

(2)

# Approval Form

Proposal Title: MINOR IN GEOGRAPHY # 200

Sponsor(s) DICK SCOTT & ALL GEOGRAPHY FACULTY Dept.: GEOGRAPHY & ANTHRO Ext. 7311

**Check one:**  Course  Specialization  Concentration  Minor  Achievement Certificate  
 Certification Program  Major Program  Minor Change (please name deletion or credit/title/catalog change)

Undergraduate  Graduate \_\_\_\_\_ Credit Hours

<p><b>Step 1 (Department)</b></p> <p><input checked="" type="checkbox"/> Approved <u>10-8-93</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>Chandra Stankovic</u> Dept. CC Chairperson</p> <p><input type="checkbox"/> Reviewed <u>10-14-93</u> Date</p> <p><u>Richard A. ...</u> Dept. Chairperson</p>	<p><b>Step 2 (Receipt)</b></p> <p><input type="checkbox"/> SCC# _____</p> <p>Proposal Received _____ Date</p> <p><u>[Signature]</u> SCC Chairperson</p>	<p><b>Step 3 (School CC)</b></p> <p>Reviewed <u>11/4/93</u></p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p><b>Comments:</b></p> <p><u>[Signature]</u> School Curr Comm Chairperson</p>
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**Step 4 (Academic Dean) Comments:**

Recommend  
 Not Recommend  
 Conditionally Recommend (see comments)

Reviewed \_\_\_\_\_ Date

[Signature]  
Signature, Dean of School

**Step 5 (SCC)**

Open Hearing 11/15/93  Approved by Senate Curriculum Committee 11/15/93  
Date Date

Returned to sponsor(s) for the following reasons:  
Minor change in title for course - added upper level courses  
Minor change in degree requirements - added upper level courses

**Step 6 (Senate)**

Presented to Senate 11/15/93  Approved  Not Approved  
Date

Notification to Executive Vice-President/Provost 11/15/93  
Date

[Signature]  
Signature, SCC Chairperson

**Step 7 (Executive V.P./Provost)**

Received 2/11/94  
Date

Approved  Yes  No

If no, reasons are as follows:

13015 4/13/94  
13015 4/20/94

Student credit hours \_\_\_\_\_

Faculty load hours \_\_\_\_\_

Equalized credit hours \_\_\_\_\_

Official copy and approval sheet filed \_\_\_\_\_  
Date

Ernest L. Copeland  
Signature, Executive Vice-President/Provost

**Registrar**

Approved course description received 22 Aug 94  
Date

Hegis Taxonomy and Course Number assigned MINOR 10206

B. J. Kelsey  
Signature, Registrar

22 Aug 94  
Date

**Notification forwarded:**

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)

## Proposal for a Minor in Geography

### 1. Abstract of Proposal:

The title of this program, sponsored by all members of the geography faculty, is "Geography Minor Program." The need for the program is evident to us for several reasons. First, in recent years there has been a resurgence in interest in the field of geography. Students frequently come to our offices telling us that they wish to minor in geography. They seem to be assuming that for every major program, there must exist a corresponding minor. Although this may be true at some institutions, this is, of course, not the case at Rowan. Many of these students are interested in a more in-depth education in regional and systematic geography as a means of complementing the work they are doing in their major. For instance, history and political science majors frequently approach us concerning a minor in geography. Second, there are new technical areas (especially geographical information systems and remote sensing of the environment) within our field that are undergoing astounding growth. These areas are of very great interest to professional geographers, but they also represent applied areas of great interest to those whose specialty lies outside academic geography. Students majoring in life sciences, computer science, and business can benefit from education and training in these flourishing areas within our discipline. Third, looking to the future, we believe that there will be an increased demand for geographic training among students who wish to become elementary or secondary school teachers.

