

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

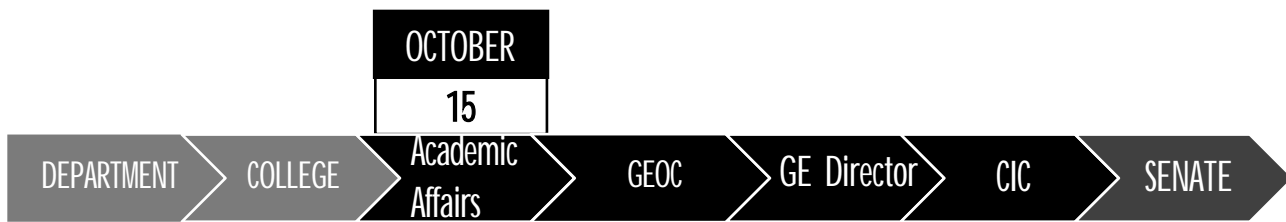
A FACULTY GUIDE TO GEOCOURSE APPROVALS (*REVISED, JUL 2024)

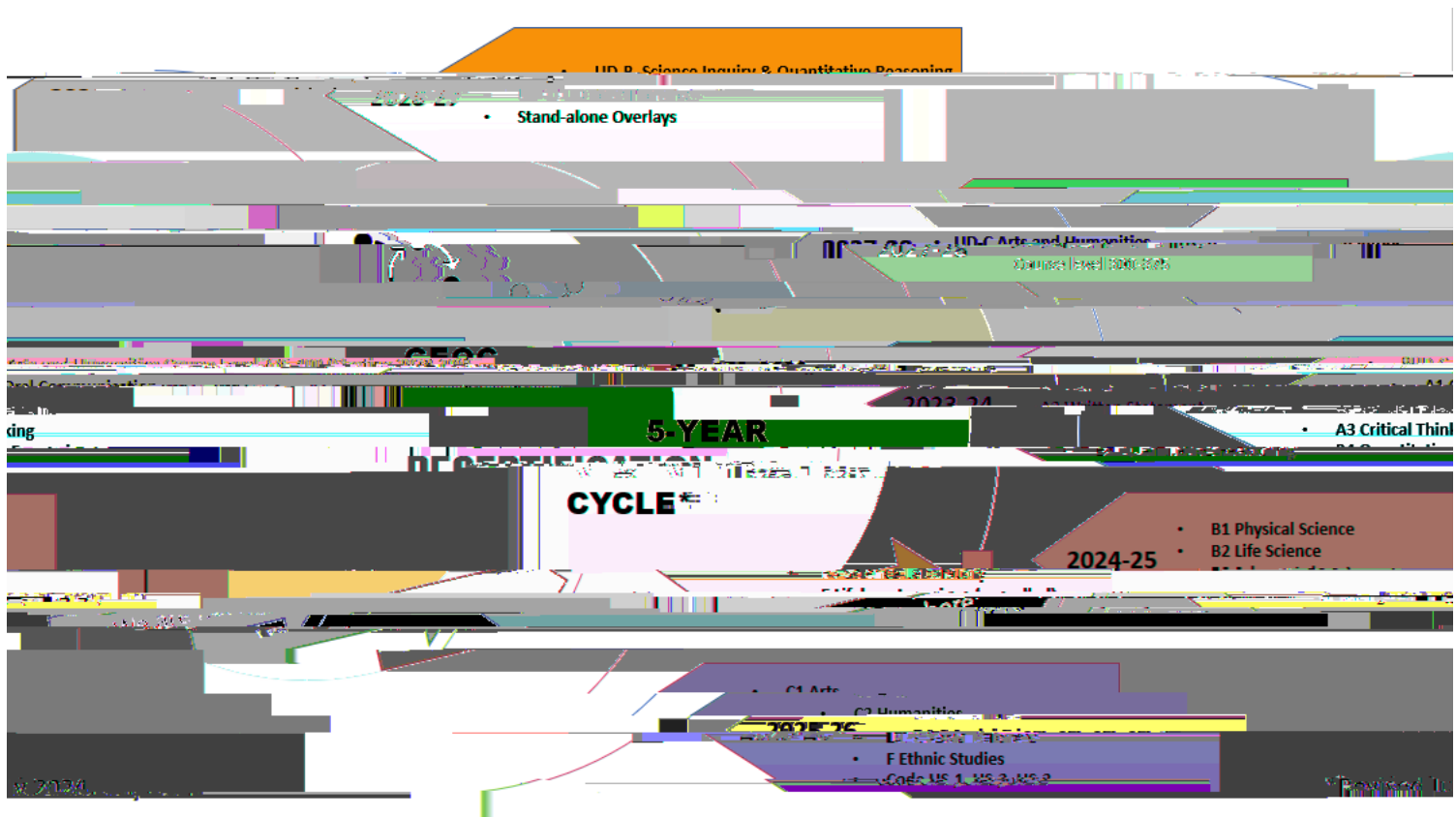
This resource is intended to help CSUEB faculty complete course proposals in [Curriculum](#) submission to the GE, Overlay, and Code (GEOC) Subcommittee of the Committee on Curriculum and Instruction (CIC). The Subcommittee reviews proposals for new GEOC certifications, revision to existing GEOC courses and existing GEOC courses up for recertification. This document includes guidelines and instructions for courses proposed during the 2024-25 academic year that will then be included in the 2025-26 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. GE courses are 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 is aligned with the following standards: (i)-4.6 (nc)9.2 (i)-4.6 (de)-1.7 (n)10.9 (t)





