

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	1.3, 1.6, 2.2, 2.3, 2.4, 3.4, 3.5, 4.0, 4.1, 4.4, 4.5, 5.1, 5.2, 5.6, 6.4, 6.5, 7.2, 7.5, 7.6, 8.2, 8.3, 8.4
2. Write clearly and coherently**	1.7, 1.2, 1.3, 1.6, 2.0, 2.3, 2.4, 3.5, 3.6, 4.5, 4.6, 5.3, 5.4, 6.1, 6.4, 7.1, 7.4, 7.6, 8.2, 8.3, 8.6, 8.7
3. Demonstrate literacy as appropriate within a given discipline**	Cultural – 4.5, 5.1, 5.2, 5.4, 5.5, 5.6, 6.0, 7.0 Environmental – 1.0, 2.0, 3.0, 4.1, 4.3, 5.3, 6.1, 8.0
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	1.6, 2.5, 3.5, 3.6, 4.6, 5.3, 7.7
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	1.6, 2.5, 3.3, 3.6, 4.0, 5.3, 5.5, 5.7, 6.1, 8.0
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	4.1, 4.3, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.0, 7.2, 7.7, 8.1
8. Speak and listen effectively.	

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one’s own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

g) Environmental literacy is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
3. Research Papers	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
4. Group projects	
5. Discussions (In class and online)	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
6. Multiple Choice tests	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
7. Presentations	
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
10. Take-home tests	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
11. Summaries, critiques, and analyses	
12. Reaction papers	
13. Surveys	
14. Performance	
15. Short answer tests	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
16. Classroom debates and colloquia	
17. Blogs, wikis, web pages	
18. Other (Please explain)	

Common Course Number:

UNITS

Unit 1 – The Earth and Its Atmosphere

General Outcome:

- 1.0 The students shall demonstrate understanding of important characteristics of the earth's surface and the surrounding atmosphere.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 1.1 Demonstrate understanding of the earth's grid system and other concepts fundamental to geography and geographical location.**
- 1.2 Explain via a written assignment the inclination of earth's axis and its effect on the solar radiation received by the earth.**
- 1.3 Analyze the concept and scientific principles of seasonality via mapping exercise.**
- 1.4 Categorize the composition and structure of the earth's atmosphere.**
- 1.5 Recount the concept of time zones and the International Dateline.**
- 1.6 Compare/contrast via a written assignment the different approaches and subfields of geography and the methods/skills used in geography.**
- 1.7 Demonstrate understanding of appropriate styles and quality of writing and citation of sources/references within the discipline of geography via term paper.**

Common Course Number:

Unit 2 – Weather and World Climates

General Outcome:

- 2.0 The students shall demonstrate understanding of the dynamics of atmosphere and the resulting weather and climate distribution via mapping exercise.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 2.1 Demonstrate understanding of atmospheric circulation and the factors that account for the latter.**
- 2.2 Appraise the characteristics of and relationship between atmospheric moisture and precipitation.**
- 2.3 Compare/contrast via mapping exercise weather disturbances such as cyclonic storms and air mass movement.**
- 2.4 Differentiate among major global climatic regions and the systems/circumstances that create these patterns via mapping exercise.**
- 2.5 Demonstrate understanding of theories related to global climate change and the potential impact of such change upon the earth.**

Common Course Number:

Unit 3 - Landforms

General Outcome:

- 3.0 The students shall demonstrate understanding of the significant types of landform features on earth and the processes through which they are initially created and altered over time.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 3.1 Distinguish between the key physical features of the earth and the natural processes that give the earth detailed form.**
- 3.2 Compare/contrast geomorphological processes such as volcanism and diastrophism.**
- 3.3 Differentiate between coastal landforms, aeolian landforms, riparian/fluvial landforms, glacial landforms, and the processes through which each are formed.**
- 3.4 Compare/contrast the origins and characteristics of depositional versus erosional landforms.**
- 3.5 Appraise major theories related to geomorphology such as uniformitarianism and catastrophism.**
- 3.6 Discuss processes of orogenesis and how terrain impacts human activities.**

Common Course Number:

Unit 4 – World Resources and International Trade

General Outcome:

- 4.0 The students shall demonstrate understanding of the world resource base and to recognize the basis of international trade and economic development.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 4.1 Compare/contrast the geographical distribution of the world's resources.**
- 4.2 Illustrate examples of extractive industries.**
- 4.3 Discuss the geographical location and exportation/importation of the world's energy supplies.**
- 4.4 Distinguish among the various sources of economic development and international trade.**
- 4.5 Differentiate among different levels of industrial development and manufacturing.**
- 4.6 Formulate an explanation of international economic blocs, their purpose, and how they function.**

Common Course Number:

Unit 5 - Population

General Outcome:

- 5.0 The students shall demonstrate understanding of the population totals and growth rates of the earth and its major regions and the reasons for demographic trends.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 5.1 Differentiate among patterns of world population distribution.**
- 5.2 Demonstrate understanding of key vocabulary and concepts related to the study of population such as: crude birth/death rate, demographic transition, negative growth, and biotic potential.**
- 5.3 Explain the stress on resources and food supplies caused by population growth and potential solutions.**
- 5.4 Discuss migration movements and policies.**
- 5.5 Compare the processes that affect population growth rates.**
- 5.6 Compare/contrast population pyramid profiles.**
- 5.7 Demonstrate understanding of the characteristics and geographical variations in the world's ecumene.**

Common Course Number:

Unit 6 – Cultural Geography

General Outcome:

- 6.0 The students shall demonstrate understanding of the richness of the cultural diversity and behavioral patterns of the world's people.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 6.1 Discuss the interaction of mankind and environment.**
- 6.2 Compare/contrast invention, cultural innovation and change and address each as related to diffusion and acculturation.**
- 6.3 Demonstrate understanding of cultural diversity and the components of cultural subsystems.**
- 6.4 Appraise language and religion as symbols of cultural identity.**
- 6.5 Demonstrate understanding of key concepts related to the study of culture such as ethnicity, assimilation, and ethnocentrism.**

Common Course Number:

Unit 7 – Urban Geography

General Outcome:

7.0 The students shall demonstrate understanding of the function and organization of urban development.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 7.1 Discuss the historical development of cities.**
- 7.2 Demonstrate understanding of key terms and concepts such as central place theory, gentrification, CBD, and nodal systems.**
- 7.3 Illustrate examples of site and situation in locational analysis.**
- 7.4 Explain urban function and specialization.**
- 7.5 Assess transportation as an element of urban design and functioning.**
- 7.6 Compare/contrast models of city structure.**
- 7.7 Discuss changing patterns of urban growth and some of the problems (and potential solutions) related to urbanization.**

Common Course Number:

Unit 8 – The Environmental Challenge

General Outcome:

8.0 The students shall demonstrate understanding of the stresses and hazards that man contributes to the environment and potential solutions to many environmental challenges.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 8.1 Categorize the principle sources of environmental degradation.**
- 8.2 Discuss examples of the various types of pollutants and their common sources.**
- 8.3 Explain key considerations related to the production, storage and disposal of hazardous wastes.**
- 8.4 Demonstrate understanding of radiation and nuclear power.**
- 8.5 Illustrate examples of the potential problems/dangers of pesticides and other agricultural chemicals.**
- 8.6 Discuss issues related to food additives and their possible effects upon our health.**
- 8.7 Compare/contrast examples of endangered species and the circumstances faced by each.**