University System of Georgia

New Program Proposal

BA in GEOGRAPHY

Institution			Georgia College & State University		
Date			3 February 2009		
School/Division			School of Liberal Arts & Sciences		
Department			History, Geography, and Philosophy		
Name of Proposed Program			Bachelor of Arts in Geography		
Degree	B. A.	Major	Geography	CIP Code	45.0701
Starting Date			Fall 2009		

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1. Program Description and Objectives

The faculty of the Department of History, Geography, and Philosophy at Georgia College & State University respectfully request that the University System of Georgia approve this proposal for a B. A. Degree in Geography at our institution.

Program Description

Geography is the study of the spatial arrangement of our world, including the description and analysis of both human and natural patterns and the processes that shaped these patterns. Understanding spatial variation and distribution is critical to understanding our world, because everything we deal with on a daily basis exists in our physical space. Unfortunately, geographic education in our primary and secondary schools is lacking, and we have produced a generation of adults who are undereducated with regard to the peoples, places, and patterns of the modern world. This comes at a bad time, as the United States struggles to uphold its relevance and prestige in a rapidly changing world. We dearly need to improve the global awareness of our students, who will be the leaders of tomorrow.

A Bachelors of Arts degree in Geography exemplifies the high attainment of our institutional mission, which has as its guiding principle the preparation of graduates who possess "an inquisitive, analytical mind; respect for human diversity and individuality; a sense of civic and global responsibility; sound ethical principles; effective writing, speaking, and quantitative skills; and a healthy lifestyle."[1] A well-rounded education in the holistic pursuit of geography directly addresses 'respect for human diversity' and a sense of 'global responsibility.' A geographic education, which reveals and explains global patterns of humanity and the environment, clearly supports these and many other stated outcomes of the Georgia College & State University (GCSU) mission.

> 45.0701 Geography. A program that focuses on the systematic study of the spatial distribution and interrelationships of people, natural resources, plant and animal life. Includes instruction in historical and political geography, cultural geography, economic and physical geography, regional science, cartographic methods, remote sensing, spatial analysis, and applications to areas such as land-use planning, development studies, and analyses of specific countries, regions, and resources[2].

The institutional mission supports the creation of a geography degree without any changes at all. In fact, one of the core characteristics of our mission is "a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the university's scope of influence."[3] With graduates in geography, our university can internationalize its curriculum and expand its reach across the globe, achieving substantial public service that improves the quality of life of countless citizens, both inside and outside Georgia.

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[1] Georgia College & State University. Mission Statement. http://www.gcsu.edu/about/missionstatement.html.

[2] National Center for Educational Statistics, Classification of Instructional Programs. http://nces.ed.gov/pubs2002/cip2000/index.asp.

[3] Georgia College & State University. Mission Statement. http://www.gcsu.edu/about/missionstatement.html.

Georgia College's strategic plan supports a broad-based holistic education in geography, which can certainly play an important role in our efforts to offer an international curriculum that expands global awareness. As Georgia's Public Liberal Arts University, we recognize that an advanced knowledge of the world around us is critical for leadership in the 21st century. This proposal serves our institution's strategic directions, in particular the following goals[4].

- **Exemplary undergraduate learning experience**
  Global awareness is one of our university's four cornerstones. This degree will work together with our residential learning communities and international programs to provide every opportunity for students to engage with multi-cultural events and programs, including study abroad. The program is designed to help students 'learn beyond the classroom' by working with community leaders on actual local, regional, and global issues. Geography helps students expand their educational environment as it teaches global affairs and promotes study abroad and international enrichment.

- **Acclaimed academic programs/distinctive schools & departments**
  Geography fits well within the overall reputation of GCSU as the state's 'Public Liberal Arts College' because geography is a holistic discipline encouraging students to consider a wide variety of scientific, social, and artistic perspectives in the advancement of global knowledge.

- **Strong partner for a better community and state**
  Already the Department of History, Geography, and Philosophy (HG&P) at GCSU is deeply involved in advancing Middle Georgia agencies, organizations, and education systems. A degree program in Geography will allow more students to fulfill their Capstone experience by working on service learning projects that continue to benefit the local community.

  One of the strengths of the existing geography program is its promotion of problem-based learning, where students research creative solutions to local issues. In the past, students have created plans for recreational development, mapped public safety problem areas, examined educational funding distribution, and served specific needs for over a dozen local agencies and non-profit organizations. The GCSU Geographic Research Center has built several local and regional partnerships that benefit students through direct connection to the advancement of our community and state.[5]

- **Effective fiscal and operational performance**
  Operating within an existing department, this proposal actually advances the departmental and institutional goals at a minimum financial impact. There are very few additional resources required for the degree. In fact, the proposal increases the

[4] Georgia College & State University. Strategic Focusing Initiative. http://www.gcsu.edu/administration/sfi/default.html.

[5] GCSU Geographic Research Center. http://www.gcsu.edu/history/geography/research.htm.

efficiency of existing programs by reducing strain placed on the institution through increased enrollments.

This proposal supports the University System of Georgia (USG) Strategic Plan in its efforts to "ensure that the investment the citizens of Georgia have made in their system of higher education continues to serve the needs and transform the lives of future generations."[6]

1. **Renew excellence in undergraduate education to meet students' 21st century educational needs.**
   The world of the future will be closely connected across space. A sound foundation in geography will be essential to the success of tomorrow's leaders in business, health, science, and the arts.

2. **Create enrollment capacity to meet the needs of 100,000 additional students by 2020.**
   Already, the growth at our institution has placed strains on several departments. The creation of a new degree in geography will afford our department and institution to attract and serve dozens of incoming students without placing undue pressure on existing programs.

3. **Increase the System's participation in research and economic development to the benefit of a global Georgia. Enhance and encourage the creation of new knowledge and basic research across all disciplines.**
   A core feature of the degree proposal is to create a holistic view of current economic and environmental issues, with a strategy to help students build creative solutions to development concerns. Our graduates will have a strong understanding of how our world got to be where it is today, and they will possess a deep knowledge of working solutions to modern problems.

4. **Strengthen the USG's partnerships with the state's other education agencies.**
   We anticipate that many of our graduates will continue on to one of the three graduate programs in geography in the state (Georgia Southern, Georgia State, University of Georgia), or enter one of the several Masters in Teaching programs in the USG system. The degree proposal encourages internships, which can support a wide range of State agencies.

5. **Maintain affordability so that money is not a barrier to participation in the benefits of higher education.**
   Georgia College is an affordable institution, located in an underserved region. We will recruit students from rural Georgia who can take their training back to areas that are in need of additional development professionals.

6. **Increase efficiency, working as a system.**
   The proposal builds off the existing strengths of the institution, operating within an established department. In fact, there is a critical need within our institution for

[6] University System of Georgia. Strategic Plan. http://www.usg.edu/strategicplan/.

additional degree options to help reduce the heavy strain placed on other programs, such as the B. A. in History, from increased enrollment.

Objectives of the Program

The GCSU Department of History, Geography, and Philosophy is dedicated to providing students with "a working knowledge of past and place; an understanding of the connections of past and present; intellectual curiosity and enthusiasm for learning; an ability to conduct historical, geographical, and philosophical research, to examine and analyze material critically, and to communicate knowledge and ideas effectively; preparation for advanced study and professional careers in history or other occupations; and the capacity for lifelong learning and responsible participation as citizens of today's world."[7] A Geography degree supports this mission in countless ways, as evidenced by the proposed outcomes:

- Demonstrate Geographic Literacy
  - Extract and use geographical information including, but not limited to atlases, gazetteers, maps, and online sources.
  - Acquire and develop geospatial data and use those data to generate analytical maps, charts, and tables.
- Explain Geographic Processes
  - Develop and apply an understanding of geography at varying scales from global and regional to local, including the general and unique attributes of major countries and world regions.
  - Explain the major processes that shape the physical environment, and relate them to spatial patterns of weather, climate, landforms, and ecosystems.
  - Compare and contrast the major processes that influence spatial patterns of human population, culture, geopolitics, economics, and urbanization.
- Apply Geography to Solve Problems
  - Assess and appraise the interactions between humans and their physical environment.
  - Demonstrate the use of geographic knowledge and techniques to interpret causes and synthesize solutions to past, present, and future issues.
  - Engender an ethic of commitment to global civic responsibility and service.

These outcomes were written toward the standards approved by the National Council on Geographic Education, which are the widely-accepted national standards for geography.[8] Geography imparts knowledge of place, it instills intellectual curiosity, and it encourages lifelong learning for citizens of today's world.

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[7] Georgia College & State University Department of History, Geography, and Philosophy. Department Mission. http://www2.gcsu.edu/acad_affairs/coll_artsci/hist_geo/.

[8] National Council for Geographic Education. The Eighteen National Geography Standards. http://www.ncge.org/publications/tutorial/standards/.

Needs the Program Would Meet

The USG has an initiative to "prepare students for their futures as citizens and leaders in a global environment."[9] Because geography is an ideal discipline to facilitate learning about the 'rest of the world' and how past, present, and future leaders have and will shape that world, the creation of a B. A. in Geography at GCSU is critical to our mission to serve the needs of our community and state. Geography addresses the issues that will confront future leaders, from climate change and feeding a growing population to political struggles over scarce resources and a loss of cultural diversity.

Our students need exposure to geographic education at all levels (we currently have two courses in our Core Area E), but at the same time our advanced students have clearly indicated a desire to work toward a greater understanding of geographic principles. Over 35 students have pledged that they 'would have' become geography majors if only a degree was offered. Five of these students have left GCSU to attend another institution, specifically to obtain a degree in geography. We instruct over 140 students each term in our introductory classes, and our upper-level courses are consistently filled to the maximum, even though those classes rarely count toward any of our existing majors- they are taken as upper-level electives. The number of students declaring a Minor in Geography has tripled in the last five years, indicating that there is a definite need for a B.A. degree in Geography at GCSU.

Program Delivery

The B. A. in Geography degree will be offered by the HG&P department. It already offers B. A. degrees in History and Philosophy, so there will not be an unusual demand placed on the department. A Geography Program Coordinator will assist the Department Chair in functions required by the degree. The Department Secretary will also assist with tasks related to degree declarations, assignment of advisors, and monitoring of student progress.

Related Costs and Expectations

The B. A. in Geography degree will be housed in an existing department, which already serves two other degrees, so we do not anticipate increased expenses in administrative overhead. There are currently three full-time faculty devoted to geography in the department, and an additional two faculty outside the department. This number of faculty is sufficient to service the number of course offerings required for students to complete the degree in four years. While course lab fees generate revenue necessary for much of the field equipment needed for the physical geography courses, we anticipate some additional funding for Geographic Information Science (GISc) software. The funding for this software should be drawn from several sources across campus, including the HG&P department.

Degree Inscription

Bachelor of Arts in Geography.
CIP Code: 45.0701.

[9] University System of Georgia. Strategic Plan. http://www.usg.edu/regents/strategic/.

2. Justification and Need for the Program

The United States' position as a global superpower comes with enormous responsibilities to have our students actually know something about the world in which they live. Recent topics such as globalization, terrorism, and cultural exchange are all geographically based. According to the Homeland Security Department's Secure Borders and Open Doors Advisory Committee, "the United States simply cannot conduct effective diplomacy - public or otherwise - if our citizenry does not have an understanding of the people we are trying to influence."[10] The study of geography imparts a solid foundation in the physical systems of the planet (landforms, climate, plant distributions, soils) along with the structures of human societies built over the centuries (cities, networks, religion, language, politics, pollution).

We need a B. A. in Geography at Georgia College & State University so that we can hold true to our promise to educate the leaders of tomorrow. The State of Georgia needs this program so that our graduates can help us all prepare for the powerful global transitions that are already affecting so much of our economic, social, cultural, and environmental status. The students of GCSU need the degree so that they can be competitive in an increasingly global workforce, which requires advanced spatial technology and a rich understanding of foreign cultures and economic patterns.

Societal Need

During the 1960s, schools throughout the United States subsumed geography within the broader field of social sciences. Unfortunately, geography was largely dropped from the curriculum by legions of teachers who felt more comfortable teaching other social sciences. Since then, geographic literacy among Americans has declined drastically. Indeed, less than half of American youth can now locate New York on a map, while barely a third can find Iraq, despite media attention focusing on the conflict there. According to the National Geographic/Roper Public Affairs 2006 Geographic Literacy Study[11]:

- Only 37% of young Americans can find Iraq on a map-though U.S. troops have been there since 2003.
- 6 in 10 young Americans don't speak a foreign language fluently.
- 20% of young Americans think Sudan is in Asia. (It's the largest country in Africa.)
- 48% of young Americans believe the majority population in India is Muslim. (It's Hindu-by a landslide.)

Geographic education, however, involves much more than memorizing locations; it involves helping students understand how space affects all our lives. Geographers contribute to countless agencies, organizations, institutes, and schools dealing with international issues,

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[10] Homeland Security Secure Borders and Open Doors Advisory Committee. 2008. Secure Borders and Open Doors: Preserving our Welcome to the World in an Age of Terrorism. Online at http://www.tia.org/resources/PDFs/Gov_affairs/SBODAC_Report_01_14_08.pdf.

[11] The National Geographic Education Foundation. 2006. Final Report: National Geographic-Roper Public Affairs 2006 Geographic Literacy Study. http://www.nationalgeographic.com/roper2006/pdf/FINALReport2006GeogLitsurvey.pdf.

regional planning, environmental management, trade and tourism, cultural studies, and so much more. Heightened spatial awareness will pay immense dividends to students learning to make their way through an increasingly interconnected world. Efforts to reinstate geography in American schools began in earnest in the 1990s, but significant challenges remain. GCSU can help surmount those challenges by offering a B. A. degree program in geography while pursuing its aspiration to 'teach as if the world depended on it.' Our institution has "dedicated ourselves to the proposition that all minds should be free - to travel across disciplines, across cultures, even across continents. We won't be surprised if our students change the world."[12]

A geography program at GCSU would open additional pathways for graduates interested in pursuing a career as a teacher. Education, however, is but one career path open to geography graduates. Indeed, the US Department of Labor cited "geotechnology as one of the three most important emerging and evolving fields, along with nanotechology and biotechnology."[13] Government agencies at all levels need employees to perform a broad range of geospatial tasks. The federal government continues to recruit personnel for intelligence agencies, especially the newly reorganized National Geospatial-Intelligence Agency, as well as for the Environmental Protection Agency, Bureau of Land Management, Department of Energy, and a host of other government divisions. Likewise, state governments are hiring geographers to perform tasks such as managing natural resources, developing transportation networks, and evaluating fire-prevention strategies. Local governments draw on geographers to assist with everything from emergency response to zoning ordinances. The private sector offers even more opportunities. Cars, cameras, cell phones, and computers all increasingly use embedded geospatial technology, and the companies that make the devices and manage the networks need more employees trained in this field. GCSU students pursuing a degree in geography will therefore encounter a wide variety of employment opportunities upon graduation.

Additionally, geography is an excellent vehicle to further university goals of internationalizing the curriculum, expanding global awareness, and promoting study abroad. Geography, by its very nature, is a discipline that bridges the gap between social and natural sciences. Thus, it can complement existing programs throughout the university while helping students develop greater respect for the world and all its diversity.

Student Demand

Georgia College & State University was chartered in 1889, as the Georgia Normal & Industrial College, emphasizing teacher training and business skills for women. In 1922, the school became known as the Georgia State College for Women, specializing in educating primary and secondary school teachers. It wasn't until 1967 that the school became coeducational, at which time it changed its name to Georgia College at Milledgeville. Enrollment grew quickly after that point, surpassing 3,700 students by 1975. In 1996, the school got a new name, Georgia College & State University, and became Georgia's Public Liberal Arts College. We currently have almost 6,000 students and 300 faculty spread across four colleges representing 36 undergraduate degrees and 25 graduate programs.