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

KEY POLICIES



- x GEOC certification reviews will occur according to the schedule regardless of when the course was originally certified
- x 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.
- x A GEOC course that has been banked will lose its GEOC certification(s).
- x 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).
- x 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.
- x Course recertification requests must reach the Academic Affairs step in Curriculum by October 15th.

MAKING A GEOC COURSE APPROVAL REQUEST

The [Curricular Procedures Manual](#) provides step-by-step instructions, timelines, and other necessary information 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 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

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 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 syllabus.
Course Cap	Enrollment capacity is in compliance with course category. UD-C and UD-D courses have a 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 or better. B4 courses must have W(a)1e11 (h)2a 2 (0 Tc 0 Tw 3.59.1411d ()Tj ET 02 Tc -0.013 Tw -450 476Td [(B4)2 (e)11q.9 (i)

x As shown on the syllabus

All course syllabi for any GEOC-certified course must explicitly state the relevant GE/Breadth area learning outcome (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 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 liaison will address any questions or concerns with corrections on the syllabus and/or Curriculum 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

A2 Written
Communication

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

	<p>feedback provided by the instructor at important junctures throughout the semester in order to improve development, clarity, coherence, and correctness</p>	<p>students have opportunities to revise multiple drafts essays in response to peer/tutor/instructor feedback; students produce a minimum of 5,000 words variety of assignments, occurring throughout course (i.e. not just one final assignment at the end); courses enroll no more than 30 students.</p>
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A3 Annotations

Annotations to the A3 learning outcomes (please consider these descriptions when designing/teaching your A3 course):

The role of language in argumentation (e.g., fact and value claims, vagueness and ambiguity; cognitive and emotive meaning; definitions; implicit and explicit communication).

The role of logic in argumentation (e.g., structure purpose, relationships between the parts [explicit implicit], and evaluation of the argument).

Evaluating inductive reasoning in terms of strength

B4 Math/
Quantitative
Reasoning

1. demonstrate a proficient and fluent ability to reason quantitatively;
2. demonstrate a general understanding of how practitioners and scholars

- (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/Descen

<p>UD-B Upper-division Science Inquiry and Quantitative Reasoning</p>	<ol style="list-style-type: none"> 1. demonstrate advanced and/or focused scientific 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.
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<p>UD-C Upper-division Arts or Humanities (Revised for courses starting in Fall 2025)</p>	<p>warming) and technologies (e.g., cloning), where appropriate.</p> <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
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UD-D Upper-division Social Sciences

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

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US-2 U.S.
Constitution

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 the

APPENDIX 11. GEOC COURSE REVISIONS TYPES AND ACTIONS

In concordance with Academic Affairs/Curriculum Management and 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 information 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:

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

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

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

