay, or Code.

STARTING A NEW PROPOSAL IN CURRICULOG

1. Select the My Proposals tab.
2. Click on + New Proposal link to start a proposal.
3. Select the Courses tab.
4. Click on the Next 10 button at bottom of page.
5. Select the appropriate GEOC form, and click on the check mark icon to start the proposal.
COMPLETING THE PROPOSAL IN CURRICULOG

Completing Required Fields/Boxes

If this is an existing course listed in the University Catalog:

Click on this icon (on navigation bar at top left of form) to Import all existing course information stored in the University Catalog. This will auto-populate many of the fields in the form. Carefully review imported information and update as needed. Complete any fields that require new information. There are step-by-step instructions on how to import catalog information in Curriculog in the section, “1. Course Information.”

If this is a brand new course, fill in all fields as specified.

Attaching Course Syllabi

Upload a representative course syllabus for each delivery format (i.e., on-ground, online, and/or hybrid). Per Senate policy (17-18 FAC 8), all course syllabi must include the course learning outcomes as well as all appropriate GE area/Overlay learning outcomes each time the course is taught. Use the file name convention as specified in Curriculog prior to uploading your syllabus(-i).

Saving and Launching the New Proposal in Curriculog

Click on this icon (on navigation bar at top left of form or on the bottom of page) to Save All Changes to the proposal.

Click on this icon (on navigation bar at top left of form) to Validate and Launch Proposal after you’ve finalized the proposal and are ready to move it forward to the next review step.

ADDITIONAL INFO ABOUT COURSE REVISIONS

Submit a Curriculog New Proposal form when any change is made to an existing GEOC-certified course. Changes that are carefully reviewed by the GE Director and the GEOC Subcommittee include (but are not limited to):

- Adding GE, Overlay, or Code credit to an existing course;
- Changing the mode of delivery of the course (moving to/from on-ground to hybrid and/or online);
- Changing the course description and/or course learning outcomes;
- Adding or removing a pre-requisite or co-requisite.

Although all GEOC revision requests will be reviewed by the Director of General Education, some changes to an existing GEOC course may not be reviewed by the GEOC Subcommittee. Such revisions include changes to course type, course number, course prefix, course units, grading pattern, and repeatability.
GEOC REVIEW CRITERIA AND GUIDELINES

As you carefully follow the proposal instructions as detailed in the Curriculog New Proposal form, keep the following important criteria and guidelines in mind when applying for a new GEOC-certification, recertification, or revision request. This is the information and documentation on which the Office of General Education and the GEOC Subcommittee will base their evaluations and decisions.

COURSE INFORMATION
(provided in the Curriculog form)

**Course Description**
Course emphasis must be consistent with GEOC learning outcomes

**Course Outcomes**
Course learning outcomes must be congruent with GEOC learning outcomes

**Course Cap**
Enrollment capacity must be in line with course category. C4 and D4 courses must have a course cap of 30 students.

**Course Pre-requisites**
GE courses are not major-level courses with several major-level prerequisites. Upper-division GE Areas B6, C4, and D4 have the prerequisites of completion of A1, A2, A3, and B4 with grades of C- (CR) or better. Although GE courses may have upper-division and/or major level prerequisites, such a course may be contrary to the purpose and spirit of General Education.

**Course Certifications**
Any existing GEOC certification is noted.

**Delivery Format**
All instructional modes (on-ground, online, and/or hybrid) by which this course will be taught during the course’s certification period are indicated.

