

GEOG 101 Environment and Society -CrsRvs-2019-07-08

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Introduction to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title*

Second Step: Click "SAVE" on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word DRAFT is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS**" (*not EDIT*) and start completing the template. When exiting or when done, click "**SAVE**" (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	John Benhart	Proposer Email*	jbenhart@iup.edu
Contact Person*	John Benhart	Contact Email*	jbenhart@iup.edu
Proposing Department/Unit*	Geography & Regional Planning	Contact Phone*	7243577652

Course Level*	undergraduate-level
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Course Revisions	
(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A:	Category B:
course_title_change	course_revision liberal-studies <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below) - Please check the APPROVED DE Course List - ON DOCUMENTS PAGE before completing this section</i> <i>If already approved - you DO NOT need to do a DE proposal</i>

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised/deleted:* <i>Please be specific - this should be have more detail than the Summary for the Senate.</i>	We are changing the course name to better articulate the content of this course to students. Student learning outcomes are being mapped to the EUSLOS and assessments are included.

(B) University Senate Summary of Rationale*	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>We are changing the course name to better articulate the content of this course to students. Student learning outcomes are being mapped to the EUSLOS and assessments are included.</p>
(C) Implications of the change on the program, other programs and the Students:*	There are no changes to the program.

Current Course Information*	
Category A	
(D) Current Prefix*	GEOG
Proposed Prefix	GEOG
(E) Current Number*	101
Proposed Number	101
(F) Current Course Title*	Geography of Human Environment Interaction
Proposed Course Title	Environment and Society
(G) Prerequisite(s)	None
Proposed Prerequisite(s)	None
(H) Current Catalog Description	The physical environment is modified by human activities, largely as a consequence of the ways in which societies value and use earth's natural resources, but human activities and distributions are, in turn, influenced by earth's physical features and processes. These themes are addressed by examining the geography of environmental impacts such as tropical deforestation, global climate change, energy development, urban growth, and agricultural land use. Also considered are natural hazards such as hurricanes, earthquakes, volcanic eruptions, and flooding.
Proposed Catalog Description	
<i>If changing Category A, no further action required.</i>	
Category B (if no change, leave blank)	

<p>(I) Repeatable Course</p> <p>This is for a course that can be repeated</p> <p>Multiple times e. g. Internship</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>															
<p>Proposed Repeatable Course</p>	<p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>															
<p>(J) Number of Credits</p>	<p>Class Hours per week:3</p> <p>Lab Hours:</p> <p>Credits:3</p>															
<p>Proposed Number of Credits</p>	<p>Class Hours:Lab Hours:Credits:</p>															
<p>(K) Current Course Student Learning Outcomes (SLOs)</p>	<p>Define the geographer's perspective by exploring the interactions between human activities and physical systems.</p> <p>Describe the physical processes that shape the patterns on Earth's surface.</p> <p>Understand how the use and development of natural resources directly affects them.</p> <p>Use maps and other geographic representations and tools to acquire, process, analyze, and report information from a geographic perspective.</p>															
<p>(L) Proposed Course Student Learning Outcomes (SLOs)</p> <p>For each outcome, describe how the outcome will be achieved</p>	<p>Note that the text box in the table expands</p> <table border="1" data-bbox="233 1283 1484 1703"> <thead> <tr> <th data-bbox="233 1283 326 1360">SLO #</th> <th data-bbox="331 1283 1268 1360">Outcome</th> <th data-bbox="1273 1283 1484 1360">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="233 1367 326 1476">1</td> <td data-bbox="331 1367 1268 1476">Define the geographer's perspective by exploring the interactions between human activities and physical systems.</td> <td data-bbox="1273 1367 1484 1476">In-class assignments</td> </tr> <tr> <td data-bbox="233 1482 326 1570">2</td> <td data-bbox="331 1482 1268 1570">Describe the physical processes that shape the patterns on Earth's surface.</td> <td data-bbox="1273 1482 1484 1570">In-class assignments, exams</td> </tr> <tr> <td data-bbox="233 1577 326 1633">3</td> <td data-bbox="331 1577 1268 1633">Understand how the use and development of natural resources directly affects them.</td> <td data-bbox="1273 1577 1484 1633">In-class assignments, exams</td> </tr> <tr> <td data-bbox="233 1640 326 1703">4</td> <td data-bbox="331 1640 1268 1703">Use maps and other geographic representations and tools to acquire, process, analyze, and report information from a geographic perspective.</td> <td data-bbox="1273 1640 1484 1703">In-class assignments</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Define the geographer's perspective by exploring the interactions between human activities and physical systems.	In-class assignments	2	Describe the physical processes that shape the patterns on Earth's surface.	In-class assignments, exams	3	Understand how the use and development of natural resources directly affects them.	In-class assignments, exams	4	Use maps and other geographic representations and tools to acquire, process, analyze, and report information from a geographic perspective.	In-class assignments
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**(M)
Previous
Brief
Course
Outline**

*(It is
acceptable to
copy
from
old
syllabus)*

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.

