This resource is intended to help CSUEB faculty complete course proposals in Curriculog for submission to the GE, Overlay, and Code (GEOC) Subcommittee. 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 2020-21 academic year and potentially included in the 2021-22 catalog.

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 expertise, 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 that a course has, at its heart, the GEOC learning outcomes and that these outcomes are the primary focus of and fully integrated into 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 learning outcomes; and the elements of GE should be present even in the course description.
APPROVAL STEPS AND TIMELINE

Senate policy establishes a Timeline for Curricular Changes (18-19 CIC 19), and the Curricular Procedures Manual describes the approval process for new course, revision, and recertification requests. The approval process for GEOC courses is highlighted below. All processes are routed and tracked through Curriculog.

<table>
<thead>
<tr>
<th>Department</th>
<th>College</th>
<th>APS</th>
<th>GE Director</th>
<th>GEOC</th>
<th>CIC</th>
<th>Senate</th>
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<tbody>
<tr>
<td><strong>OCTOBER</strong></td>
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</table>

Once course requests are approved by the Department Curriculum Committee/Department Chair and the College Curriculum Committee/Associate Dean, they are routed to Academic Programs and Services (APS) for review.

Course requests must reach APS by October 15 of the year prior to the effective catalog year.

Once APS approves the course requests, they move forward to the Director of GE and to the GEOC Subcommittee. Course requests must be approved by the GEOC Subcommittee and the Committee on Instruction and Curriculum (CIC) to be moved forward to the Executive Committee, who sets Senate’s agenda.

Course requests must reach Senate by March 1. With Senate approval, the course will be included in the following year’s catalog and offered in fall/spring of that catalog year as a certified GEOC course.

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

RECERTIFICATION 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. A new review cycle began in the 2019-20 academic year and will proceed over the next 4 years as detailed in the figure on the next page.

⚠️ Any existing GEOC course that is not approved by GEOC for recertification (renewal) will lose its GEOC certification.
Course recertification reviews will occur according to the schedule regardless of when the course was originally certified.

Lower-division GE Area C1, C2, and D1-3 courses as well as all Code courses are scheduled for recertification in 2020-21.

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 requests must reach APS 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.
Curriculog™

- CSUEB's curriculum management platform.
- Create, launch, and monitor the status of a course proposal (new, revision, or recertification).
- Curriculog in-person or online training available on an individual or group basis (e.g., faculty/committee meetings). Sign up for training here.

THE NEW PROPOSAL FORM

Curriculog New Proposal forms are categorized by GE Area, Overlay, and Code. Each Curriculog New Proposal form is used to do one or more of the following:

- Propose a new GEOC course
  - In the world of GEOC, a new course is a new or existing course that is not currently certified for GE, Overlay, or Code.
- Revise an existing GEOC course (including the addition/removal of instructional format)
- Add a new GEOC certification to an existing course (e.g., adding an Overlay to an existing GE course)
- Recertify an existing GEOC course
  - If your course carries multiple GEOC certifications, you must submit a separate New Proposal form for each GEOC recertification, e.g., B6 and Sustainability.
- Remove GEOC credit from an existing GEOC course
  - If you are requesting this option to switch an existing GEOC certification to another area (e.g., C2 to D1-3), you will also need to submit a separate New Proposal form (e.g., D1-3) and select “Request to add a GEOC certification to an existing course.”

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. Select the appropriate GEOC form, and click on the check mark icon to start the proposal.
5. Complete each Section as instructed.

Reminder
Submit a separate New Proposal form for each GEOC certification per course you wish to renew.
## Completing the Proposal in Curriculog

### Summary of Tasks by Proposal Section

<table>
<thead>
<tr>
<th>Sec. #</th>
<th>Section Title</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Form Use, Deadlines, &amp; Resources</td>
<td>• Make sure you are using the appropriate form.</td>
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<td>• Note that proposals must be approved by the College and Dean by Oct. 15th.</td>
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<td>• Refer to resources if needed.</td>
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<td>2</td>
<td>First Steps—Important Instructions &amp; Hints</td>
<td>• Follow all instructions</td>
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<td>• For existing courses, import course info currently listed in the University Catalog to autopopulate many of the form’s fields; revise as needed.</td>
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<td>• For new courses, complete all required fields as prompted.</td>
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<td>• Generate a course impact report.</td>
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<td>3</td>
<td>College/Department Certification</td>
<td>• Indicate your College and Department.</td>
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<td>• Department Chair provides their electronic signature to agree to provide the information listed to all faculty members teaching the proposed GEOC course.</td>
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<td>4</td>
<td>Proposed Action</td>
<td>• Indicate type of request.</td>
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<td>• For course revision requests, indicate all types of revisions; for new courses, select none/NA.</td>
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<td>• Provide explanation for each type of revision.</td>
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<td>5</td>
<td>Catalog &amp; Class Schedule Data</td>
<td>• For existing courses, most fields should autopopulate.</td>
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<td>• For new courses, complete all fields as prompted.</td>
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<tr>
<td>6</td>
<td>Teaching Components &amp; Add’l Class Schedule Data</td>
<td>• For existing courses, most fields should autopopulate.</td>
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<td>• For new courses, complete all fields as prompted.</td>
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<tr>
<td>7</td>
<td>Course Student Learning Outcomes (SLOs)</td>
<td>• Provide a numbered list of all course-specific SLOs.</td>
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<td>• Provide revised list if needed.</td>
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<td>• NOTE: Course SLOs should be congruent with relevant GEOC learning outcomes.</td>
</tr>
<tr>
<td>8</td>
<td>GE/Overlay Course Certification/Recertification Data</td>
<td>• <strong>Section 8A:</strong> Provide representative course activities and assessments to demonstrate how each learning outcome is addressed in the course.</td>
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<td>• <strong>Section 8B:</strong> If applicable, explain how the course meets each of the specified course characteristics.</td>
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<td>• For more details on what GEOC is looking for in Section 8, see “GEOC Review Criteria and Guidelines” below.</td>
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<tr>
<td>9</td>
<td>Consultation &amp; Resource Implications</td>
<td>• Indicate which departments may be impacted by the creation/revision of the course.</td>
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<td>• Explain the feedback received from the impacted department(s).</td>
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<td>• List any resources needed to deliver this course beyond the typical department allocation.</td>
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**Required Documentation**

