

Application Form for Proposed Courses

Revised General Education Program Curriculum

Approvals and Statements:

Department Head: [Plymate, Thomas G](#)

Approval Status: Approved

Statement: • The course coordinator, Dr. Mario Daoust, has clearly indicated in the proposed syllabus that this course will address General Education General Goal #11 and Student Learning Outcomes #1, 3, and 5 associated with that goal. • A copy of the last CGEIP review of GRY 142 is attached. • Dr. Daoust has clearly indicated that Student Learning Outcomes #1, 3, and 5 of General Education General Goal #11 will be assessed using a pre-test/post-test instrument as well as a standardized survey. • GRY 142 is currently being offered on a regular basis in support of the current General Education program. The same staffing resources will be available to offer this course with the frequency indicated in support of the revised General Education program. • This course will be offered in a traditional format, with a single lecture section and multiple lab sections each semester. At least one of the lab sections each semester will be offered in the evening.

Date: 2012-12-10 15:19:24.0

Dean: [Jahnke, Tamera S](#)

Approval Status: Approved

Statement:

Date: 2012-12-12 16:01:32.0

CGEIP Chair: [Smith, Joshua J](#)

Approval Status: Approved

Date: 2013-01-28 15:59:10.0

Course Information:

Submitting User: [Daoust, Mario](#)

Submitting Date: 2012-11-29 20:08:45.0

Department Code: GRY

Course Number: 142

Course Title: Introduction to Physical Geography

Credit Hours: 4

Prerequisites: None

Course Revision Dept and Code: GRY 142

Course Revision Title: Introduction to Physical Geography

Course Revision Attachments: [Enrollment Data--GRY 1421354241324810.pdf](#)
[Assessment Report 2011--GRY 1421354241324873.pdf](#)
[CGEIP Evaluation 2011--GRY 1421354241325249.pdf](#)

Lab Credit Hours: 1

Lab Hours: 2

Lab Type: Linked

How the course aligns with the GLG's: General Learning Goals - Knowledge of the Natural World GRY 142 introduces students to the physical realms of the Earth: atmosphere, hydrosphere, lithosphere and biosphere. This course examines the complex interconnectedness between each physical component, and the physical laws governing Earth's global geosystems. Contents include: energy-atmosphere system, global temperatures, atmospheric moisture and cloud development, synoptic weather and global climate systems, water resources, fluvial systems, tectonics, earthquakes and volcanism, weathering and mass movements, soils, environmental systems and biomes. GRY 142 introduces students to the cyclical nature of geosystems, their interpretation, and to disagreements amongst scientists regarding how future environmental changes might progress. This course allows students to learn relevant quantitative methods used by physical geographers to explore and model the phenomena they observe (e.g., climograph, soil water budget, etc...) and expose them to other useful tools used by physical geographers (air photo interpretation, topographic maps, GIS, etc...). To this end, labs provide skills needed to develop a well informed, open-minded critical approach on matters relevant to physical geography. This course also informs students about changes that have affected planet Earth through time and examines contemporary environmental problems. Specific issues such as global warming, deforestation, and sea-level rise are analyzed, and consequences on Earth's physical realms (including human communities) are discussed. In the context of natural disasters, GRY 142 explores several major topics (earthquake, volcanism, drought, tsunami, hurricane landfall, climatic anomalies, etc...), and their impacts on human communities and the environment are examined.

Syllabus Attachment: [GRY142 Course Syllabus Revised Fall20131354241325276.docx](#)

Curricular Area, General Learning Goals, and Specific Learning Outcomes:

Course Area: Breadth of Knowledge

Course Type: Knowledge of the Natural World - Physical Sciences

General Goal (11): Students will understand and actively explore fundamental principles in physical sciences and methods of developing and testing hypotheses used in the analysis of the physical universe.