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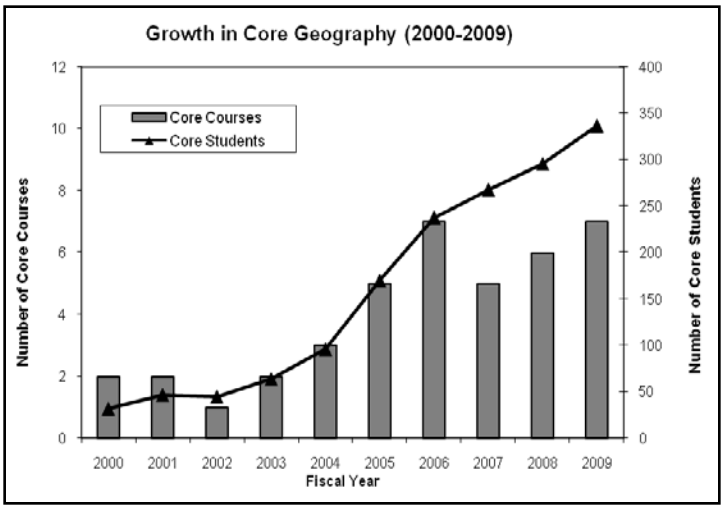
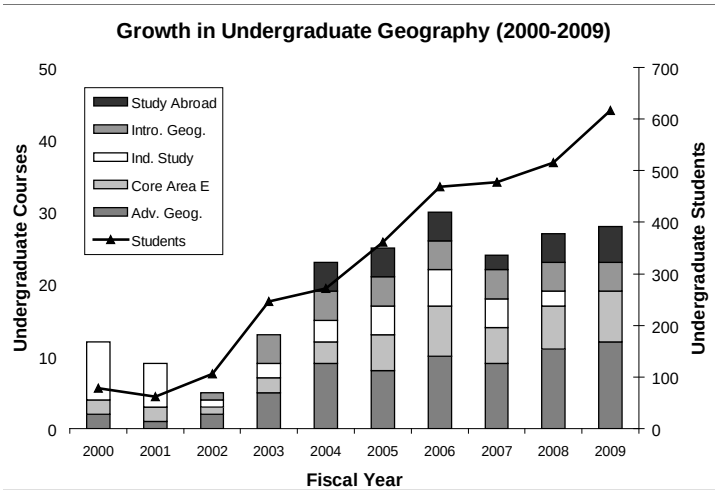
[12] Georgia College & State University. 2009. Mission Statement. http://www.gcsu.edu/about/missionstatement.html.

[13] Gewin, Virginia. "Mapping Opportunities." Nature, Vol. 427 (22 January 2004): 376-377.

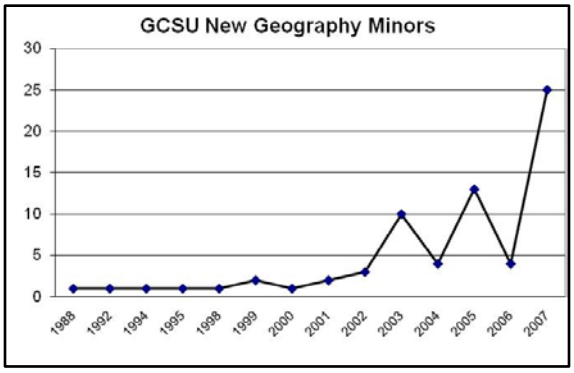
There is evidence that geography classes were taught at our school as far back as the 1920s. After the conversion to a co-educational regional college, there were several geography teachers, most likely at the instructor level. A Minor in Geography was created in 1988, but only recently has it attracted more than a few participants. The first tenure-track professor in geography was hired in 1998, and a second line in physical geography was filled in 2002. Since that time, we have been able to increase the course offerings from four to 20 courses, and we added a third geographer in 2008.





As the numbers of students completing geography courses continued to grow in the 2000s, it became evident that there was sufficient interest to create a geography degree. Our first step was to add introductory and advanced courses to provide a balanced coverage of the discipline. Sixteen new courses were created and offered between 2003 and 2008. In 2003, we obtained approval to include two introductory human geography courses (GEOG 1101- Introduction to Human Geography, and GEOG 1102- World Regional Geography) in Core Area E (Social Science). From FY 2000 to FY 2009, excluding special courses for School of Education majors, workshops, and graduates, we noticed a 690% increase in the number of students taking undergraduate courses. This represents an average increase in students of 86% per year, and it was accomplished by adding only one extra professor for all but the last year. We have every indication that the students at GCSU, who are predisposed to global issues and a holistic approach to their education, responded favorably by signing up for the courses we offer. Since the two introductory courses were added to Core Area E, there have been few empty seats in those classrooms.

Simultaneously, we endeavored to recruit more students for the geography minor, and the numbers went up dramatically. With the creation of a third tenure-track position in geography in 2008, we are encouraged to create a B. A. degree program, because the need has been established and the basic courses and faculty are in place to support the program.



There are 5265 undergraduate students at GCSU, and 219 are History majors. Although a late change of major is impractical for some of those students, we anticipate at least five students per year will change their major in the first two years, while another five incoming students will select the geography major each year. The students who switch majors will most likely come from the history degree; this transition will help that degree program alleviate overcrowding in its upper-level courses. By 2013, we expect to have 35 majors and graduate 15 students each year.

Year	Majors	Degees
2009	10	-
2010	20	-
2011	25	10
2012	30	10
2013	35	15

Additional Reasons

GCSU was recently named one of four USG institutions to be awarded an Internationalizing the Campus grant by the Board of Regents (BOR) Office of International Education. The purpose of this grant is to help our university "transform undergraduate education and institutional culture by embracing international perspectives in teaching and learning."[14] While several GCSU departments will benefit from the USG grant, and will work diligently to incorporate more international studies into their teaching and student research, we feel that the full effort to further develop global studies at GCSU will benefit greatly from a stronger geography program and a geography degree. Additional courses, faculty, and a degree in geography will greatly enhance our work to internationalize our curriculum. Dr. Richard C. Sutton, USG Assistant Vice Chancellor of International Programs, commented that "it was evident that good progress in campus-wide internationalization has already been achieved [at GCSU]. This initiative builds on GCSU's recent efforts to revise the general education program to include a global emphasis, and it supports the institution's overall goal to prepare students to become global citizens."[15]

Additionally, a stronger geography program will boost several of GCSU's signature majors, notably Environmental Science, Outdoor Education, and Middle Grades Education. Each of these degrees incorporate geography courses into their major requirements, and the HG&P department coordinates its offerings to accommodate their particular needs.

GCSU is the home of the Center for Georgia Studies, which is was created by the BOR in 1988 "to provide a comprehensive examination of all aspects of Georgia life, history, and culture."[16]

[14] Email from Dr. Dwight Call, Assistant Vice-President for International Education, 1 April 2008.

[15] Ibid.

[16] The Center for Georgia Studies. http://www.gcsu.edu/history/georgiastudies/index.htm.

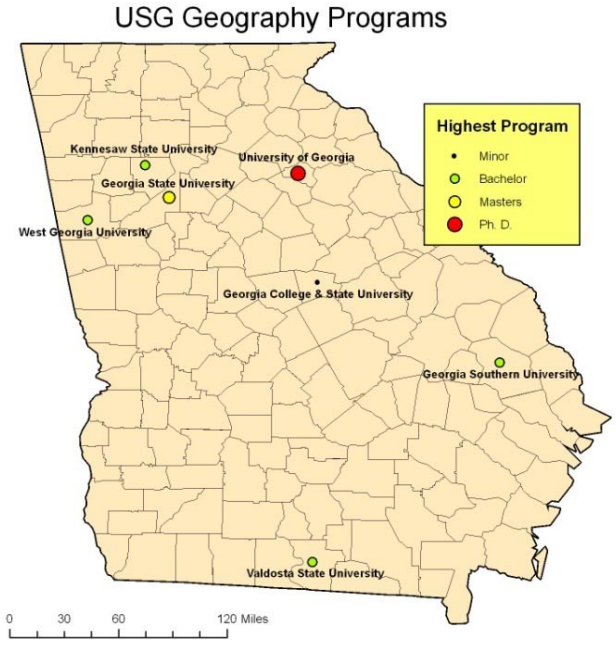
A degree in geography will help develop graduates who work with the center to focus their post-graduate work on issues particular to our state. Additionally, GCSU is the host of the annual Georgia Geographic Bee[17], part of a national competition to crown the best middle grade students in geography from around the country. The top 100 contestants from Georgia come to Milledgeville each year to compete for scholarships and prizes, and we would like to be able to offer some of these students the opportunity to return to GCSU to begin their college studies in geography.

Public and Private Institutions in Georgia

There are only five Bachelors degrees in Geography offered in the state (Georgia, Georgia Southern, Georgia State, Kennesaw State, and West Georgia). Valdosta State offers a degree in Environmental Geosciences, and Gainesville State has recently developed a degree in Applied Environmental Spatial Analysis. Together the five Geography degree programs graduated only 66 students in 2006. There is no reason to believe that a B. A. degree in Geography at GCSU would negatively impact those other programs.

There is no other university in Central Georgia offering a geography degree. The nearest program (Georgia Southern) is 126 driving miles away. Central and Southern Georgia are underserved in geography, in spite of the fact that the Macon area is growing and has an established need for graduates in geography and geographic techniques.

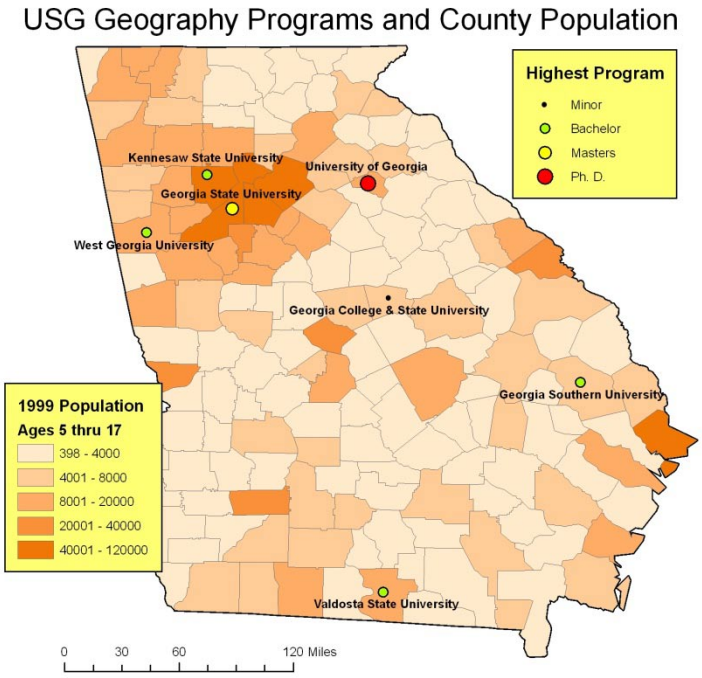
The demand for geographers is increasing, and the USG should help develop more training opportunities for students who can obtain jobs in geographic fields. The U. S. Department of Labor Bureau of Labor Statistics reported in 2006 that there were 1,095 employees with the job title 'geography,' and that total is expected to grow by 6.1% by 2016.[18] This estimate is misleading, however, because graduates of geography programs obtain an incredible diversity of positions, rarely given the title 'geographer'. For example, there are an additional 9,870 cartographers and photogrammetrists in the United States, earning a median income of $46,080. Tens of thousands of other occupations are filled by geographers, including:



[17] National Geographic Bee. http://www.nationalgeographic.com/geographybee/.

[18] Geography Jobs.com. http://www.geographyjobs.com/.

- Remote sensing specialists
- Surveyors and surveying technicians
- GIS analysts
- Urban and regional planners
- Business location specialists
- Earth scientists
- Social scientists
- Educators



3. Procedures Used to Develop the Program

The program design is based on the careful study of several established geography degree programs. Using the courses that were in place or have been recently created, we propose a degree in general geography, equally representative of human, physical, and technical geography. In keeping with our school's liberal studies mission, we have crafted a degree program that requires students to be broadly trained as geographers, yet allows sufficient elective freedom for them to pursue specialized interests. The proposal was circulated among the geographers in our university, and has also been informed by the reviews of colleagues in established geography programs at other schools.

All GCSU and BOR procedures and guidelines for new programs have been followed. Any courses required for the degree have been previously approved, or are being concurrently proposed, pending approval of the program by the BOR. In accordance with university policy, the full proposal will be reviewed by the full HG&P Department, the School of Liberal Arts and Sciences Curriculum and Instruction committee, the Dean of the School of Liberal Arts and Sciences, the Provost and Vice-President for Academic Affairs, and the University President before being submitted to the BOR.

4. Curriculum

The curriculum will build on the National Geography Standards and will be closely attuned to similar programs in Georgia and other parts of the United States. Traditionally, geographers have been encouraged to develop at least one thematic specialty, one regional specialty, and also build skills in appropriate geo-techniques. This curriculum will modify that approach so that all graduates are exposed to elements of physical/environmental geography, human geography, regional geography, and geo-techniques. Once these requirements are met, students may

concentrate their remaining courses in one of those fields or continue with a broad-based approach.

Student Outcomes

- Demonstrate Geographic Literacy
  - Extract and use geographical information including, but not limited to atlases, gazetteers, maps, and online sources.
  - Acquire and develop geospatial data and use those data to generate analytical maps, charts, and tables.
- Explain Geographic Processes
  - Develop and apply an understanding of geography at varying scales from global and regional to local, including the general and unique attributes of major countries and world regions.
  - Explain the major processes that shape the physical environment, and relate them to spatial patterns of weather, climate, landforms, and ecosystems.
  - Compare and contrast the major processes that influence spatial patterns of human population, culture, geopolitics, economics, and urbanization.
- Apply Geography to Problems
  - Assess and appraise the interactions between humans and their physical environment.
  - Demonstrate the use of geographic knowledge and techniques to interpret causes and synthesize solutions to past, present, and future issues.
  - Engender an ethic of commitment to global civic responsibility and service.

Course of Study

B.A. DEGREE WITH A MAJOR IN GEOGRAPHY

Areas A-E (See Core section of the catalog).....42 semester hours

Area F.....18 semester hours

1. Selection [3-6 hours] from:
   GEOG 1101 Introduction to Human Geography [unless completed in Area E.3]
   GEOG 1102 World Regional Geography [unless completed in Area E.3]

2. Selection [4-8 hours] from:
   GEOG 1112 Introduction to Weather and Climate
   GEOG 1112L Introduction to Weather and Climate Lab
   GEOG 1113 Introduction to Land Forms
   GEOG 1113L Introduction to Land Forms Lab

   (If GEOG 1112/1112L and GEOG 1113/1113L were taken in Area D.1, one additional course and its lab must be selected from the list below. If one of the physical geography courses was taken in Area D.1, the other physical geography course and its lab must be selected here. If neither physical geography course was taken in Area D.1, both must be selected here).

BIOL 1120 Biodiversity (3 hours)
BIOL 1120L Biodiversity Lab (1 hour)
ENSC 1000 Introduction to Environmental Science (3 hours)
ENSC 1000L Introduction to Environmental Science Lab (1 hour)
GEOL 1121 Physical Geology (3 hours)
GEOL 1121L Physical Geology Lab (1 hour)
GEOL 1122 Historical Geology (3 hours)
GEOL 1122L Historical Geology Lab (1 hour)

3. Selection [1-4 hours] from:
GEOG 2920 Honors Seminar (1-4 hours)
GEOG 2990 Geographic Research Seminar (1-4 hours) (proposed new course)

4. Selection [3-10 hours] from:
AFST 2010 Introduction to African Studies (3 hours)
ANTH 1102 Introduction to Anthropology (3 hours)
ANTH 1104 Introduction to Archeology (3 hours)
ANTH 2201 Cultural Anthropology (3 hours)
CSCI 1000 Introduction to Computer Science and Applications (3 hours)
ECON 2172 Principles of Macroeconomics (3 hours)
GEOG 2920 Honors Seminar (1-4 hours)
HIST 1132 World Civilizations and Society II (3 hours)
HIST 2112 The United States since 1877 (3 hours)
HIST 2410 African-American History (3 hours)
MATH 2600 Probability and Statistics (3 hours)
POLS 2101 Introduction to Political Science (3 hours)
POLS 2401 International Politics & Issues (3 hours)
SOCI 1121 Sociological Perspectives (3 hours)

Notes: Any transfer student who has not completed the courses in Area F, or their equivalents, must take these courses at GCSU.

