



GENERAL EDUCATION, OVERLAY, AND CODE SUBCOMMITTEE OF CAL STATE EAST BAY

A FACULTY GUIDE TO GEOC COURSE APPROVALS (*REVISED, FEB. 2023)

This resource is intended to help CSUEB faculty complete course proposals in [Curriculog](#) for submission to the GE, Overlay, and Code (GEOC) Subcommittee of the Committee on Curriculum and Instruction (CIC). The Subcommittee reviews proposals for new GEOC certifications, revisions to existing GEOC courses, and existing GEOC courses up for recertification. This document includes guidelines and instructions for courses proposed during the 2023-24 academic year that will then be included in the 2024-25 catalog if approved.



MISSION

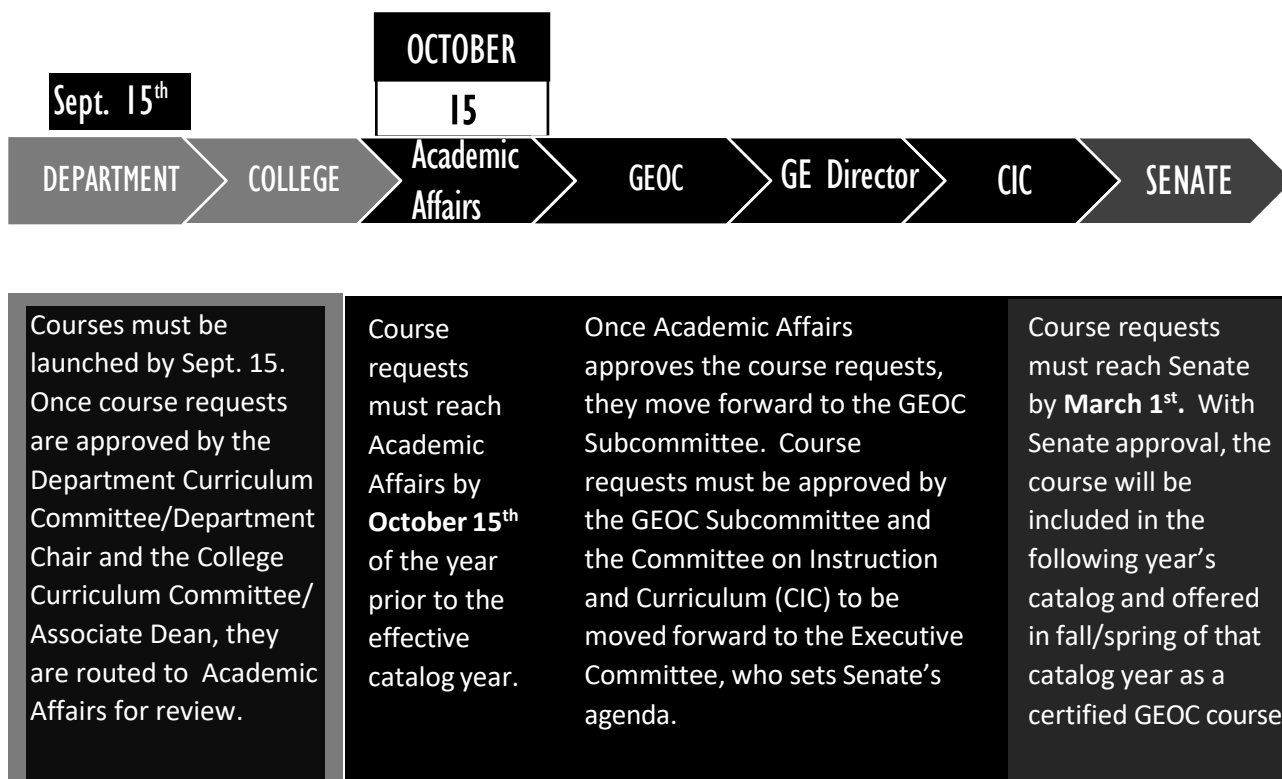
The GEOC Subcommittee's primary mission is to ensure that courses approved for GE, Overlay, and/or Code credit reflect the **spirit** of general education. A GE course is inclusive and open to all students regardless of the disciplinary lens, deliberate in how it builds and reinforces foundational skills according to its place in the GE program, and generous with the opportunities it gives students to explore disciplines and ideas that are new and may change their world perspectives that help define them as educated citizens of the global community. GEOC courses should empower students to transform their learning into meaningful action.


In reviewing courses, the GEOC Subcommittee will look for evidence **in the actual course syllabus** (not a representative syllabus) that a course has, at its heart, the GEOC learning outcomes (see [Appendix I](#)) and that **these outcomes are the primary focus of and fully integrated throughout the course**. In particular, GEOC learning outcomes should not seem incidental or inserted into an existing non-GEOC course. Course-specific learning outcomes, content, activities, and assignments/assessments must mutually reinforce the GEOC and/or Overlay learning outcomes, and the elements of GEOC should be present even in the course's title and description.

GEOC learning outcomes are the primary focus of and fully integrated in the GEOC course.

APPROVAL STEPS AND TIMELINE

Senate policy establishes a Timeline for Curricular Changes ([17-18 CIC 35](#)), and the [Curricular Procedures Manual](#) describes the approval process for new course, revision, and recertification requests. More specifically, GEOC course review policies are also described in the GEOC Framework document ([22-23 CIC 31](#)). The approval timeline for GEOC courses is highlighted below. All processes are routed and tracked through Curriculog, CSUEB’s online course management platform. The deadline to launch all proposals will be Sept. 15 ([22-23 CIC 49](#)). Please consult with your college curriculum committee/Associate Dean for their own deadlines. Note that Oct. 15 is when proposals need to be submitted to Academic Affairs by Oct. 15.