- **SLO11.1 - Demonstrate knowledge of the physical universe and planet earth, including its origin and physical processes.**

Tool(s) used to assess this specific learning outcome:

- Pre-test/post-test(internally developed)
- Standardized survey

Assessment data instructors will track and report:

- Percent of items correct
- Other: Likert-scale responses to survey questions

- **SLO11.3 - Develop knowledge and principles of the physical world through hypothesis testing and gain the ability to draw defensible conclusions regarding the physical world.**

Tool(s) used to assess this specific learning outcome:

- Pre-test/post-test(internally developed)
- Standardized survey

Assessment data instructors will track and report:

- Percent of items correct
- Other: Likert-scale responses to survey questions

- **SLO11.5 - Understand the ways the environment impacts humanity and how human actions affect the environment.**

Tool(s) used to assess this specific learning outcome:

- Pre-test/post-test(internally developed)
- Standardized survey

Assessment data instructors will track and report:

- Percent of items correct
- Other: Likert-scale responses to survey questions

Enrollment:

	Fall	Spring	Summer	Intersessions
Number of Sections:	6	6	0	0
Enrollment Per Section:	24	24	0	0

Total Annual Enrollment: 288

Other Considerations:

Modalities

- Traditional
- Lab
- Evening

High Impact Education Experiences

- Discussions
- Other
Laboratory exercises

Instruction:

Instructor type(s): Lecture: Dr. Mario Daoust (full-time faculty) Lab sections: GTA's in the M.S. Geospatial Sciences program

Instructor Qualifying Criteria: Lecture Instructor: Tenure-track Ph.D. faculty (Mario Daoust) Lab instructors: B.S. in hand; M.S. in progress

Instructional methods that support student success: - Textbook for the course: Geosystems 8th edition by Robert Christopherson - Mastering Geography – online resources to help students (from the Publisher Pearson Prentice Hall) – includes animations, videos, quizzes, case studies, web links. - Review of Material prior tests (mock exam) - Specific hand-outs to support textbook material

Assessment:

Primary individual(s) that will review and analyze the assessment data across sections:

- Course coordinator

How results will be shared with those that teach the course:

- Oral report
- Written Report

When results will be shared with those that teach the course:

- Each semester

Coordinator: [Daoust, Mario](#)

Completed GEA Training: No

Comments

Smith, Joshua J CGEIP Chair 2013-01-28 15:59:10.0 GRY 142 clearly lays out the General Education Goal #11 and the specific learning outcomes (SLOs) #1, 3, and 5 in the syllabus and they are clearly linked to the class goals too. ONLY MINOR CHANGE: The syllabus says CGEIP goals and it should be General Education Goals (fix before using the syllabus). The assessment tools are clearly demonstrated in the syllabus and the models for promoting student success are listed in the application. This course serves as a great example of the integration of general education goals and course objectives and model application.

Altena, Thomas S CGEIP Chair 2013-01-14 11:39:18.0 Purpose: Purpose of GRY142 is to introduce basic scientific understanding of weather phenomena and the influential factors that create atmospheric change. Furthermore, this course integrates earth science, biology, mathematics as foundations for understanding atmospheric changes. GRY142 is similar to GRY135 but has laboratory component. SLO's: Under the heading of GLG 11, application and syllabus indicates well-articulated application and assessment of SLO's. SLO's have specific topics listed in the syllabus as to how these topics meet the criteria of each individual SLO. Similar to GRY135, GRY142 answered SLO's thoroughly and should serve as an example to other applicants. Evaluation: Student evaluation occurs with three exams and assignments associated with labs. SLO's Evaluation: SLO assessment occurs with a pre-post-test evaluation of students and an assessment survey occurring first and final week of the semester. Syllabus indicates a student Incentive to for performing well in these assessments. Furthermore, SLO's are assessed with surveys, pre-and post-test Previous CGEIP Evaluation: Most recent evaluation was 2011 and received excellent rating of a "1" with supporting comments from CGEIP reviewers. Course has been created with excellent structure, evaluation, and the syllabus is thoroughly informative concerning the class. GEA Training: NO

Piccolo, Diana L CGEIP Chair 2013-01-08 12:59:33.0 GRY 142 course goals are in alignment with the specified Gen Ed requirements and the syllabus articulates this alignment. The assessment tools

(essay and self-report) are listed in the syllabus and on-line application but examples of these tools were not found. It is recommended that the course coordinator complete the General Education Assessment Training and explain how they will manage the GGs and SLO's assessment each semester.