Major Requirements.....27 hours

1. Physical/Environmental Geography: Selection [3-9 hours] from:
GEOG 4112 Advanced Weather and Climate (3 hours)
GEOG 4120 Natural Hazards (3 hours)
GEOG 4130 Wetland Environments (3 hours)
GEOG 4140 Coastal Environments (3 hours) (proposed new course)
GEOG 4170 Biogeography (4 hours)
GEOG 4740 Environmental Conservation (3 hours)
GEOG 4400 Resource Use (3 hours)
GEOG 4450 Environment and Society (3 hours)

2. Human Geography: Selection [3-9 hours] from:
GEOG 4080 Environmental History (3 hours)
GEOG 4205 Political Geography (3 hours)
GEOG 4305 Cultural Geography (3 hours)

GEOG 4220 Economic Geography (3 hours) (proposed new course)
GEOG 4230 Urban Geography (3 hours) (proposed new course)

3. Regional Geography: Selection [3-9 hours] from:
GEOG 3500 Regional Geography: Africa (3 hours)
GEOG 3500 Regional Geography: Asia (3 hours)
GEOG 3500 Regional Geography: Europe (3 hours)
GEOG 3500 Regional Geography: Latin America (3 hours)
GEOG 3500 Regional Geography: Middle East (3 hours)
GEOG 3500 Regional Geography: North America (3 hours)
GEOG 3500 Regional Geography: The South (3 hours)
GEOG 3500 Regional Geography: The Southern World (3 hours)
GEOG 4500 Comparative Regional Geography (3 hours) (proposed new course)

4. Techniques: Selection [3-9 hours] from:
GEOG 3100 Introduction to Geographic Information (3 hours)
GEOG 4100 Advanced Geographic Methods (3 hours)
GEOG 4102 Cartography (3 hours) (proposed new course)
GEOG 4105 Spatial Ecology (3 hours) (proposed new course)
GEOG 4110 Remote Sensing (3 hours)

5. Senior Capstone: Selection [3-9 hours] from:
GEOG 4960 Internship (var. 1-15)
GEOG 4970 Senior Thesis (3 hours) (proposed new course)
GEOG 4980 Study Abroad (var. 1-15 hours)
or other approved academic endeavor

Notes: 1. GEOG 4940 (Independent Study) or GEOG 4950 (Special Topics) may be applied to the most appropriate category above for sections 1-4 with permission of the geography coordinator. 2. At least one geography course must be taken from each of thematic sections 1-4 above. Any other upper-division geography courses may be used to satisfy the remaining hours (0-12) as long as no more than 9 hours are applied from any one section. Students may select one of the following courses as a substitute for a geography elective: AFST 4541, ANTH 3200, GEOL 4200, FREN 3110, FREN 3120, HIST 3720, HIST 4040, HIST 4220, HIST 4230, HIST 4245, HIST 4250, HIST 4335, HIST 4660, HIST 4690, HIST 4710, HIST 4730, HIST 4800, POLS 4531, POLS 4541, POLS 4561, POLS 4611, SOCI 4410, SOCI 4444, SOCI 4465, SPAN 4450, SPAN 4500, or WMST 4432.

Degree Requirements [0-9 hours]: Students must show competence at the level of the fourth university course (Arabic, French, German, Italian, Japanese, Russian, or Spanish; Intermediate Readings).

Other Requirements

1. A grade of C or better is required in all courses counting toward the major.
2. A minimum of 39 semester hours overall must be at the 3000-4000 level.
3. Complete the First-Year Academic Seminar with a satisfactory grade. Students who transfer to GCSU are exempt from this requirement.

Electives.....24-33 hours

Notes: 1. Certain courses do not count toward the 120 hours required for graduation. These include the First-Year Academic Seminar (regardless of discipline), Wellness courses, and the first-level (1001) foreign language course if it is the same language a student studied in high school. 2. Students who use MATH 1113 (4 hours) in Area A or Area D will apply 3 hours in Area A or Area D and the remaining hour under Electives.

Sample Program

Freshman, Fall:

ENGL 1101	English Composition I	3		
GCSU 0001	Freshman Seminar	0		
GEOG 1101	Introduction to Human Geography	3		
GEOL 1121	Area D Science	3		
GEOL 1121L	Area D Science Lab	1		
MATH 1101	Area A Math	3		
IDST 2205	Area B Institutional Option	2	Sem. Hrs.:	15
			Total Hrs.:	15

Freshman, Spring:

ENGL 1102	English Composition II	3		
GEOG 1113	Introduction to Land Forms	3		
GEOG 1113L	Introduction to Land Forms Lab	1		
IDST 2305	Area C Humanities/Fine Arts	3		
MATH 2600	Probability & Statistics	3		
POLS 1150	Politics & Society	3	Sem. Hrs.:	16
			Total Hrs.:	31

Sophomore, Fall:

ARTS 1105	Area B Institutional Option	2		
ECON 2100	Economics & Society	3		
GEOG 1112	Introduction to Weather and Climate	3		
GEOG 1112L	Introduction to Weather and Climate Lab	1		
GEOG 2990	Geographic Research Seminar	1		
HIST 1132	Area E History	3		
MFLG 1002	Foreign Language II	3	Sem. Hrs.:	16
			Total Hrs.:	47

Sophomore, Spring:

GEOG 1102	World Regional Geography	3		
IDST 2115	Area C Humanities/Fine Arts Class	3		
ENSC 1000	Area D Science	3		
ENSC 1000L	Area D Science Lab	1		
ANTH 1102	Area F Elective	3		
MFLG 2001	Elementary Foreign Language III	3	Sem. Hrs.:	16

				Total Hrs.: 63

Junior, Fall:

GEOG 3100	Introduction to Geographic Information	3	
GEOG 3500	Regional Geography	3	
GEOG Major	Geography Elective	3	
SOCI 1121	Area F Elective	3	
MFLG 2002	Intermediate Foreign Language Readings	3	Sem. Hrs.: 15
			Total Hrs.: 78

Junior, Spring:

GEOG Major	Upper-Division Physical Geography Class	3	
GEOG Major	Geography Elective	3	
Elective	Upper-Division Elective	3	
Elective	Upper-Division Elective	3	
Elective	Elective	3	Sem. Hrs.: 15
			Total Hrs.: 93

Senior, Fall:

GEOG Major	Upper-Division Human Geography Class	3	
GEOG Major	Geography Elective	3	
Elective	Upper-Division Elective	3	
Elective	Elective	3	
Elective	Elective	3	Sem. Hrs.: 15
			Total Hrs.: 108

Senior, Spring:

GEOG Major	Geography Elective	3	
GEOG 4970	Capstone	3	
Elective	Upper-Division Elective	3	
Elective	Elective	3	Sem. Hrs.: 12
			Total Hrs.: 120

Course Offerings

Existing Courses (Each of these courses is listed in the GCSU catalog and has met all institutional requirements for approval):

GEOG 1101 INTRODUCTION TO HUMAN GEOGRAPHY. (3-0-3) (AREA E)
A spatial perspective on several aspects of human society including population, culture, economic, urban, and political issues.

GEOG 1102 WORLD REGIONAL GEOGRAPHY. (3-0-3) (AREA E)
Introduction to the world as an interdependent community built from unique and independent regions and countries.

GEOG 1112 INTRODUCTION TO WEATHER AND CLIMATE. (3-0-3)

Introduction to the spatial processes governing weather and climate. Additional topics shall include regional climatology, climatic anomalies, and global climate change.

GEOG 1112L INTRODUCTION TO WEATHER AND CLIMATE LAB. (0-2-1)
Laboratory course to accompany GEOG 1112. Course Fee.

GEOG 1113 INTRODUCTION TO LAND FORMS. (3-0-3)
Introduction to solid earth processes and classification of major types of land surfaces, their origin, development, and spatial distribution. This course will include discussion of biogeography and soils.

GEOG 1113L INTRODUCTION TO LAND FORMS LAB. (0-2-1)
Laboratory course to accompany GEOG 1113. Course Fee.

GEOG 2920 HONORS SEMINAR. (VAR. 1-4)
Prerequisite: Sophomore or higher standing and admission to University Honors Program. A general interdepartmental seminar.

GEOG 3100 INTRODUCTION TO GEOGRAPHIC INFORMATION. (3-0-3)
Prerequisite: CSCI 1000 or permission of instructor. An introduction to the basic types of geographic data and their analysis. Emphasis on the acquisition, display, and query of digital data using Geographic Information Systems in real-world applications. Course Fee.

GEOG 3500 REGIONAL GEOGRAPHY. (3-0-3)
Region-specific survey course dealing with physical, cultural, political, and social geographies of a given region. The region will change from term to term.

GEOGRAPHY OF THE SOUTH. (3-0-3)
GEOGRAPHY OF NORTH AMERICA. (3-0-3)
GEOGRAPHY OF LATIN AMERICA. (3-0-3)
GEOGRAPHY OF AFRICA. (3-0-3)
GEOGRAPHY OF ASIA. (3-0-3)
GEOGRAPHY OF EUROPE. (3-0-3)
GEOGRAPHY OF THE MIDDLE EAST. (3-0-3)
GEOGRAPHY OF THE SOUTHERN WORLD. (3-0-3)

GEOG 4080 ENVIRONMENTAL HISTORY. (3-0-3)
The study of how humans and nature have interacted over time. Examines the ways that the natural landscape has shaped human societies and has been transformed by developing human civilizations. Global, regional, and local histories detail environmental changes due to shifting socio-economic forces. Also presents the development of the American conservation movement and its modern expressions. Cross-listed as HIST 4080.

GEOG 4100 ADVANCED GEOGRAPHIC INFORMATION. (3-0-3)
Prerequisite: GEOG 3100 or permission of instructor. Advanced topics in geographic analysis, including types of spatial data and their acquisition, field methods, Geographic Information Systems, spatial analysis, geostatistics, and cartographic design. Students will be expected to complete a course project that applies modern geographic techniques to a local problem. Course Fee.

GEOG 4110 REMOTE SENSING. (3-0-3)
Prerequisite: GEOG 3100 or permission of instructor. Survey of remote sensing methods, including aerial photography, satellite imagery, and digital image processing.

GEOG 4112 ADVANCED WEATHER AND CLIMATE (3-0-3)
Prerequisite: GEOG 3100 or permission of instructor. A study of atmospheric composition and structure, clouds, precipitation, and atmospheric motion and winds. Also examines organized weather systems, including air masses, fronts, and severe weather. A discussion of global climates includes circulation, wind systems, climate classification, and climate changes.

GEOG 4120 NATURAL HAZARDS. (3-0-3)
A survey of the human geography of natural hazards, with emphasis on the U.S. Examines the fundamental concepts and issues regarding natural hazard risk and how environmental risk arises from the complex interaction between the physical environment and human society.

GEOG 4130 WETLANDS ENVIRONMENTS (3-0-3)
A study of wetlands environments including an examination of physical properties, functions and values, and geographic variety and distribution.

GEOG 4710 BIOGEOGRAPHY. (4-0-4)
Theories and principles concerning regional patterns of plant and animal distributions. Cross-listed as BIOL 4080.

GEOG 4740 ENVIRONMENTAL CONSERVATION. (2-2-3)
Prerequisite: BIOL 1100. A consideration of major environmental questions of today's world and the ecological aspects relating to the conservation of man's renewable and non-renewable resources. This course has a laboratory fee.

GEOG 4205 POLITICAL GEOGRAPHY. (3-0-3)
Examines, at local, national, and international levels, the organization of political space and its impact on political processes and patterns of control and conflict within society.

GEOG 4305 CULTURAL GEOGRAPHY. (3-0-3)
A study of human culture from a geographic perspective, examining the distribution of humans and human activities across space and how social groups and actors use and attach meaning to places and spaces.

GEOG 4400 RESOURCE USE. (3-0-3)
A study of the nature of natural resources, their distribution, usage, and renewal. Addresses concepts that define resources and their allocation, the geographic dimensions of natural resources, as well as the effects of their exploitation. Topics may include forests, fisheries, minerals, natural amenities, tourism, water resources, human-environmental interaction, resource evaluation, and institutional influences on resource use and management.

GEOG 4450 ENVIRONMENT AND SOCIETY. (3-0-3)
A study of the basic principles of ecology, resource economics, and environmental history as they relate to environmental management and resource conservation issues around the world.

Addresses the social impacts of air, water, and soil pollution, human population growth, food production, deforestation, and many other environmental issues.

GEOG 4940 INDEPENDENT STUDY. (VAR. 1-4) EACH SEMESTER.
Prerequisite: Approval of chairperson of department. Investigation of a topic or period of special interest, with reports to the instructor.

GEOG 4950 SPECIAL TOPICS. (VAR. 1-5)
Consideration of topics in which courses are not offered otherwise, but for which there is current need. Subject matter varies.

GEOG 4960 INTERNSHIP. (VAR. 1-15)
Prerequisite: Selection for participation in a University-approved Internship. An individually designed off-campus course involving study, research and/or work in a government agency or business organization.

GEOG 4980 STUDY ABROAD. (VAR. 1-15)
See the International Studies section of the catalog for details.

New Courses (approved by the school curriculum & instruction committee):
GEOG 2990 Geographic Research Seminar (1-4 hours)
GEOG 4220 Economic Geography (3 hours)
GEOG 4230 Urban Geography (3 hours)
GEOG 4500 Comparative Regional Geography (3 hours)
GEOG 4970 Thesis (3-0-3)

Anticipated New Courses (currently available as GEOG 4950- Special Topics):
GEOG 4140 Coastal Environments (3 hours) (cross-listed as ENSC 4140)
GEOG 4102 Cartography (3 hours)
GEOG 4105 Spatial Ecology (3 hours) (cross-listed as ENSC 4105)
GEOG 4350 Insurgency and Terrorism (cross-listed as HIST 4350)

There are currently enough courses in the GCSU Geography catalog to fulfill the degree proposal. Five courses (GEOG 2990, 4220, 4230, 4500, and 4970) have been proposed to the GCSU School of Liberal Arts and Sciences Curriculum and Instruction committee, and are awaiting approval and inclusion in the catalog. We have listed four anticipated new courses that are currently available as special topics courses, and could be proposed upon implementation of the degree program.

5. Inventory of Faculty

Jeffrey P. Blick

1. Name, rank, academic discipline, institutions attended, degrees earned
   Jeffrey P. Blick
   Professor of Anthropology

Ph.D., Anthropology, University of Pittsburgh, 1993
Master of Science, Geography, University of Alabama, 2000
Master of Arts, Anthropology, University of Pittsburgh, 1990
Graduate Certificate, Advanced Study in Latin American Studies, University of Pittsburgh, 1989
Bachelor of Science, Anthropology, Virginia Commonwealth University, 1986

2. Current workload for typical semester (Fall 2008)
   ANTH 1102- Introduction to Anthropology (50 students)
   ANTH 1104- Introduction to Archeology (34 students)
   ANTH 3100- Native American Cultures (10 students)
   IDST 2210- Ethics, Society & Environment (29 students)

   Dr. Blick instructs upper-level courses in regional geography of Latin America and other topics. He is able to cross-list his anthropology courses with geography, which allows us to serve 10-25 additional students per year at no additional cost. There is not currently an anthropology major at GCSU.

3. Scholarship and publication record for past five years
   Blick, Jeffrey P. In Press (2008). Arqueología del Circum-Caribe: Perspectivas Desde una Isla Lucaya, San Salvador, Bahamas (Archaeology of the Circum-Caribbean: Perspectives from a Lucayan Island, San Salvador, Bahamas). In Memorias del Primer Seminario Internacional de Arqueología Uniandes: Arqueología en Latinoamérica: Historias, Formación Académica, y Perspectivas Temáticas, edited by L. G. Jaramillo. Universidad de Los Andes, Santafé de Bogotá, Colombia.

   Blick, Jeffrey P. 2007. Pre-Columbian Impact on Terrestrial, Intertidal, and Marine Resources, San Salvador, Bahamas (A.D. 950-1500). *Journal for Nature Conservation* 15(3): 174-183. (invited contribution for special issue edited by Jack Frazier).

   Blick, Jeffrey P. 2007. A New Projectile Point Type from Barkers Point Shell Midden (SS-37), San Salvador, Bahamas. In *Proceedings of the Eleventh Symposium on the Natural History of the Bahamas*, edited by B.J. Rathcke and W.K. Hayes, pp. 158-169. Gerace Research Center, San Salvador, Bahamas.

   Blick, Jeffrey P. and Alexis Bovee. 2007. Archaeological Testing and Excavation at the Minnis-Ward Site: Evidence for Pre-Columbian Households and Village Spatial Patterning. In Proceedings of the Eleventh Symposium on the Natural History of the Bahamas, edited by B.J. Rathcke and W.K. Hayes, pp. 130-142. Gerace Research Center, San Salvador, Bahamas.