1. Introduction to Geographic Concepts and Representation
 - a. Nature of Geography as a Discipline
 - b. Describing Physical and Human Patterns Across Space
 - c. Design Choices in Presenting Spatial Information on Maps
2. Physiography
 - a. Earth Processes
 - b. Tectonic, Erosional, and Depositional Landforms
 - c. Human Responses to Natural Hazards
3. Water, Atmosphere, and Climate
 - a. Earth-Sun Relationships
 - b. The Hydrologic Cycle
 - c. Local and Regional Patterns of Precipitation
 - d. Climate Change
4. Use and Management of Water Resources
 - a. Regional Disparities
 - b. Development and Conservation
5. Patterns of Population and Urbanization
 - a. Population Measures
 - b. Demographic Transition
 - c. The Spatial Organization of Cities
 - d. Implications of Sprawl Development
6. Agriculture
 - a. Agricultural Systems
7. Natural Resources and Rural Communities
 - a. Functions and Distribution of Forest Resources
 - b. Public Lands Management
 - c. Forestry Practices
 - d. Distribution of Mineral Resources and Extractive Approaches
 - e. Socioeconomic Impacts of Resource Booms
 - f. Recreational Development
8. Energy
 - a. Spatial and Temporal Patterns of Renewable and Nonrenewable Energy
 - b. Evolving Approaches to Fossil Fuel Development
 - c. Air Quality Impacts of Fossil Fuels
 - d. Issues in Nuclear Energy and Waste Disposal
 - e. Social and Environmental Impacts of Hydroelectric Dams
 - f. Strengths and Weaknesses of Wind and Solar Energy

<p>(N) Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus.</i></p> <p><i>It is not necessary to include specific readings, calendar or assignments)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
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Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course has previously been approved for Distance Education
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	

<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	
<p>How will student achievement be evaluated?</p>	
<p>How will academic honesty for tests and assignments be addressed?</p>	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p> <p>liberal-studies</p>
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Liberal Studies Course Designations (Check all that apply)									
Learning Skills:									
Knowledge Area:	social_science								
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>								
Expected Undergraduate Student	<i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i> <i>See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i>								
Learning Outcomes (EUSLOs)	<table border="1"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td>2</td> </tr> <tr> <td> <ul style="list-style-type: none"> The aesthetic facets of human experience </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives </td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 	2	<ul style="list-style-type: none"> The aesthetic facets of human experience 		<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 	
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<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 									
Map the Course Outcome to the EUSLO's									

<ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures 	
<ul style="list-style-type: none"> the interrelationships within and across cultures & global communities 	
<ul style="list-style-type: none"> the interrelationships within and across disciplines 	
Empowered Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> effective oral and written communication abilities 	
<ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies 	
<ul style="list-style-type: none"> problem solving skills using a variety of methods and tools 	4
<ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 	
<ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action 	
<ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups 	
<ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation 	1
<ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas 	
Responsible Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> intellectual honesty 	
<ul style="list-style-type: none"> concern for social justice 	
<ul style="list-style-type: none"> civic engagement 	
<ul style="list-style-type: none"> an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	3
<ul style="list-style-type: none"> an understanding of themselves and a respect for the identities, histories and cultures of others 	

<p>How will each outcome be measured</p> <p>(note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal</p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	Course SLO #	Assessment Tool to be used to measure the outcome
	1	In-class assignments
	2	In-class assignments, exams
	3	In-class assignments, exams
4	In-class assignments	

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.


Please answer the following questions.

<p>Liberal Studies courses must include</p> <p>the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	<p>Minority issues are discussed throughout this course. For example, tropical deforestation in Brazil's Amazon rain forest impacts the lives of native Americans ("Ameridians") as well as poor in-migrants from heavy populated coastal cities such as Sao Paulo. Similarly, Hurricane Katrina had its most devastating impact on the African American population living in the low-lying areas of New Orleans. The spatial variation in population growth and distribution among the cultural and ethnic groups of the world is also considered. Today, the fastest population growth in the world is occurring in Africa raising serious concerns about the future quality of life in areas of that</p>
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<p>Liberal Studies courses require the</p> <p>reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	<p>This course includes a required second book. Recent examples include <i>Isaac's Storm</i> by Erik Larson, <i>The Control of Nature</i> by John McPhee, and <i>The Wave</i> by Susan A written essay is required to assess student understanding of the book content.</p>
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Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section,</p> <p>Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>