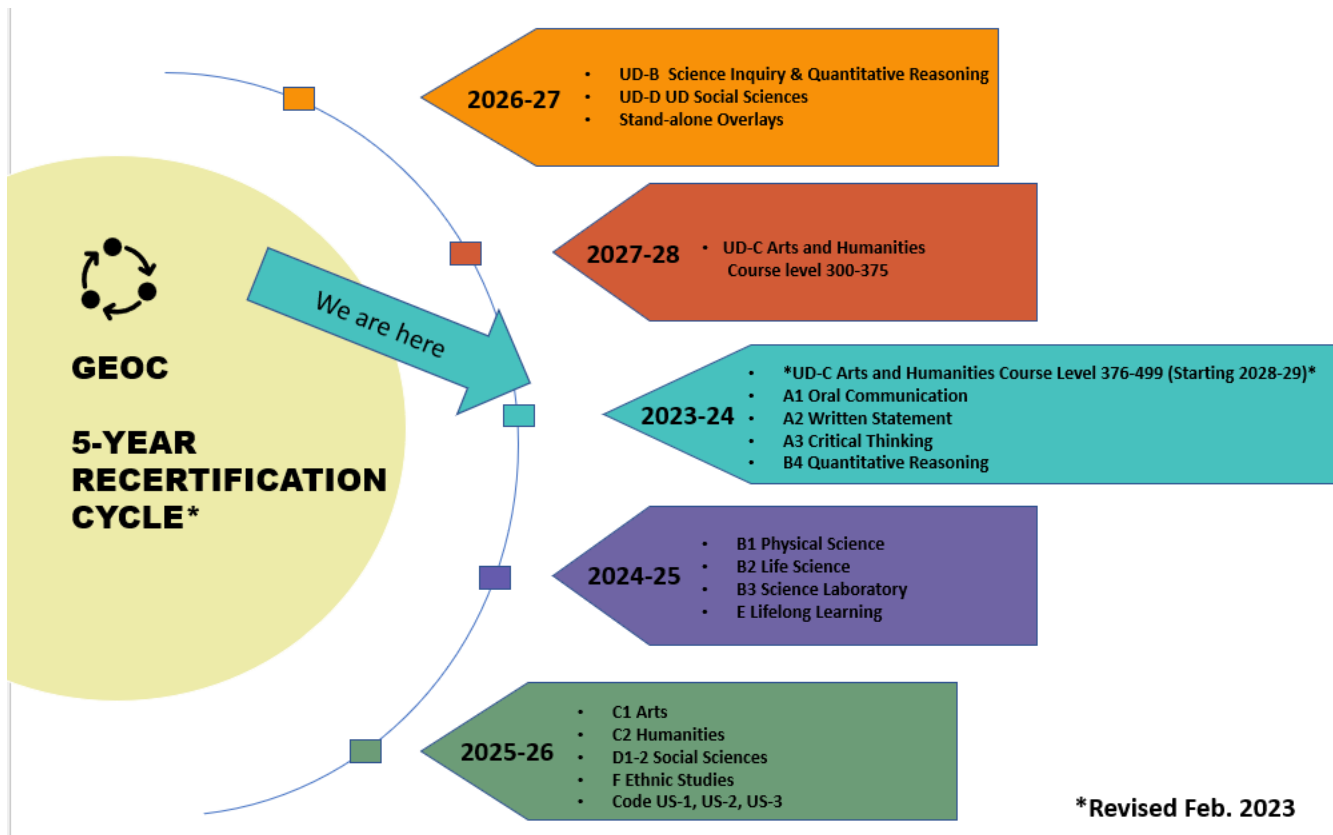


 *Course proposals/revision/recertification requests that do not reach Academic Affairs by October 15th deadline must be re-submitted using the appropriate Curriculog form for the next catalog year.*

RECERTIFICATION OF GEOC COURSES

As stated in the GEOC Framework Policy ([22-23 CIC 31](#)), existing GEOC courses will be reviewed by the GEOC Subcommittee on 5-year intervals (see revised figure on next page). During the 2023-24 academic year, all A1, A2, A3, and B4 courses will be reviewed for recertification regardless of when they were first certified.

Any existing GEOC and/or Overlay course that is not approved for recertification will lose its GEOC certification beginning with the next catalog year.



- ! The Revised 5-Year Recertification Cycle was approved by GEOC at its Feb. 22, 2023 meeting.

KEY POLICIES

- GEOC recertification reviews will occur according to the schedule regardless of when the course was originally certified.
- Courses that are up for recertification must use the actual syllabus used to teach the course. *GEOC is no longer taking "representative" syllabi for recertified courses.*
- A GEOC course that has been banked will lose its GEOC certification(s).
- A GEOC recertification proposal can only be submitted for an existing GEOC course. A revision proposal to add GEOC certification(s) must be submitted for courses that have previously lost their certification(s).
- Courses that carry a GE along with an Overlay and/or Code certifications will be reviewed for all certifications according to the GE designation. Non-GE courses that carry both U.S. Code and Overlay certifications will be reviewed according to the Code designation.
- Course recertification requests must reach the Academic Affairs step in Curriculog by October 15th.