   Blick, Jeffrey P. and David C. Brinson. 2007. Vertebrate Faunal Remains from the Minnis-Ward Site: Pre-Columbian Subsistence and Fishing Techniques. In Proceedings of the Eleventh Symposium on the Natural History of the Bahamas, edited by B.J. Rathcke and W.K. Hayes, pp. 143-157. Gerace Research Center, San Salvador, Bahamas.

   Blick, Jeffrey P. 2006. Canis familiaris (Domestic Dog) Skeletal Remains from Weyanoke Old Town (44PG51), Virginia. *Northeast Anthropology* 69: 59-85.

Langebaek, Rueda, Carl H., Alejandro Dever, and Jeffrey Blick. 2001. Arqueología en Tierradentro: Cambios Sociales y Ocupación del Espacio. In Territorios Posibles: Historia, Geografía y Cultura del Cauca, Volume II, edited by Guido Barona Becerra and Cristóbal Gnecco Valencia, pp. 325-338. Editorial Universidad del Cauca, Popayán.

4. Professional activity
   American Anthropological Association
   American Association for the Advancement of Science
   Association of American Geographers
   Archeological Society of Virginia
   Conference of Latin Americanist Geographers
   Council on Undergraduate Research
   Georgia Academy of Science
      Anthropology Section Chair, 2005-2006
   International Council for Archaeozoology
   International Sea Turtle Society
   National Center for Science Education
   National Council for Geographic Education
   National Trust for Historic Preservation
   Ocmulgee National Monument Association, Inc.
   Paleopathology Club of the International Academy of Pathology
   Sea Turtle Survival League
   Society for American Archaeology
   Society for Georgia Archaeology
   Southeastern Archaeological Conference

5. Expected responsibilities in this program
   Dr. Blick has a full-time appointment in the GCSU Department of Government and Sociology, however, his M. A. in Geography degree allows him to instruct undergraduate courses in Geography. He has taught an average of one geography course per year, typically in his specialty fields of Latin American geography and pre-Columbian civilizations. We anticipate continuing to work with Dr. Blick to enhance our course offerings in his fields.

Chuck Fahrer

1. Name, rank, academic discipline, institutions attended, degrees earned
   Charles C. Fahrer
   Assistant Professor of Geography
   Ph.D., Geography, University of South Carolina, 2001
   Master of Arts, Geography, Appalachian State Unviersity, 1996
   Graduate Certificate, Emergency Medical Technician, Fayetteville Technical Institute, 1987
   Graduate Certificate, Arabic-Syrian Dialect, Defense Language Institute, 1983
   Graduate Certificate, Modern Standard Arabic, Defense Language Institute, 1983

Bachelor of Arts, Political Science, North Carolina State University, 1977

2. Current workload for typical semester (Spring 2009)
   GEOG 1101- Introduction to Human Geography (39 students)
   GEOG 1102- World Regional Geography (42 students)
   GEOG 4205- Political Geography (23 students)
   GEOG 4950/HIST 4950- Insurgency and Terrorism (22 students)
   HIST 4970- Senior Thesis (2 students)

   Dr. Fahrer has been teaching two introductory sections of human geography, along with two advanced classes in either regional geography, political geography, or comparative regional geography. He also teaches history classes in his field (Insurgency and the Middle East) and directs research in geography and history.

3. Scholarship and publication record for past five years
   Fahrer, Chuck. "The World's Human Population." *The Geography Teacher*, Vol. 4, No. 2 (October 2007): 32–35.

   Fahrer, Chuck. "Globalization of the Insurgent State." *The Arab World Geographer*, Vol. 9, No. 4 (Winter 2006): 215–231.

   Glassner, Martin, and Chuck Fahrer. Political Geography, 3rd ed. (revised). Hoboken, NJ: John Wiley & Sons, 2005.

   Fahrer, Chuck. "Jihadists from Iraq: Future Threats." *FAO Journal*, Vol. IX, No. 2 (June 2005): 17–21.

   Fahrer, Chuck. "Glossary of Political Geography." Online supplement to Political Geography, 3rd ed. Hoboken, NJ: John Wiley & Sons, 2005.

   Glassner, Martin, and Chuck Fahrer. Political Geography, 3rd ed. New York: John Wiley & Sons, 2004.

   Fahrer, Chuck, and Dan Harris. "LAMPPOST: A Mnemonic Device for Teaching Climate Variables." *Journal of Geography*, Vol. 103, No. 2 (March/April 2004): 86–91.

4. Professional activity
   Association of American Geographers
   American Institute for Maghrib Studies
   International Geographical Union
   National Council for Geographic Education
   Middle East Institute
   Middle East Studies Association
   Population Reference Bureau
   Southeast Regional Middle East/Islamic Studies

5. Expected responsibilities in this program
   Dr. Fahrer is primarily responsible for introductory human geography classes, along with upper-level courses in political and regional geography. He is also an advisor to over two dozen history majors, and would be one of the main contacts and advisors

for future geography majors. He is the department's liaison with the School of Education, with whom he works closely in the development of Middle Grades Education majors. Dr. Fahrer is currently building a specialty area in geographic techniques, so that he will be able to instruct GISc courses.

Doug R. Oetter

1. Name, rank, academic discipline, institutions attended, degrees earned

   Doug R. Oetter
   Associate Professor of Geography
   Ph.D., Geography, Oregon State University, 2002
   Master of Arts, Geography, University of Georgia, 1990
   Graduate Certificate, Environmental Ethics, University of Georgia, 1988
   Bachelor of Arts, Geography, University of Washington, 1985

2. Current workload for typical semester (Fall 2008)

   GEOG 1112- Introduction to Weather and Climate (21 students)
   GEOG 1112L- Introduction to Weather and Climate Lab (19 students)
   GEOG 3100- Introduction to Geographic Information (22 students)
   GEOG 4450- Environment and Society (21 students)
   GEOG 5450- Environment and Society (1 student)
   HIST 4970- Senior Thesis (1 student)

   Dr. Oetter instructs introductory courses in physical geography, geographic techniques courses, and advanced classes in physical and environmental geography. Most of his advanced courses are on a two or three-year rotation. Dr. Oetter also instructs courses in History, Interdisciplinary Studies, and Environmental Science.

3. Scholarship and publication record for past five years

   Oetter, Doug R., Warren C. Cohen, Thomas K. Maiersperger, Olga N. Krankina. In press. Comparison of land and forest cover mapping methods for carbon studies in Northwest Russia and Western Oregon. In Olga N. Krankina (ed.), Carbon Dynamics of Two Forest Ecosystems: Northwestern Russia and the Pacific Northwest. New York: Springer-Verlag.

   Oetter, Doug R., Linda R. Ashkenas, Stanley V. Gregory, Paula J. Minear. 2004. GIS methodology for characterizing historical conditions of the Willamette River flood plain, Oregon. *Transactions in GIS* 8(3):367-383.

   Duane, M.V., O.N. Krankina, D.R. Oetter, S.P. Healey, W.B.Cohen. In preparation. Patterns of timber harvest and effects on carbon balance in the St. Petersburg region of Russia (1977-2000). *Forest Ecology and Management*.

   Gregory, Stanley, Dixon Landers, Linda Ashkenas, Randy Wildman, Paula Minear, Doug Oetter, Peter Bayley, Chip Andrus, Monty Pearson, Sam Fernald. In preparation. Historical and future trajectories of floodplains, forests, and off-channel habitats of the mainstem Willamette River. *Ecological Applications*.

Kennedy, Robert E., Warren B. Cohen, Douglas Oetter, Alan A. Kirschbaum, Thomas Maiersperger, and S. Thomas Gower. In review. Constrained stochastic sampling for spatial studies in ecology. *Remote Sensing of Environment*.

Krankina, Olga. N., Mark. E. Harmon, Warren B. Cohen, Doug. R. Oetter, Olga Zyrina and Maureen V. Duane. 2004. Carbon stores, sinks, and sources in forests of Northwestern Russia: can we reconcile forest inventories with remote sensing results? *Climatic Change* 67(2):257-272.

Krankina, O.N., K. M. Bergen, G. Sun, J. G. Masek, H. H. Shugart, V. Kharuk, E. Kasischke, W. B. Cohen, D. R. Oetter, and M. V. Duane. 2004. Northern Eurasia: remote sensing of boreal forest in selected regions. Chapter 8 in: Land Change Science: Observing, Monitoring, and Understanding Trajectories of Change on the Earth's Surface: Remote Sensing and Digital Image Processing, Vol. 6, G. Gutman et al. (eds.). The Netherlands: Kluwer Academic Publishers, 461pp.

Lattin, Peter D., Parker. J. Wigington Jr., Thomas J. Moser, Barbara E. Peniston, Dale R. Lindeman, and Doug R. Oetter. 2004. Influence of remote sensing imagery source on quantification of riparian land cover/land use. *Journal of the American Water Resources Association* 40(1):215-227.

Perry, David, Huang Jing, Andrew Youngblood, and Doug Oetter. 2004. Forest structure and fire susceptibility in volcanic landscapes of the Eastern High Cascades, Oregon. *Conservation Biology* 18(4):913-926.

4. Professional activity

American Society for Photogrammetry and Remote Sensing
Association for General and Liberal Studies
Association of American Geographers
Association of Pacific Coast Geographers
Georgia Academy of Sciences
Georgia Geographic Alliance
Georgia River Network
Georgia Urban and Regional Information Systems Association
Initiative for Watershed Excellence Upper Altamaha Pilot Project
National Council for Geographic Education
National Geographic Society
    Coordinator, State Geographic Bee
Southeast Division of the Association of American Geographers
USG Academic Advisory Committee on Geological Science and Geography
USG Americas World Council
GCSU Center for Excellence in Teaching and Learning
GCSU Environmental Science Degree Committee
GCSU Green Initiative
    Chair, GCSU Green Initiative Task Force
GCSU Water Conservation Committee
GCSU Latin America & Caribbean Certificate Committee
GCSU Liberal Studies Program Committee
    Program Coordinator, BA in Liberal Studies degree program

GCSU International Education Committee
GCSU Study Abroad Subcommittee
Omicron Delta Kappa National Service Honor Society
GCSU Technology Planning Council
GCSU University Senate
Chair, Resources Planning & Institutional Policy Committee
GCSU Windows Client Administrative Permissions Committee
Faculty Advisor, GCSU Bobcat Frisbee Club
Faculty Advisor, GCSU Debate Society
Faculty Advisor, GCSU Environmental Science Club

5. Expected responsibilities in this program
Dr. Oetter is the current Coordinator of the Geography Program. His duties will be to continue as Coordinator, assisting the department in the functions of the program, including processing new majors, advising incoming and continuing students, completing annual program reports, assisting with comprehensive program reports and accreditation, and course scheduling.

Amy Sumpter

1. Name, rank, academic discipline, institutions attended, degrees earned
Amy R. Sumpter
Assistant Professor of Geography (Limited-term Appointment)
Ph.D., Geography, Louisiana State University, 2008
Master of Arts, Geography, University of Colorado, 2002
Bachelor of Arts, Political Science and International Studies, University of Kansas, 1999

2. Current workload for typical semester (Fall 2008)
GEOG 1101- Introduction to Human Geography (70 students)
GEOG 1102- World Regional Geography (36 students)
GEOG 4305- Cultural Geography (13 students)
GEOG 5305- Cultural Geography (1 student)

Professor Sumpter is currently in a limited-term appointment. She, or a professor in her line, will be teaching introductory courses in human and world regional geography, and advanced classes in human geography.

3. Scholarship and publication record for past five years
Sumpter, A. 2008. Segregation of the Free People of Color and the construction of race in antebellum New Orleans. *Southeastern Geographer* 48(1): 19-37.

Colten, C.E. and A. Sumpter. 2008. Social memory and hazards management. *Natural Hazards* (online). 1 July 2008.

Staeheli, L.A., V. Ledwith, M. Ormond, K. Reed, A. Sumpter, and D. Trudeau. 2002. Immigration, the internet, and spaces of politics. *Political Geography* 21: 989-1012.

"Environment, Labor, and Race: An Historical Geography of St. Tammany Parish, Louisiana, 1878-1956," Ph.D. Dissertation, Louisiana State University.

"Segregation of the Free People of Color in Antebellum New Orleans in 1850 and the Changing Nature of the Construction of Race Between the Colonial and Antebellum Periods, 1718-1860," M.A. Thesis, University of Colorado.

4. Professional activity
   Association of American Geographers
   Geography and Anthropology Society

5. Expected responsibilities in this program
   Dr. Sumpter is currently in a limited-term appointment, in a line that was created to be filled by an urban, economic, or development geographer. She has taught combined sections of our introductory human geography classes (Core Area E), while also preparing advanced courses in Cultural Geography, Geography of Race and Ethnicity, and Geography of Africa. Her position is intended to increase the number of sections offered in introductory human geography and augment the upper-division thematic and regional courses offered by Drs. Fahrer and Oetter.

Additional Faculty
No additional faculty are needed to initiate program delivery. The three full-time geography faculty, supported when available by professors and instructors outside the department, will be able to teach all the required introductory and advanced geography courses within a time frame compatible with a four-year program of study. Even if the current budget crisis limits us to two full-time professors, we could serve the minimum number of courses required for the major, but would have to reduce the number of core classes we offer in order to accomplish that. In three to five years, we anticipate continued growth in geography majors, and we anticipate requesting one or two additional faculty to complement the specialty areas of our existing faculty, and to increase the number of courses available.

6. Outstanding Programs in Other Institutions

Pennsylvania State University

Department of Geography
The Pennsylvania State University
302 Walker Building
University Park, PA 16802
814-865-3433
http://www.geog.psu.edu/

In the last ranking of graduate degree programs, the National Research Council ranked the Penn State Department of Geography first in the country in geography. We could not find rankings for undergraduate geography, but imagine that a department that has achieved the highest

ranking for its graduate programs would be considered exemplary at the undergraduate level as well. Penn State offers B. A. and B. S. degrees in four concentrations: Physical Geography, Human Geography, Nature/Society, and GISciences. The department has 160 geography majors, and 90 geography-related minors. In addition, they offer a certificate program in GIS, which helps novice and intermediate-level practitioners become more knowledgeable and skillful users of geographic information technologies. Approximately 300 students are currently enrolled in this program.

As with many of the most reputable geography departments at major research institutions, Penn State has a very large and accomplished faculty, which offers introductory, intermediate, and advanced courses in every subfield of the discipline. The ability to specialize in so many areas gives students a tremendous advantage in post-graduate work and in later employment. Geography majors are capable of filling a wide variety of public and private occupations, and having exposure to the more specialized applications of geography greatly benefits their success after graduation.

Department Mission Statement
The mission is to inspire the highest levels of geographic teaching, learning, and mentoring while engaging in the scholarly pursuit of geographic knowledge, and to apply this knowledge toward understanding the ever-changing interplay of human societies and physical environments.

We focus on understanding changing human societies and physical environments and their interactions on Earth as:

- subjects of inquiry in the natural, social, information sciences, and humanities;
- sources of concern that will drive the discipline of geography to new levels of understanding and better methods of prediction;
- a way of appreciating the interdependency of people and environments;
- a motivation for fostering efficient and ethical use of resources;
- a means to critically examine values and principles for organizing human activities based on social equality, economic equity, and respect for cultural diversity; and
- sources of wonder, curiosity, and inspiration.

