







## KEY POLICIES

- GEOC recertification reviews will occur according to the schedule regardless of when the course was originally certified
- 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 APS step in Curriculog by October 15<sup>th</sup>.



# 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.

# 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 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.



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

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. 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. The chair/liaison can address any questions or concerns. The department is invited to attend an upcoming GEOC meeting.
2. The GEOC Subcommittee will review the 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	
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	<p>construct arguments both to support and refute claims; and</p> <p>4. develop the ability to reason inductively and deductively.</p>	<p>logic, syllogistic logic) and/or informal systems (e.g., mathematical reasoning, argument by definition).</p> <p>c) Inductive Reasoning: arguments intended to reason without necessity or certainty and the evaluation of them in terms of strength and cogency. This includes reasoning such as causal analyses, arguments from analogy, generalizations, appeals to authority, predictions, and/or abductive reasoning.</p> <p>d) Language: 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>e) Fallacies: common errors in reasoning both informal (e.g., ad hominem, slippery slope, bias, strawman, equivocation, no true Scotsman, false cause) and formal (e.g., affirming a disjunction, denying the antecedent).</p>
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B4 Math/  
Quantitative  
Reasoning

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

	<ol style="list-style-type: none"> <li>3. apply accepted standards related to safety and ethics associated with conducting and communicating scientific inquiry, while completing laboratory activities.</li> </ol>	
C1 Arts	<ol style="list-style-type: none"> <li>1. demonstrate an appreciation of the arts using their intellect, imagination, sensibility, and sensitivity;</li> <li>2. respond to aesthetic experiences in the arts and develop an understanding of the integrity of both emotional and intellectual responses; and</li> <li>3. in their intellectual and subjective considerations, demonstrate an understanding of the relationship among the self, the creative arts, and culture.</li> </ol>	
C2 Humanities	<ol style="list-style-type: none"> <li>1. sh</li> </ol>	

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

	<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"> <li>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);</li> <li>2. apply advanced quantitative skills (such as statistics, algebraic solutions, interpretation of graphical data) to scientific problems and evaluate scientific claims;</li> <li>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</li> <li>4. apply science content knowledge to contemporary scientific issues (e.g., global</li> </ol>	<p>UD-B courses should include assignments that, where possible, allow for the assessment of the following:</p> <p>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.</p>

<p>UD-C Upper-division Arts or Humanities</p>	<p>warming) and technologies (e.g., cloning), where appropriate.</p> <ol style="list-style-type: none"> <li>1. demonstrate an understanding of and ability to apply the principles, methodologies, value systems, and thought processes employed in the arts and humanities;</li> <li>2. analyze cultural production as an expression of, or reflection upon, what it means to be human; and</li> <li>3. demonstrate how the perspectives of the arts and humanities are used by informed, engaged, and reflective citizens to benefit local and global communities.</li> </ol>	<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"> <li>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.</li> <li>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;</li> <li>c) Collaboration or teamwork with peers.</li> </ol>
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	<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.</p> <p>[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"> <li>1. use a disciplinary perspective to analyze issues of social justice and equity;</li> <li>2. describe the challenges to achieving social justice; and</li> <li>3. identify ways in which individuals and/or groups can contribute to social justice within local communities, nations, or the world.</li> </ol>
Sustainability Overlay	<ol style="list-style-type: none"> <li>1. identify the environmental, social, and economic dimensions of sustainability, either in general or in relation to a specific problem;</li> <li>2. analyze interactions between human activities and natural systems;</li> <li>3. describe key threats to environmental sustainability; and</li> <li>4. explain how individual and societal choices affect prospects for sustainability at the local, regional, and/or global levels.</li> </ol>
US-1 U.S. History	<ol style="list-style-type: none"> <li>1. explain the significance or interpretation of major historical events</li> </ol>