MAKING A GEOC COURSE APPROVAL REQUEST

The [Curricular Procedures Manual](#) provides step-by-step instructions, timelines, and other necessary information needed for proposing new courses, course revisions, 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.

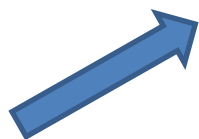
All GEOC course proposals are digitally completed, launched, and tracked through [Curriculog](#). Course proposals created in a separate Word or PDF document will not be accepted.

Contact Rick Rader, Lead Curriculum Services Analyst/University Curriculum Coordinator, at rick.rader@csueastbay.edu for Curriculog questions, issues, and/or training requests.



SELECTING THE CORRECT GEOC COURSE PROPOSAL FORM

Curriculog forms for GE, Overlay, Code, and Second Composition courses, collectively termed Breadth courses, are now distinguished by the action being requested. All Breadth categories are included on each form, eliminating the need to submit separate proposals for a course that has more than one Breadth certification.



*****Please note:** If you would like to put in a new course proposal for A3 (Critical Thinking) in Fall 2023, it is **strongly suggested** that you also put the course up for Second Composition. The new AB928 will be making A3 an English composition course. This year (2023-2024) courses can be approved for just A3 (and no Second Composition), but these courses will need to reapply next year as a revision for both A3 and Second Composition to remain an A3 Critical Thinking course.***

The GEOC-related Curriculog forms are:

Use this form...	if you want to...
Course - Breadth (GEOC) - Recertification ONLY (2023-24 AY)	<input type="checkbox"/> Recertify an existing A1, A2, A3, or B4 course (and any associated Overlay) with no revisions.*
Course – Breadth (GEOC) – Revision/Recertification (2023-24 AY)	<input type="checkbox"/> Both revise and recertify an existing A1, A2, A3, or B4 course (and any associated overlay); or <input type="checkbox"/> Revise an existing GEOC course, including the request to add a new GEOC certification.
Course – Breadth (GEOC) – (2023-24 AY)	<input type="checkbox"/> Certify a new course that has never been in the catalog.

** Any course revisions made to the Recertification Only course proposal once it has been launched may require the proposal to be redone on the Revision/Recertification form. And many courses have not been reviewed since semester conversion (2017-2018) so be sure to do a proposal revision with an updated syllabus if anything has changed.*

COMPLETING THE GEOC COURSE PROPOSAL

Instructions and requirements for completing the GEOC course proposal form are clearly explained within the Curriculog form. Links to helpful resources for developing/refining courses are also provided.

GEOC COURSE REVISION TYPES

Section 4A of Revision/Recertification and Revision Only Forms

GEOC course revisions 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
- Adding or changing the course delivery format (e.g., moving from on-ground to 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 GE Director, some changes to an existing GEOC course may not be reviewed by the GEOC Subcommittee, including changes to course type, course number, course prefix, course units, grading pattern, and repeatability. Distinctions are made between revisions that are actionable by CIC/Senate or presented to CIC/Senate by the GEOC Subcommittee as information items only (see [Appendix II](#)).

MONITORING YOUR CURRICULOG COURSE PROPOSAL

Keep track of all comments and decisions posted to your Curriculog proposal once it leaves your step. A Curriculog Activity Digest will be emailed to you whenever proposals in which you are involved have been acted on (e.g., comments added, moved to the next step, re-routed). The proposal may be rejected or delayed due to incorrect or missing information. Prompt response to any proposal delay will ensure the proposal moves through the approval steps as expeditiously as possible and increases the chances of GEOC approval.

The most common problems in proposals are:

1. Course syllabi lack the relevant GE/Breadth learning outcomes.
2. Information in the actual course syllabus and the Curriculog entry do not align.
3. Syllabi do not indicate different modality teaching strategies.
4. Course-specific learning outcomes listed in the proposal form and catalog differ from those listed in the course syllabi provided.
5. Information provided in the form and/or syllabus is too vague or insufficient to ascertain how the course addresses the GEOC learning outcomes and/or course criteria.
6. Courses that are recertifying overlays lack overlay characteristics throughout a course.

In addition, keep track of when your course will be on the GEOC Subcommittee [meeting agenda](#) and up for discussion/review. GEOC meetings are open to all faculty guests. Consult with your college's GEOC Subcommittee or CIC representative. You may request a time certain from the GEOC Subcommittee Chair.

GEOC REVIEW CRITERIA AND GUIDELINES

The Director of GE and the GEOC Subcommittee base their evaluations and decisions on the information you provide in the actual course syllabus and proposal form, **which must align**. These are the pieces of evidence used to

GEOC Subcommittee meets on the 2nd & 4th Wednesdays of each month from 2 – 4 PM by Zoom.

Check the [GEOC for Faculty](#) page for exemplary GEOC course proposals.

determine whether the course clearly meets all the stated GEOC learning outcomes and course characteristics (if applicable) in each instructional format proposed.

Highlighted in the table below are the important criteria and guidelines to keep in mind when applying for a new GEOC-certification, recertification, and/or revision request.

COURSE INFORMATION [Section 4B Course Catalog Data]	
Course/Catalog Description	The course description on the syllabus must match the Catalog description. Be sure that the course emphasis is consistent with GEOC learning outcomes.
Course Outcomes	Course-specific student learning outcomes are congruent with GEOC learning outcomes. For revision/recertification or revision only requests, check that the Catalog course outcomes match with those stated in the course syllabi.
Course Cap	Enrollment capacity is in compliance with course category. UD-C and UD-D courses have a course cap of 30 students.
Course Pre/Co-Requisites	GE courses are not major-level courses with several major-level prerequisites. All upper-division GE (UD-B, UD-C, and UD-D) courses have the prerequisite of completion of A1, A2, A3, and B4 with grades of C- (CR) or better. B4 courses must have a co-requisite support class for students classified as needing support. 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.