- Upload representative course syllabus for each instructional format (i.e., entirely on-ground, entirely online, and/or hybrid).
- Make sure all syllabi include course-specific SLOs and all relevant GEOC SLOs. 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.
- Apply the designated file naming convention to each syllabus.
- For existing courses only, upload the course impact report.

**Save and Launch the New Proposal**

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. Once saved, you may log out and back into Curriculog to continue to work on the proposal until you’re ready to launch it.

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. Note that once you’ve launched the proposal, you will not be able to edit the form or upload any documents unless the form is re-routed back to you.

**ADDITIONAL INFO ABOUT COURSE REVISIONS**

Submit a 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;
- Adding or changing the course delivery format (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 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.

**MONITOR YOUR CURRICULOG COURSE PROPOSAL**

Keep track of all comments and alerts posted to your Curriculog proposal once it leaves your step. 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 that delay course proposals at the APS/GE Director’s steps (prior to reaching the GEOC Subcommittee) are:

1. Course syllabi lack the relevant GE (Overlay, Code) learning outcomes.

2. A representative syllabus for each instructional format is not provided.

3. Course-specific learning outcomes listed in the proposal form differ from those listed in the course syllabi provided.

4. Information provided in Section 8 is too vague to ascertain how the course addresses the GEOC learning outcomes and/or course criteria.

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. You may request a time certain from the GEOC Subcommittee Chair.

**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, and/or revision request.

⚠️ The Director of GE and the GEOC Subcommittee base their evaluations and decisions on the information you provide in the proposal form and representative course syllabi, i.e., the evidence used to determine whether the course clearly meets all the stated GEOC learning outcomes and course characteristics (if applicable) in each instructional format proposed.

Check the [GE for Faculty](#) page of the GE website for exemplary proposals for each GEOC area.

### COURSE INFORMATION (provided in Sections 5-7)

**Course Description (Section 5)**
Course emphasis is consistent with GEOC learning outcomes.

**Course Outcomes (Section 7)**
Course-specific student learning outcomes is congruent with GEOC learning outcomes.

**Course Cap (Section 6)**
Enrollment capacity is in compliance with course category. C4 and D4 courses have a course cap of 30 students.

**Course Pre-requisites (Section 5)**
GE courses are not major-level courses with several major-level prerequisites. Upper-division GE 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 (Section 5)**
Any existing GEOC certification is noted.
**Instructional Format (Section 5)**

All instructional formats (entirely on-ground, entirely online, and/or hybrid) by which this course will be delivered during the course’s certification period are indicated.

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**EVIDENCE OF COURSE ALIGNMENT TO GEOC LEARNING OUTCOMES**

*(provided in Section 8A)*

**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 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 explained. 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...
GEOC Course Characteristics Met

The GEOC Subcommittee will review the information provided in Section 8B of the Curriculog form as well as the representative course syllabus(i) to determine whether all specified course characteristics are met in all instructional formats (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?

COURSE SYLLABUS

Syllabus for Each Instructional Mode

Representative course syllabus(i) for each instructional mode (fully on-ground, hybrid, and/or fully online) must be provided which clearly distinguishes online from in-person aspects of the course (if multiple formats are proposed).

Statement of GEOC Learning Outcomes

All course syllabi for any GEOC-certified course must explicitly state the given GE area/Overlay learning outcomes (as published in the University Catalog) in addition to the course-specific learning outcomes whenever the course is taught (Senate policy 17-18 FAC 8).

Course Topics/Activities in Support of GEOC Learning Outcomes

The topics and activities listed in representative 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, table their decision for consultation and possible revision, or reject the course for GEOC re/certification. 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.

**IMPORTANT REMINDER TO MONITOR PROPOSAL PROGRESS**

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

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<table>
<thead>
<tr>
<th>Approve</th>
<th>CIC</th>
<th>Senate</th>
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<tr>
<td><strong>Table</strong></td>
<td>Email notification from GEOC liaison. Course proposal re-routed to chair/originator.</td>
<td>Chair/originator makes changes and moves proposal back to GEOC within 2 weeks.</td>
</tr>
<tr>
<td><strong>Reject</strong></td>
<td>Option to revise and reapply for next catalog year. A new Curriculog form must be completed and submitted by the Oct. 15th deadline.</td>
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