EVIDENCE OF COURSE ALIGNMENT TO GEOC LEARNING OUTCOMES
(provided in the Curriculog form)

**Learning Experiences/Activities in Support of Student Learning**
For each GEOC learning outcome, representative examples of learning experiences/activities that move students toward achievement of the learning outcome are clearly explained. These experiences may include strategies/activities used as formative assessment of the relevant concept. Provide some examples of specific concepts/ideas that will be supported by the activity. Keep in mind that the experience/activity listed should align to the instructional mode (i.e., on-ground, hybrid, and/or online). Here are some examples:

- Students will engage in storyboarding and concept mapping activities, which are effective in helping students visualize and thus make sense of complex biological phenomena, particularly those involving cause-effect mechanisms (e.g., biogeographical phenomena), sequences of events (e.g., gene expression), and patterns amongst an array of inter-related factors involved in a regulatory mechanism (e.g., many physiological mechanisms). These activities will be done in small groups.
for on-ground/hybrid course delivery and individually with peer feedback when the course is taught online.

- Students will respond to short writing prompts, in order to facilitate the application of appropriate terminology and concepts learned in class (provide example) and check for understanding or misconceptions (provide example). These prompts will be turned in at the end of class as “exit tickets” for on-ground/hybrid course delivery or as an online assignment when the course is taught exclusively online.

- As a capstone activity done at the end of the term, students will participate in a structured debate on... in order to reinforce the concept that... (for exclusively on-ground course delivery).

- Students will write an argumentative essay on the..., which will be scaffolded with shorter writing assignments throughout the term.

- Students will watch videos in class/online on... and participate in in-class/online (via Bb Discussion Board) group discussion in response to a specific question addressing...

**Demonstration of Learning/Evaluation of Student Work**

For each GEOC learning outcome, representative examples of how students will be expected to demonstrate achievement of the learning outcome are clearly articulated. These examples may include summative assessments, e.g., graded performances on exams, quizzes, final projects. The assessments should match the instructional mode. Here are some examples:

- Students will create a concept map showing the interactions between an array of factors involved in the regulation of blood pressure.

- Student performance on periodic exams and quizzes will be assessed using established answer keys, in order to determine mastery of the given concept.

- Student writing will be evaluated using an established rubric...

**REPRESENTATIVE COURSE SYLLABUS**

*(provided as an attachment uploaded to the Curriculog form)*

**GEOC Outcomes Listed**

Learning outcomes for any existing or pending GEOC certifications are explicitly stated as they are published in the University Catalog. Topics and activities listed in syllabus(i) are congruent with GEOC learning outcomes.

**GEOC Course Characteristics Met**

Syllabus(i) demonstrate(s) how any/all specified course characteristics are met in all instructional modes (on-ground, online, and/or hybrid). For example, consider a C4 or D4 course delivered under multiple formats—how will the oral/manual communication and the peer collaboration requirements be fulfilled on-ground vs. online; how will the advanced writing requirement be met (which assignments will add up to the 4,000 word min. requirement) and will students receive timely critical feedback on their writing from the instructor? Consider a B4 course delivered under any format—does the syllabus list topics/activities that clearly demonstrate a primary focus on mathematics/quantitative concepts and skills?
GEOC SUBCOMMITTEE DECISIONS

Upon first review of the course, the Office of GE and/or GEOC Subcommittee will **approve** the course for GEOC re/certification, **table** their decision for consultation and possible revision, or **reject** the course for GEOC re/certification.

![Diagram of approval, table, and reject processes]

When the GEOC Subcommittee decides to place a proposal on hold (“table” their decision) for additional information, clarification, corrections, and/or revisions, two actions are prompted:

1. The course proposal is re-routed in Curriculog to the department chair and originator of the proposal (if different from the chair);
2. An email notification is sent from a designated GEOC Subcommittee liaison to the department chair/proposal originator with detailed comments from the GEOC Subcommittee and what is requested in order for a secondary GEOC Subcommittee review. The liaison can address any questions or concerns. The chair/originator will have two weeks to resubmit the proposal for secondary review.

In Curriculog, go to:

- **My Tasks** to access the re-routed proposal.
- After completing all changes, click on 🔄 and select “approve” to move the proposal back to the GEOC Subcommittee step.

**The chair/originator will have two weeks from the time of notification to respond and provide the requested info/revisions.** The GEOC Subcommittee will then perform its secondary review and either approve or reject the proposal.