EVIDENCE OF COURSE ALIGNMENT TO GEOC LEARNING OUTCOMES [Section 6]	
Learning Experiences/Activities in Support of Student Learning	For each GEOC learning outcome, the 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, <i>from your syllabus</i> , specific concepts/ideas that will be supported by the activity. Keep in mind that the experience/activity listed must align to the instructional mode (i.e., on-ground, hybrid, and/or online). Here are some examples: <ul style="list-style-type: none">• As shown on the syllabus, students will engage in storyboarding and concept mapping activities, which are effective in helping students visualize and 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.

- **As shown on the syllabus**, 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 online.
- **As shown on the syllabus**, a capstone activity will be done at the end of the term and students will participate in a structured debate on...in order to reinforce the concept that... (for exclusively on-ground course delivery).
- **As shown on the syllabus**, students will write an argumentative essay on the...., which will be scaffolded with shorter writing assignments throughout the term.
- **As shown on the syllabus**, students will watch videos in class/online on...and participate in in-class/online (via Canvas Discussion Board) group discussion in response to a specific question addressing...

Demonstration of Learning/Evaluation of Student Work

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

- **As shown on the syllabus**, students will create a concept map showing the interactions between an array of factors involved in the regulation of blood pressure, done in-class or online.
- **As shown on the syllabus**, student performance on periodic exams and quizzes will be assessed using established answer keys, in order to determine mastery of the given concept, given either in-class or online.
- **As shown on the syllabus**, student writing will be evaluated using an established rubric...

COURSE CHARACTERISTICS [Section 7]

GEOC Course Characteristics Met

The GEOC Subcommittee will review the information provided in the syllabus and the proposal form (which must align) to determine whether all specified course characteristics are met **in all instructional formats** (on-ground, online, and/or hybrid).

For example, consider a UD-C or UD-D 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 (so: 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 UD-B course delivered under any format—does the syllabus list topics/activities that clearly demonstrate a primary focus on mathematics/quantitative concepts and skills?

COURSE SYLLABUS

Syllabus Must Align to the New Syllabus Policy

Syllabi need to be written in accordance [with the new syllabus policy](#).

Syllabus Showing Each Instructional Mode

Course syllabus(i) must show all instructional modes (on-ground, and/or online) which clearly distinguishes online from in-person aspects of the course (if multiple formats are proposed). It is acceptable to provide one syllabus with all modalities as long as the modality differences are clear on the syllabus.

Statement of GEOC Learning Outcomes

All course syllabi for any GEOC-certified course must explicitly state the relevant GE/Breadth area learning outcomes (as published in the University Catalog) in addition to the course-specific learning outcomes **whenever the course is taught** (see new CIC syllabus policy).

Course Topics/Activities in Support of GEOC Learning Outcomes

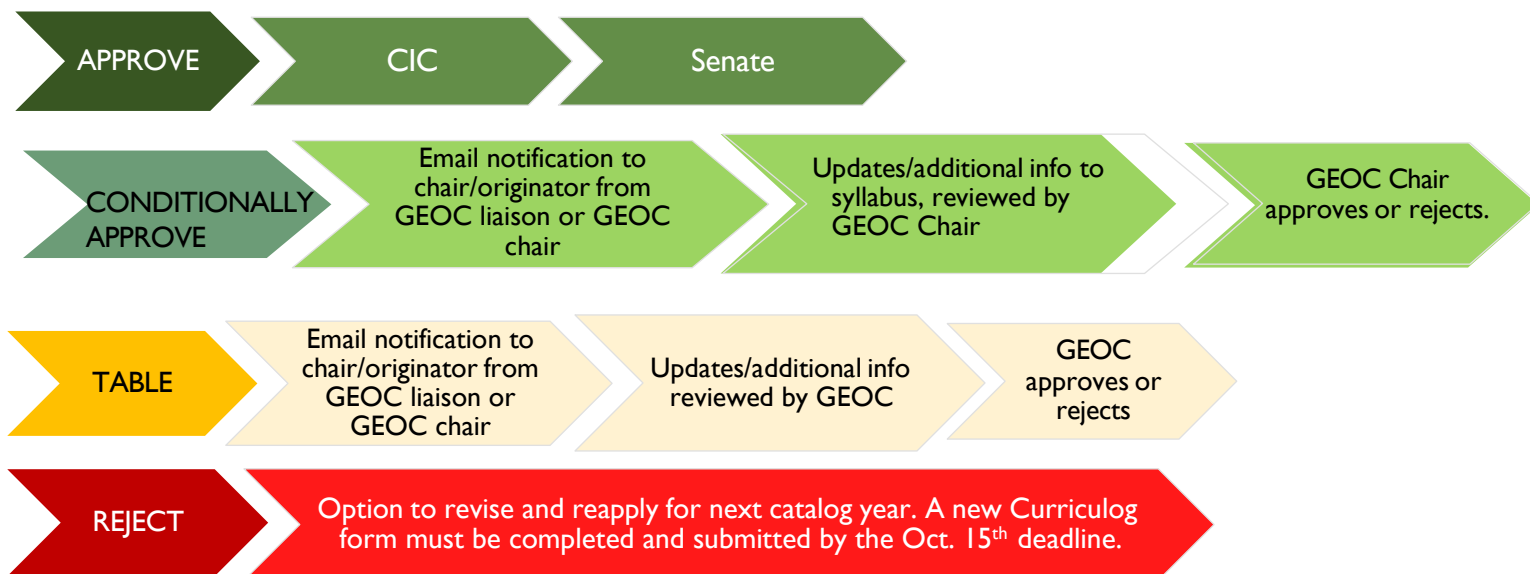
The topics and activities listed in course syllabus(i) are congruent with and support the stated GEOC learning outcomes.