Undergraduate Majors:
B. A. in Geography
B. S. in Geography

Undergraduate Minors and Certificates:
Certificate Program in Geographic Information Systems

Undergraduate Degree Program:
<u>B. A. in Geography</u>

General Education: 45 Credits

First-Year Seminar
United States Cultures and International Cultures
Writing Across the Curriculum

Electives: 22 Credits

Bachelor of Arts Degree Requirements: 24 Credits

Requirements for the Major: 33 Credits

Prescribed Courses (15 Credits)
- GEOG 010 GN(3)
- GEOG 020 GS(3)
- GEOG 030 GS(3) (Sem: 1-4)
- GEOG 160 GS(3)
- GEOG 364(3) (Sem: 5-6)

Additional Courses (18 Credits)
- GEOG 126 GS(3) Or GEOG 120 GS(3) (Sem: 3-6)
- Select 3 Credits From GEOG 110 GN(3), GEOG 111 GN(3), GEOG 115 GN(3) (Sem: 3-6)
- Select 3 Credits From GEOG 123 GS;IL(3), GEOG 124 GS(3), Or GEOG 128 GS;IL(3) (Sem: 3-6)
- Select 3 Credits From GEOG 122 GH(3), GEOG 401W(3), Or GEOG 444(3) (Sem: 5-8)
- Select 6 Credits From 400-Level GEOG Courses (Sem: 5-8)

Faculty:

Cynthia A. Brewer; Professor; Cartographic Communication and Visualization, Map Design, Color Theory, Census and Epidemiological Mappping, Multi-Scale Mapping

Robert Brooks; Professor; Ecology and Management of Wetlands, Restoration Ecology and Habitat Modeling

Andrew Carleton; Professor; Climatology, Satellite Remote Sensing, Climatic Impacts of Jet Contrails

Robert Crane; Professor; Remote Sensing, Climatology, Polar Studies

Lorraine Dowler; Associate Professor; Gender, Cultural Geography, Qualitative Methods, Nationalism, Hate Crime

Roger Downs; Professor; Behavioral Geography, Environmental Cognition, Geography Education

William Easterling; Professor; Human Dimensions of Global Environmental Change

Rodney Erickson; Professor; Urban Geography, Economic Geography, Regional Economic Development

Amy Glasmeier; Professor; Economic Geography, Regional and Development Economics, Public Policy and Urban Planning

Deryck Holdsworth; Professor; Historical Geography of North America, Urban and Historical Geography, Cultural Geography

Brian King; Assistant Professor; Environment and development, Cultural and political ecology, Conservation, Environmental justice, Health and environment, Southern Africa, Livelihood studies

Alex Klippel; Assistant Professor; Spatial Cognition, Geographic Event Conceptualization, Wayfinding, Location Based Services, Multimodal Communication, Conceptual Modeling

C. Gregory Knight; Professor; Resource Management, Water Resources, Global Change, Africa, Bulgaria

Derrick Lampkin; Assistant Professor; Cryosphere Processes, Remote Sensing, Snow Hydrology

B. Ikubolajeh Logan; Professor; African and Third World development, Human Dimensions of Environmental and Resource Analyses, Globalization

Alan M. MacEachren; Professor; geographic information science: visual analytics, geovisualization, cartography, geocollaboration, spatial cognition, human-centered systems

James McCarthy; Associate Professor; Political Ecology, Environmental History, Political Economy, US/American West

Donna J. Peuquet; Professor; Geographic Information Systems, Spatio-temporal Data Models, Environmental Cognition

Erica Smithwick; Assistant Professor; Landscape and ecosystem ecology, Disturbance ecology & disturbance synergies, Ecosystem simulation models, Climate change and ecosystem carbon storage, Fire and soil nitrogen, Microbial community composition and function, Spatial statistics

Alan H. Taylor; Professor; Vegetation change, landscape ecology, fire ecology and fire effects, climate change and climate-disturbance interactions, particularly fire, dendroecology, disturbance interactions, invasive species.

Petra Tschakert; Assistant Professor; Climate Change Adaptation, Human Dimensions of Global Change, Rural Livelihoods, Political Ecology, Environmental Justice, Resilience, Participatory Research & Methods, West Africa

Melissa W. Wright; Associate Professor; Political Economy, Gender, Urban and Economic Geography, Mexico, The Mexico-U.S. Borderlands

Brent Yarnal; Professor and Associate Head; Climatic Variation and Change, Physical, Human and Policy Dimensions of Global Environmental Change

Lakshman S. Yapa; Professor; Third World Development, Discourse Theory, GIS and Social Theory

Karl Zimmerer ; Professor and Head of Department; Human-Environment Interactions; Political Ecology; Agrobiodiversity, Food Security/Vulnerability, and Climate Change; Environmental Conservation, Development, and Globalization; New Models and Historical Ideas of Landscape Processes.

Course Offerings:

Exploratory Courses (10-99 level)

Geography 10 (GN): Introduction to Physical Geography--Survey and synthesis of processes creating geographical patterns of natural resources, with application of basic environmental processes in resource management.

Geography 10H (GN): Introduction to Physical Geography (Honors)--Survey and synthesis of processes creating geographical patterns of natural resources, with application of basic environmental processes in resource management.

Geography 20 (US, IL): Introduction to Human Geography--Spatial perspective on human societies in a modernizing world; regional examples; use of space and environmental resources; elements of geographic planning.

Geography 20U (US, IL): Introduction to Human Geography (Honors)--Spatial perspective on human societies in a modernizing world; regional examples; use of space and environmental resources; elements of geographic planning.

Geography 30 (GS): Geographic Perspectives on Sustainability and Human-Environment Systems--Introduction to theory, methods, history and contemporary issues in global and regional relationships between human activity and the physical environment.

Geography 40 (GS, IL): World Regional Geography--Introduction to the world as an interdependent community built from unique and independent regions and nations.

Grounding Courses (100 and 200 level)

Geography 110 (GN): World Climates --Introduction to climatology, including principal processes of the global climatic system and their variation over space and time.

Geography 111 (GN): Biogeography and Global Ecology--Distribution of plants and animals on global, regional, and local scales; their causes and significance.

Geography 115 (GN): Landforms of the World --Distribution of the world's landform features and mineral resources; their characteristics, causes, and significance. Practicum includes correlated field trips and laboratory studies.

Geography 120 (GS, US, IL): Urban Geography: A Global Perspective--Introduction to the geography of the world's cities and urban system.

Geography 122 (GH, US): The American Scene--Historical perspectives on the social and cultural forces associated with the production of distinctive American landscapes.

Geography 123 (GS, IL): Geography of the Developing World--Patterns of poverty in poor countries; conventional and non-conventional explanations; focus on solutions; case studies of specific regions.

Geography 123U (GS, IL): Geography of the Developing World (Honors)--Patterns of poverty in poor countries; conventional and non-conventional explanations; focus on solutions; case studies of specific regions.

Geography 124 (GS, IL): Elements of Cultural Geography--Locational analysis of changes in non-Western cultures. Problems of plural societies, economic development, population growth, and settlement.

Geography 126 (GS, US, IL): Economic Geography--The location of economic activity at both macro- and micro-regional levels on the earth's surface.

Geography 128 (GS, IL): Geography of International Affairs--Contemporary international affairs in their geographical setting; geographic elements in the development of national power, political groupings, and international disputes.

Geography 160 (GS): Mapping our Changing World--Fundamental concepts of GIS, cartography, remote sensing, and GPS in the context of environmental and social problems.

Geography 293H: International Service Learning (Honors)--Classroom instruction with supervised student activity on an honors international community service project

Geography 297A (US, IL): Great Environmental Challenges: Movies that Matter--Introduction to major environmental dialogues through film, exploring issues (e.g., climate change, pollutants, energy consumption) in contemporary societal context.

Intermediate Courses (300-level)

Geography 301: Thinking Geographically--Learning to think geographically

Geography 310W: Introduction to Global Climatic Systems--Introduction to global atmospheric circulation, including tropical, midlatitude and polar subsystems; ocean, land, cryospheric and urban climatic systems and interactions.

Geography 311: Landscape Ecology--This course examines the ways in which spatial patterns and spatial processes operate in an ecological context.

Geography 313: Introduction to Field Geography--Introduction to the methods and techniques for collecting spatial and environmental data for physical geography and ecological studies.

Geography 323: GIS and Social Theory--Critical understanding of how to use GIS and tools of regional analysis in the context of postmodern social theory.

Geography 333: Human Dimensions of Natural Hazards--An introduction to social science principles and methodologies to address critical questions relating to managing the risks of natural hazards.

Geography 361: Cartography: Maps and Map Construction--The art and science of creating small-scale maps as a medium for communication and research.

Geography 362: Image Analysis--Introduction to the basic principles of remote sensing, and the analysis of aerial and satellite data.

Geography 363: Geographic Information Systems--Principles and use of geographic information; emphasis is on data acquisition and techniques for computer-aided analysis.

Geography 364: Spatial Analysis--Geographic measurement, scaling, and classification; analysis of spatial pattern and structure; geographic covariation and autocorrelation.

Advanced Courses (400-level)

Geography 411W: Forest Geography--This course studies processes that control spatial and temporal change in forests.

Geography 412W: Climatic Change and Variability--Theories and observations of past, present, and future climatic change and variability; introduction to techniques used in climatic change research.

Geography 420Y (US, IL): Metropolitan Analysis--Theory and practice of regional and metropolitan analysis.

Geography 423Y (US, IL): Historical Geography of North America--Exploration, settlement, and changing patterns of human occupance from the seventeenth century to the 1930's.

Geography 424 (US, IL): Geography of the Global Economy--Focus on industrial location theory, factors in industrial location, studies of selected industries and problems of industrial development.

Geography 425: Geography of Race, Class, and Poverty in America--This class will study the geography of race, class, and poverty in America today.

Geography 426Y (US, IL): Gender and Geography--Description and explanation of the links between gender relations and spatial structures.

Geography 427 (US, IL): Urban Historical Geography--Study of the development and transformation of the historical urban built environment.

Geography 429 (US): Global Urbanization--This course reflects critically on a number of issues related to global urbanization, including the culture and political economy of urban space.

Geography 430: Human Use of the Environment--The human use of resources and ecosystems and social causes and consequences of environmental degradation in different parts of the world; development of environmental policy and management strategies.

Geography 431: Geography of Water Resources--Perspectives on water as a resource and hazard for human society; water resource issues in environmental and regional planning.

Geography 434: Politics of the Environment--This course explores politics related to the use, transformation, valuation, and representation of the environment.

Geography 435H: Global Change and Sustainability - Bulgaria--Sustainability in the context of climate change, global socioeconomic change and regional transformation in Bulgaria; embedded foreign fieldwork (honors).

Geography 436: Ecology, Economy, and Society--Analyses of major themes in ecology and economic development, poverty- alleviation, and sustainability.

Geography 438W: Human Dimensions of Potential Global Warming--Human dimensions of global environmental change: human causes; human adaptations; and policy implications of potential global warming.

Geography 439: Property and the Global Environment--This course reviews theoretical and empirical relationships between multiple legal, economic, and cultural approaches to property, and environmental quality and conflicts.

Geography 444: African Resources and Development--Ecological and cultural factors in the geography of Africa; natural resources and development.

Geography 461W: Dynamic Cartographic Representation--Theory and practice of mapping and geo-representation in a hypermedia context. Applications in science, policy, travel, and education.

Geography 463: Geospatial Information Management--This course examines geospatial data representations and algorithmic techniques that apply to spatially-organized data in digital form. Prerequisite: any earth science computer application course; familiarization with databases and information systems

Geography 464: Analysis and GIS--Normative and probabilistic models of spatial behavior; adaptive systems in geographic space; interaction and system stability.

Geography 467: Applied Cartographic Design--Applied computer-assisted map production methods with emphasis on geographic information design and color use for multiple presentation media.

Geography 468: Geographic Information Systems Design and Evaluation--Design and evaluation of Geographic Information Systems and other forms of integrated spatial data systems.

Geography 485: GIS Programming and Customization--Customizing GIS software to extend its built-in functionality and to automate repetitive tasks.

Geography 493: Community Energy Service Learning Project and Seminar--Classroom instruction with supervised student activity on a group community service project.

Geography 493: Philadelphia Field Project--Classroom instruction with supervised student activity on a group community service project.

Geography 495: Internship--Supervised off-campus, non-group instruction including individual field experience, practicums, or internships. Written and oral critique of activity required.

Geography 495B: Geography Teaching Internship--Supervised undergraduate teaching experience in which students serve as peer tutors, laboratory assistants, or course material developers.

Geography 495G: GIScience Internship - GeoVISTA or Gould Center--Supervised research experience within the Department of Geography's GeoVISTA Center, Gould Center, or an appropriate external agency

Geography 497D: Radiometric Principles: Radiative Modeling for Remote Sensing of Earth Surface Materials--Advanced topics in remote sensing, focusing on theory and models of radiative transfer as basis for terrestrial remote sensing.

Texas State University

Department of Geography
San Marcos, Texas 78666
512-245-2170
http://www.geo.txstate.edu/

We decided to portray the geography program at Texas State University because it is the largest undergraduate program in the country, graduating over 145 majors each year. It has grown tremendously in the past several years, and it exemplifies the paragon of what a geography program could be. The department offers over 65 courses, covering a wide variety of geographic topics. There are six different Bachelor's degrees in geography, giving the students

an ability to tailor their education to specific fields of geography that are in high demand. With 30 full-time faculty, the department touches every subfield in geography. While their size is quite impressive, the dedication of the department to undergraduate education is highly commendable. Texas State students flock to national and regional conferences, and have exceptional rates of retention and post-graduate employment.

While a geography degree at GCSU would not be able to offer as many specialties, we have learned from the balanced and complete approach of Texas State, and we hope to include as many of the most important subfields in our courses. Our proposal is very similar to the general geography degree at Texas State; we chose that design because it best prepares the students for a flexible and adaptive future. We also admire this department for its commitment to undergraduate research, which is an important part of our university's mission.

Department Mission Statement
The Department of Geography's mission is to provide its students with educational experiences of the highest quality and to conduct vital research that produces valuable publications. The department is committed to outstanding teaching and scholarly activities within the framework of academic freedom and diversity of ideas. The Department of Geography is dedicated to the advancement of knowledge and to serving our communities, from local to international.

The Department of Geography will continue to strive to have the largest and finest undergraduate geography program in the nation, to lead the discipline with innovative applied work as exemplified by its Master of Applied Geography program, and to strive for national recognition within its research degrees (Master of Science and Ph.D. degree programs), including significant faculty scholarship and grant activity.[19]

Undergraduate Majors:
B.A. or B.S. in Geography (general)
B.S. in Geography (with teacher certification)
B.S. in Geography – Resource and Environmental Studies
B.S. in Geography – Geographic Information Science
B.S. in Geography – Urban and Regional Planning
B.S. in Geography – Physical Geography
B.S. in Geography – Water Studies

Undergraduate Minors and Certificates:
Minor in Geography
Minor in Nature and Heritage Tourism
Minor in Geology
Certificate in Geographic Information Systems
Certificate in Water Resources Policy

Undergraduate Degree Program:

[19] Texas State University Department of Geography Mission Statement. http://www.geo.txstate.edu/about/strategic_plan.html.

The general geography degree provides flexibility in designing unique programs for students with highly specialized career or graduate study objectives. Students electing to follow this degree option are strongly encouraged to work closely with an advisor who has experience in the unique area the student is pursuing. Undergraduate programs have a common core that provides basic background in cultural/regional geography, physical geography, and quantitative methods. All students must take a techniques course to round out their basic background.

Each specific major (with the exception of the general major) has additional required courses (or courses selected from a limited specialized list). A capstone senior-level course is required in some cases.

Pre-Major Requirements

Students who meet the university admission requirements enter the Department of Geography's undergraduate program as pre-majors. To become a geography major, students must:

1. Complete GEO 1309 and/or GEO 1310, GEO 2410 and GEO 3301 with a minimum grade of C for each course.
2. Complete 45 or more credit hours with an overall minimum Texas State GPA of 2.25 for all courses.

Degree/Major Requirements

1. Students majoring in general geography complete either the Bachelor of Arts (BA) or the Bachelor of Science (BS) degree.
2. The BA requires a minimum of 30 semester hours in geography, while the BS degree requires a minimum of 36 semester hours of geography. Both degrees require:
    a) at least a 2.5 GPA for all geography courses attempted at Texas State University and
    b) at least a 2.25 GPA for all courses taken at Texas State University.
3. The degree requires a minor area of study with a minimum of 18 semester hours.
4. Texas State requires a minimum of 128 semester hours of coursework to graduate including:
    a) general education core requirements
    b) major requirements
    c) minor requirements
    d) additional elective courses selected from disciplines other than major or minor.
5. At least 39 semester hours must be advanced (3000 – 4000) level courses.
6. At least 9 semester hours must be writing intensive (WI).

