A FACULTY GUIDE TO GEOC COURSE APPROVALS

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 2021-22 academic year that will then be included in the 2022-23 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 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’s title and description.
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. The approval process for GEOC courses is highlighted below. All processes are routed and tracked through Curriculog, CSUEB’s online course management platform.

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<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>OCTOBER 15</td>
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<td>MARCH 1</td>
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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 15th 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 1st. 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 (see figure on next page). During the 2021-22 academic year, all Upper-division Science Inquiry & Quantitative Reasoning (UD-B), Upper-division Social Sciences (UD-D), and stand-alone Overlays (overlay courses without GE certification) will be reviewed for recertification.
Any existing GEOC course that is not approved for recertification (renewal) will lose its GEOC certification beginning with the next catalog year.

A GEOC that has been banked will lose its GEOC certification(s).

A GEOC recertification proposal can only be submitted for an existing GEOC course. A new GEOC course proposal must be submitted for courses that have lost their certification(s).

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

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 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.

SELECTING THE 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 all included on each form, eliminating the need to submit separate proposals for a course that has more than one Breadth certification. The GEOC-related Curriculog forms are:

- **Course – Breadth (GEOC) – Revision/Recertification (2021-22 AY)** | Use this form to both revise and recertify an existing GEOC course or to request a new GEOC certification for an existing course.
- **Course – Breadth (GEOC) – Recertification ONLY (2021-22 AY)** | Use this form to recertify an existing GEOC course with no revisions.
- **Course – Breadth (GEOC) – NEW (2021-22 AY)** | Use this form for a new course that has never been in the catalog.

Contact Sarah Aubert, Lead Curriculum Services Analyst/University Curriculum Coordinator, at sarah.aubert@csueastbay.edu for Curriculog questions, issues, and/or training requests.

Click [here](#) for a Quick Start Guide to Creating a Course Proposal in Curriculog.
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 and completing the proposal are provided in the form.

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 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/Breadth 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 the form and/or syllabus is too vague or insufficient 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. 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

Check the GEOC for Faculty page for exemplary GEOC course proposals.

The Director of GE and the GEOC Subcommittee base their evaluations and decisions on the information you provide in the proposal form and in the representative course syllabi. These are the pieces of 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.
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.

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<tr>
<th>COURSE INFORMATION</th>
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<tbody>
<tr>
<td><strong>Course Description</strong></td>
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<tr>
<td>Course emphasis is consistent with GEOC learning outcomes.</td>
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<tr>
<td><strong>Course Outcomes</strong></td>
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<tr>
<td>Course-specific student learning outcomes is congruent with GEOC learning outcomes.</td>
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<tr>
<td><strong>Course Cap</strong></td>
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<td>Enrollment capacity is in compliance with course category. UD-C and UD-D courses have a course cap of 30 students.</td>
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<td><strong>Course Pre-requisites</strong></td>
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<td>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. 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.</td>
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<th>EVIDENCE OF COURSE ALIGNMENT TO GEOC LEARNING OUTCOMES</th>
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<tbody>
<tr>
<td><strong>Learning Experiences/Activities in Support of Student Learning</strong></td>
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<td>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:</td>
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<td>• 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.</td>
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<tr>
<td>• 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.</td>
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<td>• 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).</td>
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<tr>
<td>• Students will write an argumentative essay on the...., which will be scaffolded with shorter writing assignments throughout the term.</td>
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</table>
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...

**COURSE CHARACTERISTICS**

**GEOC Course Characteristics Met**

The GEOC Subcommittee will review the information provided in the proposal form as well as the representative course syllabi 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 (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 for Each Instructional Mode**

Representative course syllabus(i) for each instructional mode (on-ground, and/or 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 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 (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.

**ADDITIONAL INFO ABOUT THE REVIEW OF GEOC COURSE REVISIONS**

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.

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.

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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**APPROVE**
- **CIC**
  - Email notification from GEOC liaison. Course proposal re-routed to chair/originator.
- **Senate**
  - Chair/originator makes changes and moves proposal back to GEOC within 2 weeks.

**TABLE**
- **GEOC Subcom approves or rejects**

**REJECT**
- Option to revise and reapply for next catalog year. A new Curriculog form must be completed and submitted by the Oct. 15th deadline.