GEOC SUBCOMMITTEE DECISIONS

Upon first review of the course, the Director of GE and/or GEOC Subcommittee will **approve** the course for GEOC re/certification, **conditionally approve** the course for GEOC re/certification for revision, **table** their decision for revision, or **reject** the course for GEOC re/certification. When the GEOC Subcommittee decides to place a proposal on hold (either “conditionally accept” or “table” their decision) for additional information, clarification, corrections, and/or revisions, certain actions are prompted:

1. An email notification is sent from the GEOC chair and/or college liaison to the department chair/ originator of the proposal with detailed comments from the GEOC Subcommittee and what is requested in order for a secondary GEOC Subcommittee review (if tabled).
2. A conditionally-approved proposal syllabus will be sent back to the originator for revisions(s). The corrected syllabus will be sent back to the Director of G.E. for their approval/rejection.
3. A tabled proposal will be rerouted back to the originator for corrections. The chair/liasion will address any questions or concerns with corrections on the syllabus and/or Curriculog proposal. The proposal will be rerouted back to GEOC. The department is invited to attend an upcoming GEOC meeting.
4. The GEOC Subcommittee will review the tabled updates and/or additional information provided by the department and will then render their final decision to approve or reject the proposal.

The diagram below summarizes what happens to a course proposal once the Subcommittee renders a decision to approve, table, or reject.



APPENDIX 1. GE/BREADTH LEARNING OUTCOMES

GE/BREADTH AREA	LEARNING OUTCOMES Upon completion of the _____ requirement, students will be able to...	COURSE CHARACTERISTICS (CRITERIA), if applicable
A1 Oral Communication	<ol style="list-style-type: none"> 1. speak effectively when making oral presentations in English; 2. explain the principles of effective oral communication, including form, content, context, and style; 3. advocate for a cause or idea, presenting facts and arguments in an organized and accurate manner; and 4. critically evaluate oral presentations. 	<p>The A1 course is primarily based upon communication theory presented through lecture, discussion, and reading. It must provide several face-to-face opportunities for a planned sequence of speaking and listening experiences in two or more of the following modes:</p> <ol style="list-style-type: none"> a) small-group (problem-solving) discussion, b) interpersonal communication, c) expository discourse presented extemporaneously, d) argumentative and persuasive discourse presented extemporaneously. <p>Students must complete three or more assignments to demonstrate increasing skill in oral communication. Instructors must provide students with frequent feedback and constructive criticism on students' oral presentations. For online or hybrid classes, a minimum of 50% of the speaking and listening activities must be synchronous, interactive experiences. Recorded formats are allowed to accommodate the online environment.</p>

<p>A2 Written Communication</p>	<ol style="list-style-type: none"> 1. explain and demonstrate the principles and rhetorical perspectives of effective writing in English, including its form, content, context, and style; 2. advocate for a cause or idea, presenting facts and arguments in an organized and accurate manner; and 3. practice the discovery, critical evaluation, and reporting of information 	<p>A2 courses will have a corresponding support class for students classified as needing support.</p>
<p>A3 Critical Thinking</p>	<ol style="list-style-type: none"> 1. identify, analyze, and evaluate arguments 2. logically construct arguments to support and refute claims using evidence 3. reason inductively and deductively 4. distinguish matters of fact from judgments, opinions, and/or fallacies 	<p>A3 courses will include assignments or other assessable activities in which students apply the following skills:</p> <p>Written assignments (e.g., argumentative essays, analyses of arguments, reflective writing, drafts of papers) with critical feedback provided by the instructor to the students at important junctures throughout the semester.</p> <p>Collaboration (e.g. structured peer review; dialogue analyzing different sides of an argument based on evidence; group or class projects)</p> <p>Information literacy: use of search strategies to explore information sources (e.g. search terms, truncation, filters, choice of database and/or library resources) and evaluation of gathered sources for relevance and credibility (e.g. peer-reviewed, author expertise, context, timeliness)</p>
<p>A3 Annotations</p>		<p>Annotations to the A3 learning outcomes (please consider these descriptions when designing/teaching your A3 course):</p> <p>The role of language in argumentation (e.g., factual and value claims, vagueness and ambiguity; cognitive and emotive meaning; definitions; implicit and explicit communication).</p> <p>The role of logic in argumentation (e.g., structure, purpose, relationships between the parts [explicit and implicit], and evaluation of the argument).</p>