Faculty:

Byron Augustin; Professor; Conservation, Latin America, Middle East, Geographic Education

Denise Blanchard; Professor; Natural and Environmental Hazards, Economic Geography, Environmental Studies, Research Methods, Historical Geography

Richard Boehm; Professor; Geographic Education, Economic

Brock Brown; Associate Professor; Geographic Education, Cultural Ecology, Historical

David Butler; Professor; Geomorphology, Natural Hazards, Biogeography, Mountain Environments, Glacier National Park (Montana)

Mark Carter; Instructor; Land Use Analysis, Quantitative Methods

Nathan Currit; Associate Professor; Remote Sensing, GI Science, Global Change

Fred Day; Professor; Population, Economic Development, East and SE Asia

Rene DeHon; Instructor

Richard Dixon; Associate Professor; Climatology, Oceanography, Physical Geography Hazards, Quantitative Methods

Richard Earl; Professor; Water Resources, Environmental Management and Assessment, Field Methods, Physical Geography

Lawrence Estaville; Professor; Ethnic, Business Geography, Geographic Education

Mark Fonstad; Associate Professor; Water Resources, Hydrological Modeling, Remote Sensing

Sven Fuhrmann; Associate Professor; Geo-Visualization, Cartography, Spatial Cognition, Geographic Information Science

Alberto Giordano; Associate Professor; Cartography, GIS, Hazards

Ron Hagelman; Associate Professor; Human Dimensions of Environment, Geographic Hazards & Disaster, Historical Geography, Urban Geography, Social Sciences & GIS

Donald Huebner; Lecturer; Historical Ecology, Geomorphology, Forestry, Texas and American Southwest, Coastal Issues

James Kimmel; Professor; Nature and Heritage Tourism, River Studies, Southwest Geography

Robert Larsen; Professor; Urban and Regional Planning, Solid Waste Management

Wook Lee; Associate Professor; Transportation, GI Science, Urban and Regional Planning

Yongmei Lu; Associate Professor; GIScience, Urban and Regional Analysis, China and East Asia

Susan Macey; Professor; Hazards, Health Issues, GIS, Aging

Osvaldo Muniz; Associate Professor; Geographic Education, New Technology for Global Flows, Transportation, Scientific Networking, Latin America, Economic Geography

James Petersen; Professor; Physical, Geomorphology, Geographic Education

Kevin Romig; Associate Professor; Urbanism, Community and Citizens, Qualitative Methods

Pamela Showalter; Associate Professor; Hazards, Remote Sensing, Environmental Perception, Behavioral Geography

Laura Stroup; Associate Professor; Water Resources

Philip Suckling; Professor; Climatology, Natural Hazards

John Tiefenbacher; Professor; Hazards, Human Dimensions of Wildlife, Environmental Problems, Mexico, Borderland States of the Former Soviet Union

Ben Zhan; Professor; or; GIScience, Environment and Health, Transportation and Network Science

Course Offerings:

1105 Meteorology Laboratory. (0-2) Laboratory observations, calculations, and exercises of meteorological data and phenomena.

1305 Meteorology. (3-0) An introduction to atmospheric science providing information on the properties of the atmosphere, the scientific principles that govern weather and climate, and interactions between the atmosphere and the other components of the Earth system.

1309 Introduction to Cultural Geography. (3-0) This course introduces students to the geographical perspective and focuses on spatial distributions of human activities and investigates underlying

geographical processes that account for present and past cultural patterns such as population, folk and popular culture, language, religion, gender, ethnicity, politics, urban and rural land use, and economic development.

1310 World Geography. (3-0) This course stresses the similarities and differences of the major world regions. Emphasis is given to human behavior in a spatial context.

2310 Introduction to Environmental Geography. (3-0) Introduces the Geographic perspective to examine the Earth's environment and its opportunities, constraints, and risks, Principles of scale space, and distributions will be used in examining the environment.

2410 Introduction to Physical Geography. (3-2) A systematic study of the various elements that make up the Earth's physical environment, weather, climate, vegetation, soil, and landforms.

2420 Introduction to Geographic Information Techniques. (3-2) The course will introduce the foundations of geographic information systems (GIS), global positioning systems (GPS), remote sensing, cartography, data analysis, and other tools and methods used by geographic information scientists. Maps, data collection, using and creating Internet content, and data analysis and display will be topics in the course.

2426 Fundamentals of Geographic Information Systems. (2-4) This course is an introduction to Geographic Information Systems (GIS), a tool for integrating and analyzing spatial data to visualize relationships, seek explanations and develop solutions to pressing problems. The foundations and theory of GIS will be emphasized.

2427 Management and Implementation of GIS. (2-4) This course addresses strategies for successful GIS management and implementation in an organization-wide context and is organized around four primary issues: implementation planning, data management, technology assessment, and organizational setting.

3134 Water Quality Monitoring and Management. (0-3) This course incorporates the water quality training of Texas Watch so students can receive certification and become Texas Watch water quality monitors. In addition, students learn to compile, analyze, and present water quality data for watershed management. May be repeated once for credit.

3301 Quantitative Methods in Geography. (3-0) This course introduces the quantitative methods used by geographers to describe, explain, and predict spatial organization. Course topics include statistical techniques, from summary descriptive measures through simple linear regression, and the utility of statistical software for solving geographic problems.

3303 Economic Geography. (3-0) This course investigates the geographic organization of economic activity with emphasis on the interconnections from global to local scales. Technological advances, resource creation and destruction, supply and demand, distribution and development, environmental impacts, and economic justice are addressed. Theoretical models are used to interpret past and current situations.

3305 Climatology. (3-0) Introduction to the elements of climate and their use in environmental monitoring and analysis.

3306 Geography of the American South. (3-0) A regional analysis of the American South with emphasis on both physical and human topical issues and current problems.

3307 Geography of Europe. (3-0) The course presents a systematic and regional investigation of the physical and cultural processes and phenomena that have created the characteristic landscapes of Europe. Topics include the climate, landform regions, trade, transportation, urban growth, population change, and the evolution of economic integration in the region.

3308 Latin America. (3-0) A regional survey of the physical and cultural geography of Latin America.

3309 United States and Canada. (3-0) This course provides a systematic and regional analysis of the United States and Canada with emphasis on contemporary economic, environmental, political, and social issues. (Writing Intensive [WI])

3310 Urban Geography. (3-0) The study of city systems, form, and development with emphasis on functional patterns, economic base, industrial location, service, and social area analysis.

3313 Natural Resource Use and Planning. (3-0) Problems involved in the use and conservation of natural and agricultural resources.

3320 Community and Regional Planning. (3-0) History and development of planning in the United States, organizational and legal frameworks for planning, and an analysis of planning approaches and procedures, particularly within the context of the comprehensive plan. (WI)

3321 Energy Resource Management. (3-0) An analysis of energy sources, their distribution and characteristics, and the problems associated with their use and management. (WI)

3323 Location Analysis. (3-0) Location and movement stressed in terms of the factors considered in locating industry, business, housing, and community facilities.

3325 Geomorphology. (3-0) This course provides a study of landforms, the processes and materials that form them and change them over time. Students will be introduced to bibliographic research and the interpretation of landforms and landscapes in the field from photographs or maps.

3328 Geography of North Africa and the Middle East. (3-0) A regional treatment dealing with the physical features and cultural activities of the people in North Africa and the Middle East.

3329 Geography of Texas. (3-0) A physical and cultural geography of Texas with special emphasis on human resources and economic activities.

3332 Geography of South and Southeast Asia. (3-0) This course is a systematic and regional overview of the physical and human geography of the countries of the Indian subcontinent and Southeast Asia. Topics include the monsoons, cultural diversity, rapid economic development, agricultural systems, and environmental problems. (WI)

3333 Geography of China and Japan. (3-0) This course provides a regional overview of the physical and human geography of the countries of East Asia. This course also systematically examines China, Korea, and Japan by closely examining such topics as the impacts of high population densities and intensive land use practices.

3335 Oceanography. (3-0) An introductory course about the physical, chemical, geologic, and biologic characteristics of the oceans and coastal areas. Emphasis will be placed on the role of the oceans as a component of the global environment.

3340 Political Geography. (3-0) Political geography concerns the interrelationship between political activities and spatial distributions. Topics include the concept of the state, international spheres of influence and confrontation, boundaries, contemporary world issues and problems, and geographic aspects of electoral politics.

3349 Population Geography. (3-0) An in-depth study of the spatial distribution and movement of human populations. The course will emphasize current issues and analytical techniques. Topics will include the impact of population growth, spatial diffusion processes, migration trends and theories, explanation of regional demographic differences, and techniques such as population projections.

3351 Geography of Health. (3-0) This course introduces concepts of health, health care, disease, and illness from a geographical perspective. The course will examine how people and societies interact geographically with the environment in ways that result in varying degrees of health. The focus will be on understanding health from the perspective of populations rather than individuals in a geographic context.

3353 American Ethnic Geography. (3-0) A geographical analysis of ethnic groups in the United States with emphasis on their settlement patterns, spatial interactions, and current problems.

3411 Maps and Mapmaking. (3-2) An introduction to reference and thematic map use and design. The course introduces basic cartographic mapping techniques for quantitative and qualitative data, teaches about geospatial analysis and interpretation, and enables students to design basic maps.

3416 Principles of Remote Sensing. (3-2) Introduction to the acquisition, mensuration, interpretation, and mapping of aerial photographs and satellite images for environmental monitoring and inventorying.

3434 Water Resources. (3-2) This course analyzes within a geographical perspective, the formation, use, conservation, and management of water resources. The students will develop a working knowledge of the hydrologic, water quality, legal, economic, political, and societal factors that determine water availability, hazards, use, demand, and allocation.

4190 Independent Study. (1-0) Individual study under direct supervision of a professor. May involve field trips. This course may be repeated for credit, but a student may not exceed six hours of credit in Independent Study.

4290 Independent Study. (2-0) Individual study under direct supervision of a professor. May involve field trips. This course may be repeated for credit, but a student may not exceed six hours of credit in Independent Study.

4306 Geography of the Southwest. (3-0) Though primarily defined by aridity, the southwestern United States is extremely diverse in its environments and its people. This course explores how people have related to this land. This course also examines current issues and future trends in natural resources and cultural processes in the region.

4310 Regional Field Studies. (3-0) Observation, description, and analysis of a geographical environment based upon off-campus study in that environment. May be repeated once, provided the second study is in a different region, for a total of 6 semester hours. (WI)

4313 Environmental Management. (3-0) This course provides an analysis of the causes of environmental problems, from local to global scale, and the evaluation of attempts at management and solutions of those problems. Emphasis will be placed on the role that geography can play in environmental degradation and management. (WI)

4314 River Basin Management. (3-0) The purpose of this course is to study principles and practices of large-scale river basin management. Emphasis is on integrated management of land and water resources, including economic development and environmental protection issues. (WI)

4316 Landscape Biogeography. (3-0) Investigation of present-day and post-Pleistocene spatial patterns of plants, animals, and biogeograpical processes. Human interactions with biogeographical patterns is also addressed, as are methods for reconstructing Holocene patterns of biogeographic distribution. Course to be taught over every other year.

4321 Planning Methods and Procedures. (3-0) A practical course on the design, analysis, and implementation of planning studies and procedures, with emphasis on methods utilized in planning for housing, community facilities, industry, commerce, and transportation including a discussion of renewal, community development, fund generation, and programming.

4322 Interpretive Environmental Geography. (3-0) Students learn principles, themes, and techniques for effective interpretation of environmental information to audiences ranging from park visitors to professional conferences. Interpretive themes are drawn from geographic concepts including the physical and cultural landscapes and cultural ecology. Techniques emphasize effective use of traditional and digital presentation methods. (WI)

4325 Fluvial Processes. (3-0) Students analyze modern principles of river processes and forms within a geographical perspective. This course examines the fundamental mechanics of fluvial channels with an emphasis on quantitative geographic evaluation of their processes. The course emphasizes natural scientific perspectives and includes linkages to ecology, engineering, resources management, and policy.

4328 Geography of the Russian Realm. (3-0) This course presents a regional and systematic overview of the physical and human geography of the countries of the former Soviet Union. The course examines in depth issues such as the legacy of the degraded landscape and environmental problems left by decades of Soviet industrialization. (WI)

4334 Groundwater Resources. (3-0) This course examines, within a geographical perspective, the major concepts and principles that control groundwater availability and use. Students will analyze aquifer characteristics that determine their water quantity and quality. Constraints on aquifer use including environmental, economic, societal, and legal factors will be analyzed for optimizing aquifer management and water-use policy.

4335 Directed Research. (3-0) Individual and group research projects at the advanced level that are not offered in the present curriculum. Permission and project approval must be obtained from the faculty member prior to registration. This course may be repeated for credit, but a student may not exceed six hours of credit in Directed Research.

4336 Transportation System. (3-0) This course is an examination of the evolution of urban transportation systems, policies, institutions, and methods in the United States. Principles, procedures, and techniques of transportation planning in the State of Texas are covered and students are introduced to the literature in transportation geography and methods of transportation analysis.

4338 Land Use Planning. (3-0) A study of the patterns, characteristics, and impacts of land use at the local and regional levels. Also, how effective management through the use of such planning tools as the comprehensive plan, capital improvements, programming, subdivision regulations, and zoning influences the utility of land.

4339 Environmental Hazards. (3-0) Analysis of environmental hazards with respect to human use of the land. Includes geologic hazards and problems caused by floods and meteorological conditions.

4340 Fundamental Themes in Geography. (3-0) Students will become familiar with the K-12 Geography Texas Essential Knowledge and Skills (TEKS) and the national geography content standards, identify instructional resources and materials, design instructional units, and fully develop grade level appropriate inquiry based lessons and student assessments. (WI)

4341 Water Policy. (3-0) This course covers the evolution of water policy from the awareness of issues, through the political and legal process, to the implementation of specific plans, programs, and facilities.

4350 Solid Waste Planning and Management. (3-0) A survey of the methods of solid waste disposal including waste storage, collection, transportation and disposal, and their shortand long-range effects on the environment. A practical course in the planning, implementation, and management of alternate methods of sanitary waste disposal.

4355 Geography of Crime. (3-0) This course provides understanding of geographical aspects of crime and criminal behavior. Students are exposed to theories and analysis methods and models explaining and predicting crime spatial patterns. Computer exercises give students hands on experience on crime pattern analysis.

4380 Internship in Geography. (3-0) On-the-job training in a public or private-sector agency. Students must apply to the department internship director at least six weeks prior to registering for the internship course. This course may be repeated one time for additional internship credit.

4390 Independent Study. (3-0) Individual study under direct supervision of a professor. May involve field trips. This course may be repeated for credit, but a student may not exceed six hours of credit in Independent Study.

4391 Environmental Geography of the Yellowstone Region. (3-0) Group investigation of the physical and cultural components of the Yellowstone region and its resulting landscape. Emphasis will be on the interaction between physical and cultural systems.

4393 Studies in Geography. (3-0) A course that is designed to consider a selected study in geography. Course studies may vary depending on faculty and student interests and may be applied to the appropriate undergraduate geography major. Repeatable once with different emphasis.

4411 Advanced Cartographic Design. (2-4) This advanced course in cartography focuses on thematic map design. The objective is to produce a cartographic portfolio of welldesigned, professional grade maps. Theoretical concepts and principles will be introduced using practical examples and written assignments.

4412 Digital Remote Sensing. (3-2) Introduction to the digital image processing of satellite scenes including restoration, enhancement, classification, change detection, and mapping for environmental monitoring and inventorying. (WI)

4417 Digital Terrain Modeling. (3-2) The course focuses on the mapping, transformation, mensuration, visualization, and applications of digital elevation models in Geography.

4422 Web Mapping. (2-4) The course introduces students to modern interactive and dynamic mapping and GIS techniques that allow internet-based cartographic representations of temporal and non-temporal geospatial objects and phenomena.

4426 Advanced Geographic Information Systems I. (2-4) This course builds on the principles introduced in GEO 2426 and presents an in-depth examination of the technical aspects involved in spatial data handling, analysis, and modeling.

4427 Advanced Geographic Information Systems II. (2-4) This course presents students with the opportunity to work as a team on a GIS project. Projects will be designed and conducted by the class. Students will develop and demonstrate competence in using GIS techniques in a substantive application.