This program will be housed in, and administered by, the Department of Geography and Anthropology, within the School of Liberal Arts and Sciences. The curriculum will include several distinct tracks, each designed to appeal to different interests and needs. Each track will comprise a carefully designed set of general education and major courses. The courses comprising each track will consist of a *core* required of all students pursuing the track and of *restricted electives* selected by the student in consultation with his or her advisor. Implementation of the minor and concurrent revisions of the geography major program will require the implementation of several new courses that will become a part of both the major and the minor. We completed drafts of all curricular revisions required for the minor during the spring of 1993. The resources currently existing within the department are adequate to enable implementation of the minor.

## 2. Details:

- a. Title of the Proposal: Minor in Geography
- b. Sponsors: The geography faculty of the Department of Geography and Anthropology: Richard Scott, Chair, Edward Behm, Advisor, Wade Currier, Jerry Lint, Charles Stansfield, and Chet Zimolzak.
- c. Scope or size of the program: The minor will consist of 18 s.h. drawn from one of three tracks: 1. general geography; 2. regional geography; and 3. geographic techniques. Although we have no sure way of estimating the number of students that will enroll in the minor, we estimate that, after a period during which we establish the program through advertising and word of mouth, the number of students enrolled will be in the range of twenty-five to thirty-five per semester.
- d. Relationship to curriculum: Each track of the minor has a core set of required general education geography courses. In addition, students in each track will select upper level geography courses appropriate to the orientation of the track. For instance, those pursuing the regional geography track will select upper level regional geography courses to fill out the minor program, whereas those following the techniques track will select upper level courses from the existing geographic techniques courses taught by the department.
- e. Eligibility: The minor program is open to all interested students. We would expect, however, that each of the tracks would tend to attract students from a different set of majors.
- f. Suggested time and scale of implementation: We plan to begin accepting students into the minor program during the 1994 Fall Semester. Between now and then we will develop advertising and advising materials for each of the tracks.
- g. Resource requirements ( equipment, library, staff, space, etc.): The equipment, library materials, faculty, office, and classroom facilities currently serving the geography major program will be used to serve the minor program. Unless the minor program grows far beyond our current expectations, these resources will be adequate to support the needs of the minor. Currently some of our upper level courses have a modest amount of available room. Implementation of the minor should result in these classes having somewhat higher enrollment levels, which is a positive projected outcome of the program. Of course, if there are more students in these upper level courses, then there will be a proportionately higher consumption of consumable materials such as plotter pens, drafting pens, and plotter paper. Should enrollment grow to the point that increases in cost become a budget problem, then the department will institute a laboratory fee for the courses requiring additional materials.

**3. Rationale:** The mission of Rowan College requires an emphasis on both liberal education and career preparation. Through liberal education "... the College fosters student acquisition of knowledge and stresses the importance of ethical reasoning, critical thinking, and appreciation and knowledge of cultural diversity." <sup>1</sup> One way the College has implemented the goal of fostering appreciation and knowledge of cultural diversity is through the requirement that students to take global studies and multi-cultural courses while at the institution. The latest round of strategic planning mandated that the geography major program should "... continue to make effective use of technological developments within the geography major." <sup>2</sup>

We believe that the proposed minor will mesh with the cultural diversity goals expressed in the "Focused Mission Statement" and the technological directive expressed in the Strategic Planning Report. Geography is a discipline that in its very essence is both global in scope and multi-cultural in concerns. The minor program tracks that emphasize general geography and regional geography will require students to view problems globally and will force them to become familiar with a diversity of cultures. At the same time the technical track of the minor program reflects the strategic planning mandate that we "continue to make effective use of technical developments." Effective use of technical developments requires that those developments be made available to as many groups of potential users as possible. We can enhance our dissemination of these technical developments by creating a minor track designed to enable those not majoring in the program to appreciate and employ their benefits more fully.