		<p>Evaluating inductive reasoning in terms of strength and cogency (e.g., causal analyses, arguments from analogy, generalizations, appeals to authority, predictions, and/or abductive reasoning).</p> <p>Evaluating deductive reasoning for validity and soundness, using formal systems (e.g., propositional logic, predicate logic, syllogistic logic) and/or informal systems (e.g., mathematical reasoning, argument by definition).</p> <p>Fallacies: identify common errors in reasoning both informal (e.g., cultural attribution, ad hominem, slippery slope, bias, strawman, equivocation, false cause), and formal (e.g., affirming a disjunction, denying the antecedent).</p>
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<p>B4 Math/ Quantitative Reasoning</p>	<ol style="list-style-type: none"> 1. demonstrate a proficient and fluent ability to reason quantitatively; 2. demonstrate a general understanding of how practitioners and scholars collect and analyze data, build mathematical models, and/or solve quantitative problems; 3. and apply quantitative reasoning skills in a variety of real-world contexts, defined by personal, civic, and/or professional responsibilities. 	<p>In B4 courses, students will not just practice computational skills, but will engage in more complex mathematical work, in accordance with the CSU GE B4 Guidelines and Principles. B4 courses will have a corresponding support class for students classified as needing support. Exceptions may be made for B4 courses that have another B4 as a prerequisite, such as Calculus.</p>
<p>B1 Physical Science</p>	<ol style="list-style-type: none"> 1. demonstrate knowledge of scientific theories, concepts, and data about the physical sciences; 2. demonstrate an understanding of scientific practices, including the scientific method; and 4. describe the potential limits of scientific endeavors, including the accepted standards and ethics associated with scientific inquiry. 	

B2 Life Science	<ol style="list-style-type: none"> 1. demonstrate knowledge of scientific theories, concepts, and data about the life sciences; 2. demonstrate an understanding of scientific practices, including the scientific method; and 3. describe the potential limits of scientific endeavors, including the accepted standards and ethics associated with scientific inquiry. 	
B3 Laboratory Activity	<p>GE Area B3 courses emphasize active engagement, collaboration, hands-on experiences that facilitate understanding of science concepts and the development of sound science practices and habits of mind. Upon completion of the GE Area B3 requirement, student will be able to:</p> <ol style="list-style-type: none"> 1. apply their knowledge of scientific theories, concepts, and data about the physical and life sciences through laboratory activities; 2. apply their understanding of scientific practices, including the scientific method in a laboratory setting; and 3. apply accepted standards related to safety and ethics associated with conducting and communicating scientific inquiry, while completing laboratory activities. 	
B3 Course Characteristics	<p>B3 courses will emphasize safety and collaboration in laboratory or field activities, especially focusing on data collection, analysis, and presentation.</p>	

C1 Arts*	<ol style="list-style-type: none"> 1. demonstrate an appreciation of the arts using their intellect, imagination, sensibility, and sensitivity; 2. respond to aesthetic experiences in the arts and develop an understanding of the integrity of both emotional and intellectual responses; and 3. in their intellectual and subjective considerations, demonstrate an understanding of the relationship among the self, the creative arts, and culture. 	
C2 Humanities**	<ol style="list-style-type: none"> 1. show appreciation for the humanities using their intellect, imagination, sensibility, and sensitivity; 2. develop their affective and cognitive faculties through studying great works reflecting the rich diversity of human imagination and/or inquiry; and 3. engage in critical self-reflection relating themes in the humanities to the students' own lives. 	
C1 Arts*	<p>GE will be piloting new C1 learning outcomes in the 2023/2024 academic year for assessment. These are:</p> <p>#1 Evaluate the impact of the arts on your life.</p> <p>#2 Examine the cultural and/or historical context(s) of the arts.</p> <p>#3 Describe the ways that diverse identities influence the creation and experience of art.</p> <p>#4 Identify the role of art in diverse settings.</p>	

C2 Humanities**	<p>GE will be piloting new C2 learning outcomes in the 2023/2024 academic year for assessment. These are:</p> <ul style="list-style-type: none"> #1 Evaluate the impact of the humanities on your life #2 Examine the cultural and/or historical context(s) of the humanities #3 Describe the ways that diverse identities influence experiences in the humanities #4 Identify the role of the humanities in diverse settings 	
D1-2 Social Sciences	<ol style="list-style-type: none"> 1. specify how social, political, economic, and environmental systems and/or behavior are interwoven; 2. explain how humans individually and collectively relate to relevant sociocultural, political, economic, and/or environmental systems-how they produce, resist, and transform them; 3. discuss and debate issues from the course’s disciplinary perspective in a variety of cultural, historical, contemporary, and/or potential future contexts; and 4. explore principles, methodologies, value systems, and ethics employed in social scientific inquiry. 	
E Lifelong Learning and Self-Development	<ol style="list-style-type: none"> 1. develop intellectual, practical, and/or physical skills and abilities that will serve them throughout their lives; 2. apply their learning to other pursuits within and outside of the classroom; and 3. demonstrate the capacity to make informed and ethical decisions. 	
F Ethnic Studies	<p>[Note: Courses must meet 3 of the following 5 outcomes to be certified for Area F. The 3 outcomes that are met in the course will be published in the course syllabus.]</p> <ol style="list-style-type: none"> 1. Using a comparative or focused approach, explain and analyze core concepts such as racialization, racism, white supremacy, racial capitalism, critical race theory, intersectionality, women of color feminisms, queer of color theory, (counter)hegemony, eurocentrism, self- determination, food justice in communities of color, environmental justice, liberation, decolonization, genocide, sovereignty, indigeneity, imperialism, settler colonialism, antiBlackness, or anti-racism as analyzed in Native American/American 	<p>All courses approved for Area F must demonstrate use of Ethnic Studies pedagogies as evidenced by</p> <ol style="list-style-type: none"> 1. centering decolonization, self-determination, and anti-racism as central components within Ethnic Studies teaching; 2. developing students’ critical consciousness (or their critical understanding of the world and their place in it); 3. including culturally responsive approaches that build upon students’ experiences and perspectives; 4. creating caring and empathetic academic environments; 5. building upon students’ cultural knowledge so that students find the agency to create culture and communities amongst themselves; 6. developing students’ agency so that they can use their education to respond to the needs in their communities beyond the classroom.