4430 Field Methods. (2-4) Methods and techniques for observing, measuring, recording, and reporting on geographic phenomena are investigated in this course. Students will learn the use of instruments and materials in the collection of data for mapping and field research in the local area. (WI)

State University of New York- Geneseo

Department of Geography
Geneseo, NY 14454
585-245-5238
http://www.geneseo.edu/CMS/display.php?dpt=geography

The State University of New York- Geneseo is a member of the Council of Public Liberal Arts Colleges (COPLAC), as is GCSU. We selected this exemplar as the finest among the COPLAC schools because of its large faculty and its relatively complete offerings. Their seven faculty would be small for a major research institution, but it is impressive that they have managed to create a balanced and complete list of course offerings in geography. Because there are several

subfields in geography (most important are human, physical, regional, and technical), it is often difficult to represent each field while at the same time being able to offer comprehensive introductory courses. While the emphasis for COPLAC schools is on undergraduate education, this program remains very active at the national level; the department produced seven papers for the 2008 Annual Meeting of the Association of American Geographers, including two delivered by students.[20] We anticipate that the program at GCSU could greatly benefit from more communication with the faculty at SUNY-Geneseo, especially with regard to their emphasis on undergraduate publications and presentation. Our degree program is very similar to theirs; we also require a series of introductory core classes, with electives chosen from each of the same four content areas. We currently do not have sufficient faculty to duplicate their course offerings, but would be able to do so with one or two more faculty members in the future.

Undergraduate Major:
B.A. in Geography

Undergraduate Degree Program:
Total credit hours required to complete major: 41
Required courses

GEOG 102	Human Geography	3
GEOG 110	Physical Geography	4
GEOG 123	The Developing World	3
GEOG 261	Geography of the United States	3
GSCI 331	Cartography	3
GSCI 341	Geographic Thought	3
GSCI 351	Field Experience	1
GSCI 361	Quantitative Research Methods	3

Electives (six courses distributed as follows):

One Advanced Physical course from GEOG 370, 371, 382	3
One Advanced Human course from GEOG 376, 377, 381	3
One Advanced Regional course from GEOG 359, 362, 363, 365, 366	4
One Advanced Methodological course from GEOG 295, 379, 385	3

Electives (two electives from any of the above or the following):

GEOG 120, 201, 240,250, 274, 350, 369, 386, 391, 395	
Field and Study Abroad courses (max. of 3hours)	
Directed Studies (max. of 3 hours)	6

Faculty:
Dave Aagesen; Associate Professor; environmental history, human-environmental systems, resource conservation, Latin America, southern South America.

Colleen Garrity; Assistant Professor.

Jim Kernan;, Assistant Professor; climate, environmental, wildfire.

[20] 2008 Annual Meeting Program. Association of American Geographers. http://communicate.aag.org/eseries/aag_org/program/SearchAction.cfm

Darrell Norris; Professor; developing world course, cultural geography and tourism, urban historical geography, political geography, Islam, and the Western Pacific Rim.

Dave Robertson; Associate Professor; cultural and historical geography, place and identity, industrial landscapes, and Canada.

Jen Rogalsky;, Associate Professor; urban geography, planning, GIS, welfare reform and transportation, gender in geography.

Ren Vasiliev; Professor and Chair.

Course Offerings:

GEOG 102 Human Geography
GEOG 110 Physical Geography
GEOG 120 Meteorology
GEOG 123 The Developing World
GEOG 201 Introduction to Urban and Regional Planning
GEOG 230 Biogeography
GEOG 240 Geography of Tourism
GEOG 250 American Landscapes
GEOG 261 Geography of the United States
GEOG 274 Conservation and Resource Management
GEOG 291 Cartography
GEOG 295 Introduction to Geographic Information Systems
GEOG 330 Cultural Geography
GEOG 340 Pyrogeography
GEOG 348 Sports Geography
GEOG 350 Urban Historical Geography
GEOG 359 Geography of Canada
GEOG 362 Latin America
GEOG 363 The Geography of Africa
GEOG 365 The Geography of Islam
GEOG 366 Geography of the Western Pacific Rim
GEOG 369 Canadian Field Studies
GEOG 370 Physical Climatology
GEOG 371 Synoptic Climatology
GEOG 374 Geographic Thought
GEOG 375 Field Experience
GEOG 376 Political Geography
GEOG 377 Urban Geography
GEOG 378 Quantitative Research Methods
GEOG 379 Geographic Field Methods
GEOG 381 Economic Globalization
GEOG 382 Climate Change and Variability
GEOG 385 Advanced Geographic Information Systems
GEOG 386 Applications in Geographic Information Science (GIScience): (subtitle)
GEOG 391 Cartography Seminar: (subtitle)
GEOG 395 Geography/Planning Internship

7. Inventory of Library Resources

The geographic inventory of the GCSU Ina Russell Library is well below that of a major research institution such as Penn State or Texas State. Nevertheless, we maintain sufficient holdings to support the B. A. degree in Geography. Recent funding shortages have provided incentives to migrate from paper versions of serials to electronic subscriptions; we currently have access to over 65 geography-related electronic periodicals, as well as thousands of books and government records. Every year, departments and faculty are granted an allocation to request new books for acquisition.

Geography Journals Available to GCSU Students

African Geographical Review
Annals of the Association of American Geographers
Applied GIS
Australian Geographer
Australian Geographic
Australian Geographical Studies
Bulletin of the American Geographical Society
Bulletin of the American Geographical Society of New York
California Geographer
Canadian Geographer
Canadian Geographic
Canadian Geographic Travel
CyberGeo
Economic Geography
Focus on Geography
Gender, Place, and Culture: A Journal of Feminist Geography
Geografiska Annaler, Series A
Geografiska Annaler, Series B
Geographical
Geographical & Environmental Modelling
Geographical & Military Museum
Geographical Analysis
Geographical Journal
Geographical Magazine
Geographical Mobility
Geographical Phorum
International Research in Geographic and Environmental Education
Journal of Cultural Geography
Journal of Economic Geography
Journal of Geographic Information and Decision Analysis
Journal of Geographical Systems
Journal of Geography
Journal of Geography in Higher Education
Journal of Latin American Geography
Journal of Spatial Hydrology
Journal of the American Geographical and Statistical Society
Journal of the Royal Geographical Society
National Geographic
National Geographic Adventure
National Geographic Explorer
National Geographic Traveler
National Geographic World
Networks and Spatial Economics
Philosophy and Geography
Proceedings of the Royal Geographical Society
Professional Geographer
Progress in Human Geography
Progress in Physical Geography
Public Health GIS News and Information
Scottish Geographical Journal
Singapore Journal of Tropical Geography
Social & Cultural Geography

Geographical Research
Geographical Review
Geography
Geopolitics
Geospatial Solutions
Industrial Geographer
International Journal of GIS
Social Geography
Southeastern Geographer
Spatial Cognition and Computation
Spatial Economic Analysis
Transactions - Institute of British Geographers
Transactions in GIS

Book, Serial, DVD/Video Holdings (number of titles)

Area/Country	Books/Gov. Docs	Serials	DVDs/Videos
Africa	1,367	44	12
Asia	3,189	52	13
Europe	7,243	50	95
India	431	30	10
Middle East	1,055	23	9
N. America (Canada/Mexico)	1,601	63	10
Russia/Soviet Union	1,595	11	18
South & Central America	1,304	32	8

Special Collections

Although the late Senator Coverdell's Peace Corps Papers are not open for research yet, eventually these will provide a wealth of unique research information on a number of countries in which the Peace Corps was active during the Senator's tenure as Peace Corps Director.

Online Databases

Electronic serial subscriptions provide a wide variety of scholarly journals including area studies (Latin American Studies, African Studies, etc.). In addition to the GALILEO resources listed below, GALILEO is reviewing requests for Ethnic News Watch and expanded access to international newspapers.

- **ABI/INFORM Complete** provides full text for over 1,461 U.S. and international journals covering all aspect of business and management. In addition to the full text, this database offers indexing and abstracts for 759 journals.
- **Academic Search Complete** is a comprehensive scholarly, multi-disciplinary full-text database, with more than 5,300 full-text periodicals, including 4,400 peer-reviewed journals. In addition to full text, this database offers indexing and abstracts for more than 9,300 journals and a total of 10,900 publications including monographs, reports, conference proceedings, etc. Includes broad coverage of ethnic and international studies.
- **Business Source® Complete** is a scholarly business database that provides full-text access to many peer-reviewed business related journals, including disciplines such as marketing, management, MIS, POM, accounting, finance and economics. Indexing and abstracts for the many important scholarly business journals as far back as 1886 are included. Includes country and industry reports. Allows searching by geographical name and language.

- **International Bibliography of Theater & Dance** with Full Text includes nearly 100 journal titles and over 120 full-text books not included in Academic Search Complete.
- **Lexis-Nexis Academic**
- **The MLA International Bibliography** indexes literature, languages, linguistics, literary theory and criticism, dramatic arts, and folklore from over 4,400 journals and serials, as well as books, essay collections, working papers, proceedings, dissertations, and bibliographies. Approximately 45,000 records are added annually.
- **Newspaper Source** provides current information from daily feeds from the Knight-Ridder/Tribune Business News and Knight-Ridder/Tribune News Service Newspaper Source as well as cover to cover coverage of *The Christian Science Monitor, USA Today, The Washington Post, The Times (London), and The Toronto Star*. The database also contains selected full text from more than 180 regional (U.S.) newspapers, including *The Macon Telegraph, Savannah Morning News, The Boston Globe, The Chicago Tribune, The Detroit Free Press,* and *The Miami Herald*. In addition, full text television & radio news transcripts are provided from *CBS News*.
- **Research Library** provides abstracts and indexing for over 2,600, as well as full text for over 1,700 scholarly journals and general magazines. Coverage includes all disciplines including International Studies.
- **World History Collection** contains cover-to-cover full text for more than 130 titles, including many peer-reviewed journals. Full text dates as far back as 1964. These hand-selected information sources cover a wide range of historical topics including anthropology, art, culture, economics, government, heritage, military, politics, regional issues, and more. In addition to the full text, indexing and abstracts are provided for all journals in the collection.

8. Desired Qualifications of the Students

The degree program is primarily aimed at traditional full-time students who seek to use their degree as a gateway to graduate schools in geography, planning, environmental studies and related disciplines, as well as those students who desire employment in similar fields. Successful geographers tend to have an interest in global studies, cultural issues, or may have experience with travel and multi-cultural interaction. We hope to attract students who have traditionally declared majors in history, political science, or sociology, as these students often show a propensity for combining rigorous positivist approaches with the qualitiative nuances of social science. Currently, there are no admission requirements in the Department of History, Geography, and Philosophy, however, we will follow university guidelines for maintaining good academic standing.

Because recruitment of a talented, diverse student body is essential to the success of a new program, we will continue to work with the Office of International Education to identify and attract students who have demonstrated an interest in global affairs. Many students come to GCSU as undeclared first-year students, and we will make every effort to address the First-Year Academic Seminar classes for these students. Additionally, we will be actively involved with the Office of Institutional Equity and Diversity to help attract and retain minority and female students.

9. Facilities

Among the academic disciplines, geography is perhaps the most unique in its need to integrate both social and physical sciences. As a part of the Department of History, Geography, and Philosophy, many of the facilities required for teaching and research in human geography are in common with history and philosophy. Access to classrooms, offices, and academic resources will be handled through normal departmental protocols. Additional attention must be paid, however, to the specialized needs of physical geography, which requires advanced field equipment, computing resources, and software.

The faculty and staff at GCSU have been working hard to develop state-of-the-art instruction and research facilities for physical geography and Geographic Information Science (GISc). Primarily through allocation of lab course fees and discretionary funds from the Dean of the School of Liberal Arts and Sciences, the department has acquired a substantial collection of equipment for physical geography instruction, which rivals that of many established geography programs of much larger size:

- Fluid and digital thermometers
- Radiometers
- Aneroid barometers
- Psychrometers
- Compasses and measuring tapes
- Global Positioning Satellite receivers
- Stereoscopes
- Abney levels
- Tree ring borers
- Soil augurs and testing kits
- Soil texture sieves and scale
- Stream flow meters
- Rain gauge

Most of this equipment is stored in an instructional lab that is shared with other university courses. The lab also holds a large collection of instructional posters, videos, software, maps, and aerial photographs. These resources are available for students in geography classes or working on independent study.

Student instruction in GISc is carried out in a campus-wide Office of Instructional Technology classroom, which is fitted with 22 iMacs running dual processors to support a Windows XP operating system. This installation supports the following GISc software:

- ESRI ArcView 3.3
- ESRI ArcGIS 9.2
- Google Earth
- Leica ERDAS Imagine 9.1
- Fragstats 3.0

GCSU is supported by the USG's site licensing arrangements for GISc software. The ESRI site license is managed by the Information Technology Outreach Services at the University of Georgia, and the Leica site license is maintained by the College of Architecture at Georgia Institute of Technology. The costs for these software packages have been borne through a combination of course lab fees, dean's discretionary funds, and student technology fees. We have encouraged greater participation in using the software by other departments and schools, and by various administrative units. An annual workshop in GISc is provided to help train all campus faculty and staff.

Students and faculty also have access to a growing collection of advanced geographic hardware and instrumentation, including:

- Geoscope mirror stereoscopes
- Sokkia MS-27 Professional Mirror stereoscope
- CST/berger 20X Speed Line Level & Transit-Level
- Garmin GPS Map 76Cx receivers
- Garmin Etrek GPS receivers
- Magellan PROMARK X GPS receiver
- Trimble GeoXM receiver and data logger
- Calcomp Drawing Board III
- Epson GT-15000 large format scanner
- Canon Powershot SD600 digital camera
- Dell Inspiron 9300 portable computer
- Dell Poweredge 1950 server
- HP DesignJet 1055cm Plus plotter
- HP Photosmart Pro B9180 large format printer

This collection was assembled using a combination of departmental funding, student lab fees, Dean's discretionary funds, and external grants. While we already have all the equipment needed to provide a B. A. degree in geography, future growth of the program will require a continuance of each of these funding sources, to provide for greater use and the eventual decay and obsolescence of equipment.

10. Administration

The program will be administered by the Department of History, Geography, and Philosophy, in the School of Liberal Arts and Sciences. All program requirements will be reviewed by the Chair of the department and the University Registrar before the degree is conferred by the GCSU President. The Program Coordinator will assist the Chair in completion of annual reports, scheduling of classes, and processing student applications, petitions, and requests. Any hiring or other human resource tasks will be the primary responsibility of the Chair.

11. Assessment

Especially when developing a new program, ongoing collaborative assessment is essential to crafting a successful degree program. GCSU has a strong commitment to active assessment at every level. The B. A. in Geography degree program will be evaluated regularly, using a variety of assessment indicators.

Program Assessment Indicators

- Faculty Meetings- Frequent discussion and brainstorming among faculty members will be used to evaluate and improve the program. Many excellent suggestions for improvements come from the students themselves, and those ideas should be shared and considered to inform future program objectives. Soliciting comments from other faculty outside the program can also inform program assessment. We will create an open discussion environment where ideas and suggestions can be aired freely, so that we move the program forward with consistency.

- Annual Report- Annual reports are presented to the Dean and the Vice-President of Academic Affairs by June 1st of each year. The required format for the reports includes evaluation of the program's major accomplishments, support of the university's strategic goals, support of instruction, resources, facilities, performance, and recommendations for the following year. The annual report is an excellent opportunity to evaluate the success of the degree and to help qualify its effectiveness.

- Academic Assessment-Planning Record- In addition to the annual report, GCSU uses an Academic Assessment-Planning Record (APR) to ensure that the program is consistent with SACS requirements. The APR is submitted every year along with the annual report. For each program goal, it requires the evaluation of desired learning outcomes, courses addressing the outcome, means of assessing the outcome, results of assessment, and changes resulting from assessment. For each program goal, the APR allows the coordinators to evaluate the strengths and weaknesses of the department in serving those goals and achieving the program mission.

- Comprehensive Program Review: BOR Policy requires a periodic Comprehensive Program Review (CPR) as outlined in section 2.03.05: of the Academic Affairs Handbook. This mechanism allows "institutional faculty and administrators [to] assess progress over time, analyze costs and benefits of programs, and make strategic decisions about program modification."[21] The CPR helps tune programs by focusing attention on the viability, productivity, and quality of the degree offering.

Learning Outcome Assessment Tools

- Course Student Opinion Surveys- Each faculty member is required to conduct student opinion surveys in at least two of their courses each semester (one introductory, one advanced). The information on these surveys is used by the department chair to evaluate the faculty member, and also inform the department of the need for improvement in instruction of major courses.