Looking to the future, we see another important rationale for the proposed minor. In 1994 the National Assessment of Educational Progress [NAEP] program for assessment of geographic knowledge will be implemented for grades four, eight, and twelve.<sup>3</sup> This assessment program will measure students cognitive development with respect to a number of traditional and modern geographical concepts. In a more traditional vein, students will be assessed with respect to their locational knowledge. Here the concern is with answering questions about where things are located on the surface of the earth. The more modern vein will require students to answer questions concerning an understanding of location. The concern in this case is with answering questions like: 1. Why are things where they are?; 2. How did things get to be where they are?; and 3. What is the significance of observed locational patterns? In a more practical dimension, the NAEP will assess students ability to apply their knowledge and understanding in the solution of geographic problems.<sup>4</sup> We believe that one impact of the geography assessment will be to amplify further the need for solid geographic education in elementary and secondary schools. One consequence of this will be an increase in the number of students wishing to pursue geography as a coordinate major. At the same time we believe that students pursuing secondary certification in social studies may well be interested in completing the geography minor.

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<sup>1</sup> Focused Mission Statement as revised February 2, 1991.

<sup>2</sup> *Glassboro State College and the Future: Towards a Regional Institution of Excellence: The Glassboro State College Strategic Plan: July 1, 1992 - June 30,1997*, P. 126.

<sup>3</sup> *Geography Assessment Framework for the 1994 National Assessment of Educational Progress [pre-publication draft]*, NAEP Geography Consensus Project, Council of Chief State School Officers with the National Council for Geographic Education, National Assessment Governing Board, U.S. Department of Education.

<sup>4</sup> *Ibid.*, pp. 48-48.

#### 4. Essence of the Minor:

- a. Major goals of the program. To say that the world has shrunk to a "global village" or that we live in a "global economy" has become a well worn cliché. At the same time report after report on the geographical knowledge levels among school age and adult Americans drives home the reality of the appalling geographical ignorance of our population.<sup>5</sup> The education goals of the *America 2,000*<sup>6</sup> plan recognize this knowledge deficit by placing geographic education among a short list of subjects to be emphasized. Clearly, all clichés aside, geographic awareness is basic to living a fully informed and productive life. Thus the primary goal of the minor program is to provide significant geographic literacy to students in closely related fields such as history and political science, to enhance the geographic training of education majors who will serve on the front lines implementing the goals of the *America 2,000* plan, and to spread the knowledge of the rapidly growing technical areas of the field to a broader audience.
- b. Specific objectives of the program. Objectives common to all three program tracks are:
  1. Students will be able to provide an informed, comprehensive, and accurate definition of modern geography.
  2. Students will be able to list and discuss the major themes of geography including: Location, Place, Human/Environmental Interaction, Movement, and Region.
  3. Students will be able to demonstrate basic cartographic/graphic literacy. They will be able to describe each of the major types of map projection and specify appropriate and inappropriate uses of each type. Through successful completion of design projects they will demonstrate the ability to use the basic principles of cartographic communication and map symbolization. They will be able to explain the uses of maps in geographic inquiry. Additionally, they will demonstrate the ability to interpret topographical and thematic maps accurately.
  4. Objectives Specific to the General Geography Track.
    - a. Students will be able to provide a detailed definition of the region and the regional method as applied to regional analysis. Key concepts to be mastered include: region, uniform region, functional region, core, domain, periphery, single feature region, and multi feature region.

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<sup>5</sup> See for instance: Gallup Organization, *Geography: An International Gallup Survey* (Princeton, N.J.: The Gallup Organization, 1988).

<sup>6</sup> *America 2,000: An Educational Strategy*, United States Department of Education, 1991. Goal three requires that "American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography ..." page 3.