Indian/Indigenous Studies, Chicana/o/x or Latina/o/x Studies, African American/Black/Africana/African Descended/Descendent of Enslaved African Studies, Asian/Pacific Islander/Middle Eastern/South Asian (APIMESA) American Studies.

2. Apply theory and knowledge such as Critical Race Studies and Women of Color feminisms produced by American Indians/Native Americans/Indigenous people, African Americans/Black people/African diasporic/African Descended/Descendant of Enslaved Africans, Asian/Pacific Islanders/Middle Eastern/South Asian (APIMESA) Americans and/or Latinas/os/xs or Chicanos/as/xs to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups with a particular emphasis on group affirmation, agency, and praxis.
3. Critically analyze the Black feminist concept of intersectionality and the intersection of race, class, and gender with other axes of oppression including sexuality, sexual violence, religion/spirituality, national origin, immigration and citizenship status, ability, Indigenous sovereignty, language, and/or age as they apply to African American/Black/African diasporic/African Descended/Descendant of Enslaved African, Chicana/o/x or Latina/o/x, Asian/Pacific Islander/Middle Eastern/South Asian (APIMESA) American, and/or Native American/American Indian/Indigenous communities.
4. Critically review how struggle, resistance, rematriation, social justice activism, solidarity, abolition, and liberation, as experienced, enacted, and studied by American Indians/Native Americans/Indigenous people, African Americans/Black people/African diasporic/African Descended/Descendant of Enslaved Africans, Asian/Pacific

All courses must include study of resistance, social justice work, and agency of groups.

	<p>Islanders/Middle Eastern/South Asian (APIMESA) Americans and/or Latinas/os/xs or Chicanos/as/xs are relevant to current and structural issues such as communal, national, international, and transnational politics as for example, in health disparities, educational inequities, immigration policies, reparations, settler-colonialism, language policies, media depictions of ethnic/racial groups, racial and sexual violence, prison industrial complex, community development, gentrification, and/or other ethnic politics.</p> <p>5. Describe and actively engage with American Indian/Native American/Indigenous, African American/Black/African diasporic/African Descended/Descendant of Enslaved African, Asian/Pacific Islander/Middle Eastern/South Asian (APIMESA) American and/or Latina/o/x or Chicano/a/x communities to apply anti-racist, anti-colonial, humanizing, and women of color feminist frameworks to radically reimagine their communities as sites of justice and love.</p>	
<p>UD-B Upper-division Science Inquiry and Quantitative Reasoning</p>	<ol style="list-style-type: none"> 1. demonstrate advanced and/or focused science or quantitative content knowledge in a specific scientific field, using appropriate vocabulary and referencing appropriate concepts (such as models, uncertainties, hypotheses, theories, and technologies); 2. apply advanced quantitative skills (such as statistics, algebraic solutions, interpretation of graphical data) to scientific problems and evaluate scientific claims; 3. demonstrate understanding of the nature of science and scientific inquiry and the experimental and empirical methodologies used in science to investigate a scientific question or issue; and 4. apply science content knowledge to contemporary scientific issues (e.g., global 	<p>UD-B courses should include assignments that, where possible, allow for the assessment of the following:</p> <ol style="list-style-type: none"> a) Information literacy. Students should be able to describe how they determined what information they needed to complete their analysis or research, how they evaluated the validity of their sources, and show proper integration/citation of their sources in their work, as well as apply their abilities to differentiate between science and pseudo-science. b) Critical thinking in the context of a scientific or quantitative discipline. For example, students should be able to explain the methodologies by which conclusions are reached, and limitations of models used that may affect the reliability of those conclusions.

	warming) and technologies (e.g., cloning), where appropriate.	
UD-C Upper-division Arts or Humanities	<ol style="list-style-type: none"> 1. demonstrate an understanding of and ability to apply the principles, methodologies, value systems, and thought processes employed in the arts and humanities; 2. analyze cultural production as an expression of, or reflection upon, what it means to be human; and 3. demonstrate how the perspectives of the arts and humanities are used by informed, engaged, and reflective citizens to benefit local and global communities. 	<p>UD-C courses will include assignments or other assessable activities in which students apply the following skills:</p> <ol style="list-style-type: none"> a) Advanced written (minimum of a combined 4,000 assigned words in, e.g., reflective writing, drafts of papers) with critical feedback provided by the instructor to the students. Students demonstrate mastery of all A2 requirements with evidence of sophistication in composition and critical thinking. b) Advanced oral communication (e.g., formal presentations, debates) with critical feedback provided by the instructor to the students. Students demonstrate mastery of all A1 requirements, including the ability to give a presentation with a confident presence, critical thinking, and professionalism that is appropriate for the audience, is clear and logical, and demonstrates mastery of the subject at hand; c) Collaboration or teamwork with peers.
UD-D Upper-division Social Sciences	<ol style="list-style-type: none"> 1. analyze how power and social identity affect social outcomes for different cultural and economic groups using methods of social science inquiry and vocabulary appropriate to those methods; 2. demonstrate an understanding of and ability to apply accurately disciplinary concepts of the social or behavioral sciences; and 3. demonstrate an understanding of and ability to effectively plan or conduct research using an appropriate method of the social or behavioral sciences. 	<p>UD-D courses will include assignments or other assessable activities in which students apply the following skills:</p> <ol style="list-style-type: none"> a) Advanced written (minimum of a combined 4,000 assigned words in, e.g., analytical writing, research proposals/papers, drafts of papers) with critical feedback provided by the instructor to the students. Students demonstrate mastery of all A2 requirements with evidence of sophistication in composition, argumentation, and critical thinking. b) Information literacy, in which students describe how they determined what information they needed to complete their analysis or research, how they evaluated the validity of their sources, and show proper integration/citation of their sources in their work; and c) Collaboration or teamwork with peers.
Diversity Overlay	<ol style="list-style-type: none"> 1. describe the histories and/or experiences of one or more U. S. cultural groups and the resilience and agency of group members; 2. identify structures of oppression and the diverse efforts and strategies used by groups to combat the effects of oppressive structures; 3. analyze the intersection of the categories of race and gender as they affect cultural group members' lived realities and/or as they are embodied in personal and collective identities; 	

