

## GT Pathways & LAC Learning Outcomes: Geography

Note that competencies are general statements of knowledge, skills, and attitudes. They are not required on the syllabus.

Geography	
<p>o GT-SS2: Geography</p> <p>Competencies: GT-SS2 requires the following competencies and SLOs:</p> <ul style="list-style-type: none"> <li>• <a href="#">Critical Thinking</a>: 1a, 2a-c, 5a-b</li> <li>• <a href="#">Diversity &amp; Global Learning</a>: 1a, 2a, 3a</li> </ul> <p>Content Criteria: <a href="#">Geography</a></p> <p>LAC attribute: Geography (LAB2)</p>	<p><b>LAC Geography Learning Outcomes + GTP Competencies &amp; SLOs</b></p> <p><b>Critical Thinking:</b> Competency in critical thinking addresses a student’s ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.</p> <p><b>Student Learning Outcomes (SLOs)</b> <i>Students should be able to:</i></p> <ol style="list-style-type: none"> <li>1. Explain an Issue               <ol style="list-style-type: none"> <li>a. Use information to describe a problem or issue and/or articulate a question related to the topic.</li> </ol> </li> <li>2. Utilize Context               <ol style="list-style-type: none"> <li>a. Evaluate the relevance of context when presenting a position.</li> <li>b. Identify assumptions.</li> <li>c. Analyze one’s own and others’ assumptions.</li> </ol> </li> <li>5. Understand Implications and Make Conclusions               <ol style="list-style-type: none"> <li>a. Establish a conclusion that is tied to the range of information presented.</li> <li>b. Reflect on implications and consequences of stated conclusion.</li> </ol> </li> </ol> <p style="text-align: right;"><b>ers to both local and global communities.</b></p> <p style="text-align: right;"><b>Student Learning Outcomes (SLOs)</b> <i>Students should be able to:</i></p> <ol style="list-style-type: none"> <li>1. Build Self-Awareness               <ol style="list-style-type: none"> <li>a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.</li> </ol> </li> <li>2. Examine Perspectives               <ol style="list-style-type: none"> <li>a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.</li> </ol> </li> <li>3. Address Diversity               <ol style="list-style-type: none"> <li>a. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.</li> </ol> </li> </ol>

	<p><b>Content Criteria for Geography (GT-SS2):</b></p>
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Students should be able to:

- a. Demonstrate understanding of how multiple factors and processes contribute to the nature of landscapes, identities, and regions.
- b. Apply social science tools and perspectives to analyze and interpret issues.