- b. Students will demonstrate in-depth knowledge of one area of systematic geography (e.g., economic, political, or transportation geography).
  - c. Students will demonstrate their mastery of either the regional or systematic approaches through a term paper written in conjunction with a geography course.
5. Objectives Specific to the Regional Geography Track.
- a. Students will be able to provide a detailed definition of the region and the regional method as applied to regional analysis. Key concepts to be mastered include: region, uniform region, functional region, core, domain, periphery, single feature region, and multi feature region.
  - b. Students will demonstrate in-depth knowledge of one of the traditional regional subdivisions (e.g., Africa south of the Sahara, Western Europe)
  - c. Students will demonstrate their mastery of the regional method through a term paper written in conjunction with a regional geography course.
6. Objectives Specific to the Geographic Techniques Track.
- a. Students will keep a portfolio of the work they produce in the techniques courses taken. This portfolio, which will be subjected to a faculty review of the work presented therein, will demonstrate the student's mastery of the specific techniques studied by the student (e.g., photo interpretation and GIS).
  - b. As a result of skills learned in techniques courses, students will demonstrate in-depth competency in the use of one geographic technique. This could include such things as applying map design principles to making a map with a computer mapping package, or use of a Geographical Information System to solve a locational problem.

c. Structure or Organization.

The minor program will consist of three tracks providing a variety of options to interested students. These tracks are: 1. general geography, 2. regional geography, and 3. geographic techniques. Each track will include a common core of courses taken by all students pursuing that track. The courses in the core are all lower level, general education courses. In addition to the core, students will complete a selection of upper level courses chosen in conjunction with her or his advisor. The set of courses from which students can select will

vary depending on the track. For instance, students following the geographic techniques track will select geographic techniques courses; whereas those following the general geography track will select at least one course from the regional and one course from the systematic course bank and then select any two additional courses.

**I. Geography Minor Program: General Geography Track <sup>7</sup>**

**A. Required Core Courses..... 6 s.h.**

- 2206.101 Physical Geography
- 2206.102 Cultural Geography

**B. Specialized Electives ..... 12 s.h.**

**1. Systematic Geography: Select at least one of the following: [all 3 s.h.]**

- 2206.110 Land Use [P]
- 2206.301 Economic Geography [P]
- 2206.303 Political Geography
- 2206.304 Population Geography
- 2206.305 Climatology
- 2206.313 Transportation [P]

**2. Regional Geography: Select at least one of the following: [all 3 s.h.]**

- 2206.111 World Regional
- 2206.201 United States and Canada
- 2206.202 Europe
- 2206.203 Asia
- 2206.204 Latin America
- 2206.205 Africa
- 2206.206 C.I.S. [former U.S.S.R.]
- 2206.207 Middle East
- 2206.323 New Jersey

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<sup>7</sup> In the following program outlines a [P] following a course title indicates that the course contains planning related material.

**II. Geography Minor Program: Regional Geography Track**

**A. Required Core Courses ..... 6 s.h.**

- 2206.101 Physical Geography
- 2206.111 World Regional

**B. Specialized Regional Electives .....12 s.h.**

- 2206.201 United States and Canada
- 2206.202 Europe
- 2206.203 Asia
- 2206.204 Latin America
- 2206.205 Africa
- 2206.206 C.I.S. [former U.S.S.R.]
- 2206.207 Middle East
- 2206.323 New Jersey

**III. Geography Minor Program: Geographic Techniques Track**

**A. Required Core Courses ..... 9 s.h.**

- 2206.101 Physical Geography
- 2206.102 Cultural Geography
- 2206.1xx Introduction to the Mapping Sciences

**B. Specialized Technical Electives .....9 s.h.**

- 2206.306 Cartography
- 2206.307 Directed Geographic Field Experiences
- 2206.308 Remote Sensing / Air Photo Interpretation [P]
- 2206.315 Field Studies [P]
- 2206.320 Computer Cartography [P]
- 2206.321 Advanced Cartography [P]
- 2206.350 Quantitative Methods in Geography [P]
- 2206.355 Metropolitan and Regional Planning [P]
- 2206.360 Introduction Geographic Information Systems [P]
- 2206.415 Advanced Geographic Information Systems

d. Administration. Chief responsibility for administering the program will lie with the Chair and Advising Coordinator of the department. All faculty will serve as advisors as required in areas of their specialization.