	<p>4. recognize the way that multiple differences (including, for example, gender, class, sexuality, religion, disability, immigration status, gender expression, color/phenotype, racial mixture, linguistic expression, and/or age) within cultural groups complicate individual and group identities. [Note: “Cultural group(s)” refers to historically oppressed groups in the United States, such as African Americans, Asian Americans, Pacific Islanders, Latinx, American Indians, Arab Americans, women, and GLBTQ (gays, lesbians, bisexuals, transgender, and queer identified people).]</p>
Social Justice Overlay	<ol style="list-style-type: none"> 1. use a disciplinary perspective to analyze issues of social justice and equity; 2. describe the challenges to achieving social justice; and 3. identify ways in which individuals and/or groups can contribute to social justice within local communities, nations, or the world.
Sustainability Overlay	<ol style="list-style-type: none"> 1. identify the environmental, social, and economic dimensions of sustainability, either in general or in relation to a specific problem; 2. analyze interactions between human activities and natural systems; 3. describe key threats to environmental sustainability; and 4. explain how individual and societal choices affect prospects for sustainability at the local, regional, and/or global levels.
US-1 U.S. History	<ol style="list-style-type: none"> 1. explain the significance or interpretation of major historical events in a period of at least a hundred year of American history; 2. describe the contributions of major ethnic and social groups in a period of at least a hundred years of American history; 3. explain the role of at least three of the following in the development of American culture: politics, economics, social movements, and/or geography.
US-2 U.S. Constitution	<ol style="list-style-type: none"> 1. describe the development of the Constitution from the political philosophies of its framers to its later interpretation and amendment; 2. explain how the Constitution influenced the development of American political institutions and government; 3. explain citizen rights and responsibilities under the Constitution.
US-3 California Government	<ol style="list-style-type: none"> 1. describe the role of California’s Constitution in state and local government; 2. explain the place of California’s Constitution in the evolution of federal-state relations; 3. describe the political processes that enable cooperation and conflict resolution between state and/or local governments and the federal government.
Second Composition	<ol style="list-style-type: none"> 1. complete a variety reading and writing tasks that incorporate subject-matter knowledge; 2. adjust their writing for different audiences, showing awareness of expectations for academic writing in general and adhering to discipline-specific conventions when appropriate; 3. demonstrate critical thinking and logical reasoning, including strategies common in a discipline, in the development and organization of ideas in written texts; 4. take into account multiple perspectives and key disciplinary concepts when presenting their ideas in writing; and 5. revise their writing in response to feedback in order to improve development, clarity, coherence, and correctness.

APPENDIX 1I. GEOC COURSE REVISIONS TYPES AND ACTIONS

In concordance with Academic Affairs/Curriculum Management, the Director of GE, and the Chair of CIC, the types of GEOC course revisions that move forward to CIC as action or information items, and revisions that do not need GEOC/CIC review are summarized below. Proposals that include a combination of actionable and non-actionable course revisions move forward as action items to CIC.

ACTION ITEMS FOR GEOC SUBCOMMITTEE & CIC

Course revisions that move forward from GEOC Subcommittee to CIC as action items when the Subcommittee approves a proposal that includes any request to:

- **ADD or REMOVE** a GEOC (or Writing) certification to/from a course
- **ADD or REMOVE** a pre-/co-requisite or strongly recommended course(s)
- **ADD or REMOVE** course units
- **REVISE** student learning outcomes
- **REVISE** course classification/course components
- **REVISE** course description
- **REVISE** course title (full or abbreviated)

ACTION ITEMS FOR GEOC SUBCOMMITTEE | INFORMATION ONLY TO CIC

Course revisions that move forward from GEOC Subcommittee to CIC as information only when the Subcommittee approves a proposal that includes any request to:

- **RECERTIFY** an existing GEOC course (actionable if proposal also includes an actionable revision)
- **REVISE** delivery format (to add/remove online, on-ground, or hybrid instruction)
- **REVISE** course prefix or course number
- **REVISE** grading pattern

INFO ONLY TO GEOC SUBCOMMITTEE

Course revisions that move forward to GEOC Subcommittee as information only and do not move to CIC when a proposal is approved to:

- **REVISE** course type
- **REVISE** when course is typically offered
- **ADD or REMOVE** credit restrictions
- **ADD or REMOVE** cross-listing
- **ADD or REMOVE** repeatability (or increase/decrease)
- **ADD or REMOVE W (Writing Intensive)** to an already-approved GE course
- **ADD or REMOVE** academic learning experience (service learning/community engagement or internship/off-campus work experience)