[21] Board of Regents of the University System of Georgia Academic Affairs Handbook. http://www.usg.edu/academics/handbook/section2/2.03/2.03.05.phtml

- Sophomore Research Seminar- GEOG 2990, the Geographic Research Seminar, will have a prerequisite requirement of one introductory human geography course and one introductory physical geography course. In the seminar, the instructor will be able to use a variety of feedback techniques to evaluate the delivery of content in those courses.
- Senior Capstone Projects- Each major is required to complete an internship, thesis, or study abroad project. The documents from these projects will be graded by a jury process, which will inform the department of the ability of the students to meet the program objectives.
- Senior Portfolios- In addition to capstone projects, graduating majors are required to complete a senior portfolio, which will serve as a record of the student's primary work toward the degree, and serve as an important assessment tool for evaluation of the degree learning outcomes.
- Exit Exams- There are no standardized national exit exams for a B. A. degree in Geography available at this time. We propose to develop a departmental exam, to be administered in the final semester, that will work to specifically evaluate the degree objectives, while also assessing the student's general knowledge of the content area.
- Exit Evaluations- Each graduate will be asked to submit a program evaluation, which includes both formative and summative queries designed to help identify strengths and weaknesses in the program delivery.
- Post-graduate Surveys- In many ways, the true success of an undergraduate education is measured by what becomes of the student after graduation. Working with the alumni office, we will make concerted efforts to track our graduate's future activities, and make inquiries of them from time to time to help us improve our program.
- External Review- Many larger departments conduct external reviews from time to time to allow outside experts to weigh in on all aspects of the program delivery. We hope to be able to use this tool once the degree has been in place long enough to resolve any problems and hear back from several graduates.

12. Accreditation

There are no accrediting agencies particular to undergraduate geography. As there will not be a degree-level change, there has been no notification of the Southern Association of Colleges and Schools.

13. Affirmative Action Impact

By nature, the study of geography is a study of cultural diversity and the ways that space influences the maldistribution of the resources of life. Geographers have long been keenly aware of how political, economic, and social forces constrain livelihoods and restrict humans from achieving self-reliance and equal opportunities. Themes of multiculturalism run throughout the lessons of geography.

Existing geography degree programs are concentrated in the northern and eastern portions of the state. Central Georgia, which is traditionally more rural and less economically developed, lacks equal access to job training in geographic skills, and minority populations are especially underserved in the growing field of geospatial science. A geography degree at GCSU will attract local students who wish to remain closer to home while they complete their studies. Working with the Office of Institutional Equity and Diversity, the Early College program, the Bridge Scholars program, and other GCSU initiatives, we will make concerted efforts to attract minority and female students to our degree program. A recent grant from the Science, Technology, Engineering, and Mathematics (STEM) Education Coalition[22] has opened up tremendous new opportunities for the formation of a Geographic Education Consortium in collaboration with Baldwin County Schools. Additionally, GCSU is the annual host of the National Geographic Society's Geographic Bee, which attracts middle school students from around the state, including many underserved counties.

In their 2006 final report, the Association of American Geographers (AAG) Diversity Task Force identified several strategies for improving diversity in geography. Among their recommendations are these important principles that will guide the development of our degree program:

- The department chair and the faculty who are the best ambassadors to participate in outreach and to sell geography to a diverse population should first develop a recruitment plan.
- Departments of degree-granting institutions should engage in outreach to local community and commuter colleges, since they are a source of great student diversity.
- In recruiting undergraduate students to geography, departments in states with the largest percentage of racial minorities should take the lead and serve as role models.
- The faculty, under the strong leadership of the chairperson, should provide training in the discipline of geography via summer workshops focusing on geography and/or Geographic Information Systems for teachers, especially minority teachers, who teach in junior high and high schools with large minority enrollments.
- Departments should establish a policy that clearly indicates the importance of diversity in the faculty search process. This important departmental policy should emphasize that the search committee must be as diverse as possible and that the final list of candidates to be interviewed must also be as diverse as possible based on the available pool.
- Departments should conduct reviews of their curricula to determine the degree to which diversity is included and, if necessary, change the curricula to make them more relevant to today's racially and ethnically diverse society.
- Each department should regularly assess its "departmental climate" to ensure that it is, ideally, free of tensions and hostility and that it fosters a healthy, constructive and inclusive environment for all groups--students, faculty, and support staff.

[22] Science, Technology, Engineering, and Mathematics Education Coalition. http://www.stemedcoalition.org/.

- Departments and the AAG Central Office should construct websites that clearly underscore the unwavering commitment to diversity.[23]

14. Degree Inscription

Bachelor of Arts in Geography.
CIP Code: 45.0701.

15. Fiscal and Enrollment Impact and Estimated Budget

Because geography is a discipline with several sub-fields, it is important to have faculty who can offer courses in each of the major areas. A third full-time faculty position in geography has been funded in the FY09 budget, giving us one physical geographer and two human geographers. Assuming that the new position is continued, there should be minimal additional expense required to create this degree. Added expenses for departmental costs and library acquisitions can be funded through normal school and departmental operating costs. Each faculty member is generally allocated $1200/year for supplies, expenses, and travel. Additionally, there is usually a $200/year allocation for library books. The cost of equipment for physical geography and geographic techniques courses will be recovered from laboratory fees ($20/term for physical geography and $40/term for geographic techniques). Software specific to geography courses (Geographic Information Systems and remote sensing software) could be covered by a combination of lab fees, student technology fees, and shared funding by the various departments, schools, and agencies that make use of the software. Ideally, however, the BOR will fund an additional $3000/year for advanced software expenses. The budget below considers a situation where, during the second and third years, two courses during the school year are taught by part-time faculty reassigned from other departments. In fact, this situation could be achieved without allocation of extra funds if the courses are simply cross-listed with courses in that faculty member's department. If the program is well-received by students, an additional full-time faculty member will be requested during the next five years. The program will be housed in the existing HG&P Department. Outside of the additional funding for GISc software, there are no uncommon start-up costs for the program.

Estimated Budget

I. ENROLLMENT PROJECTIONS	FY 09-10 First Year	FY 10-11 Second Year	FY 11-12 Third Year
A. Student majors			
1. Shifted from other programs	5	5	0
2. New to institution	5	5	5
Total Majors	10	20	25
B. Course sections satisfying program requirements			
1. Previously existing	18	20	22
2. New	0	2	2

[23] Association of American Geographers Diversity Task Force. 2006. Final Report-An Action Strategy for Geography Departments as Agents of Change: A Report of the AAG Diversity Task Force. http://communicate.aag.org/eseries/Diversity/intro.cfm

Total Program Course Sections	18	22	24
C. Credit Hours generated by those courses			
1. Existing enrollments	1,620	1,800	1,980
2. New enrollments	0	180	180
Total Credit Hours	1,620	1,980	2,160
D. Degrees awarded	0	0	10
II. COSTS	EFT Dollars	EFT Dollars	EFT Dollars
A. Personnel--reassigned or existing positions			
1. Faculty (3)	165,000	165,000	165,000
2. Part-time Fac. (2)		4,000	4,000
3. Grad. Assist. (0)			
4. Administrators (0)			
5. Support staff (0)			
6. Fringe benefits			
7. Other personnel costs			
TOTAL EXISTING PERSONNEL COSTS	165,000	169,000	169,000
B. Personnel--new positions			
1. Faculty (0)			
2. Part-time Fac. (0)			
3. Grad. Assist.			
4. Administrators			
5. Support staff			
6. Fringe benefits			
7. Other personnel costs			
TOTAL NEW PERSONNEL COSTS	0	0	0
C. Start-up Costs (one-time expenses)	First Year	Second Year	Third Year
l. Library/learning resources	0	0	0
2. Equipment	0	0	0
3. Other	0	0	0
D. Physical Facilities: construction or major renovation	0	0	0
TOTAL ONE-TIME COSTS	0	0	0
E. Operating Costs (recurring costs--base budget)			
1. Supplies/Expenses	900	900	900
2. Travel	2,700	2,700	2,700
3. Equipment	600	600	600
4. Library/learning resources	600	600	600
5. Other (Software)	6000	6000	6000
TOTAL RECURRING COSTS	10,800	10,800	10,800
GRAND TOTAL COSTS	175,800	179,800	179,800
III. REVENUE SOURCES			
A. Source of Funds			
1. Reallocation of existing funds	169,200	173,200	173,200
2. New student workload			

3. New tuition			
4. Federal funds			
5. Other grants			
6. Student fees	2,400	2,400	2,400
7. Other (GCSU software contributions)	1,200	1,200	1,200
Subtotal	172,800	176,800	176,800
New state allocation requested	3,000	3,000	3,000
GRAND TOTAL REVENUES	175,800	179,800	179,800
B. Nature of funds			
1. Base budget	175,800	179,800	179,800
2. One-time funds	0	0	0
GRAND TOTAL REVENUES	175,800	179,800	179,800

Addenda

Careers in Geography[24]

Many people get excited about maps, cultures and the environmental issues, and want to know how geographic knowledge can lead to good jobs and meaningful careers. In recent years people have discovered that large numbers of societal problems have geographic dimensions and that a geography education provides essential skills for real-world problem solving.

The following list contains a representative sample of job titles that a geographer might have. It is really though, an idea list as the creative mind can realize the many other careers possible.

Students obtaining employment immediately upon graduation are usually those with the best college records and a willingness to relocate to find a job. Some of these jobs also require education beyond a bachelors' degree.

Aerial Photo Interpreter
Air/Water Quality Control Manager
Cartographer
Cartography Compiler
Climatologist
Coastal Zone Manager
College/University Professor
Community Developer
Computer Mapper
Computer Programmer
Demographer
Earth Scientist
Environmental Impact Analyst
Environmental Quality Specialist
Geographer
GIS Database Management
GIS Programmer
Hazardous Waste Planner
Health Services Planner
Hydrologist
Industrial Developer
Industrial Planner
Intelligence Agent
International Business Representative
International Investment Analyst
Land Developer
Land Economist

[24] Eastern Michigan University Department of Geography. Jobs in Geography. http://www.emich.edu/public/geo/geography/jobs.htm.

Land-Use Analyst
Map Curator/Librarian
Park Ranger
Property Manager
Public Utilities Specialist
Real Estate Agent/Broker/Appraiser
Remote Sensing Analyst
Services Organization Manager
Site Researcher
Soil Conservationist
Surveyor Location Expert
Systems Analyst
Teacher
Traffic Manager
Transportation Analyst
Travel Agent/Specialist
Urban Regional Planner
Weather Forecaster

Letters of Support

2200 Fletcher Avenue
Fort Lee, NJ 07024
201 583-5000

H. J. De Blij
Geographic Analyst

MSNBC

January 29, 2009

Dr. Robert J. Wilson, Chair
Department of History, Geography and Philosophy
Campus Box 047
Georgia College and State University
Milledgeville, GA 31061

Dear Dr. Wilson,

On behalf of my 43 colleagues in the Department of Geography at Michigan State University, the largest Department of Geography in the United States, I write to congratulate you on initiating a Bachelor's Degree in Geography at Georgia College and State University. We hope that some of your future graduates will consider Michigan State for their graduate work and we know that they will be well prepared.

As you are aware, the discipline of geography is making great strides at a time of growing awareness that our still-persistent geographic illiteracy constitutes a national security risk. In my book *Why Geography Matters* I argue that geography is an indispensable component of any citizen's general education, and while this education has to begin in high school it must be assured at the college level. I am pleased to learn of your plans and am doubly pleased that the program is in such capable faculty hands.

With all good wishes for the year just begun and may the Bachelor's Degree in Geography thrive.

Sincerely,

H. J. de Blij, Ph.D.
John A. Hannah Professor of Geography
Michigan State University

HdB/bd

Thomas Harriot College of Arts and Sciences
Department of Geography
East Carolina University
Brewster Building • Greenville, NC 27858-4353
252-328-6230 office • 252-328-6054 fax • www.ecu.edu/geog

January 31, 2009

Dr. Robert J. Wilson III, Interim Chair
Department of History, Geography, and Philosophy
Georgia College & State University
Milledgeville, Georgia

Dear Dr. Wilson:

I am excited to hear that the Department of History, Geography, and Philosophy seeks to establish a Bachelor of Arts degree in Geography. I write in great support of the proposed degree, both as a former faculty member at Georgia College & State University and as the current President of the Southeastern Division of the Association of American Geographers (SEDAAG).

As President of the Southeastern Division, I represent geographers and geography programs across a ten-state region. The position has given me a special perspective on the unique skills and perspectives that a degree in geography offers a university and its students. Geography is a highly sought after major in many schools because of its emphasis on international understanding, environmental education, and geospatial technologies. In an increasingly globalized society and economy, having a well-informed and critical perspective on the world is essential to American civic responsibility and competiveness. The proposed undergraduate degree will make an important contribution to the educational mission of Georgia College & State University.

My support for a BA in Geography also comes from my familiarity with your university. As you know, I served as a tenure-track faculty member at Georgia College & State University from 1998 to 2000, teaching courses in geography and interdisciplinary studies. In that short time, I developed a great admiration for the school and the devotion of its faculty and administration to excellent teaching and student engagement. It has been over eight years since I worked in Milledgeville; however, I recently visited the campus in fall of 2008 to give a guest lecture. This visit gave me the opportunity to reacquaint myself with the department and its faculty. In fact, I visited a cultural geography class and spent considerable time interacting with students. The experience was nothing short of exhilarating and the students were well prepared and asked thought-provoking questions. The intellectual environment necessary for creating and maintaining a major is clearly in place.

I hope that my observations and comments are helpful.

Sincerely,

Derek Alderman, Ph.D.
Associate Professor of Geography, East Carolina University
President, Southeastern Division of the AAG

Kennesaw State University — Department of Geography and Anthropology

January 29, 2009

To Whom It May Concern:

This is a letter of support for the proposed BA in Geography at Georgia College and State University. The proposed program will be housed in the Department of History, Geography, and Philosophy.

There is a strong societal need for a more geographically-literate population. In 2006 a National Geographic-Roper Poll Survey among Americans aged 18 – 24 highlighted the problem (http://www.nationalgeographic.com/roper2006/findings.html). The results of the poll were astounding:

- 20% of young Americans think Sudan is in Asia. (It's the largest country in Africa.)
- 48% of young Americans believe the majority population in India is Muslim. (It's Hindu—by a landslide.)
- Half of young Americans can't find New York on a map

The BA in Geography at Georgia College and State University will help fill this knowledge gap and address much deeper issues. The holistic and spatial approach of geography provides students with a basic grasp of the cultural, economic and physical forces that are rapidly changing the world's landscapes. Geography sets the stage for understanding all the social sciences because the issues or phenomena addressed by these disciplines play out on a geographic landscape. In this age of increasing globalization, geographic knowledge is becoming ever more important in all aspects of society. It helps us understand various aspects of the world, including the patterns and processes that have shaped human interactions, the relationships between people and places, the physical features of the landscape, and the role humans have had in modifying the landscape

The outcomes of the proposed program are based on standards created by the National Council on Geographic Education. They are nationally-accepted guidelines on which we at Kennesaw State University based our own BA in Geography several years ago.

I have one last comment regarding the home of the proposed major, i.e. the Department of History, Geography, & Philosophy. This is entirely appropriate as history and geography enjoy an ancient, inter-dependent relationship. It was the Greek scholar Herodotus who in the 5th century BC gave us the notion of geography as "the handmaiden of history." He is credited with the idea that all history must be treated geographically and all geography must be treated historically. It is right that a BA in Geography be housed in a department with history and philosophy.

I strongly endorse this proposal. Please contact me if you need further information.

Sincerely,

Garrett Smith

Garrett Smith, Ph.D.
Associate Professor of Geography
Chair, Department of Geography & Anthropology
Director, Georgia Geographic Alliance
Kennesaw State University

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February 4, 2009

Dr. Robert Wilson, Chair
Department of History, Geography and Philosophy
Georgia College and State University
Milledgeville, Georgia 31061

Dear Professor Wilson;

I had the good fortune to teach Geography at GC&SU in the 2003-04 academic year. While there I was deeply impressed by the high level of instruction offered by the faculty and by the enthusiasm of students for Geography. Having taught at other universities in North Carolina and Georgia, I saw at GC&SU an excitement and vitality I had not seen elsewhere.

I recently learned that the faculty has proposed an undergraduate degree in Geography. I read the proposal and believe it presents a solid, workable structure for a high quality program. GC&SU is Georgia's public liberal arts university and Geography is a keystone in a liberal arts education. It is appropriate that Geography share an equitable position with other disciplines in the curriculum. Also, I spent many years working for state and local governments in the United States and England. I have seen that an undergraduate degree in Geography provides sound training for public sector jobs in, among other fields, urban planning, environmental science and geographic information systems. It also provides a basis for graduate study in these or a host of other fields.

I commend the faculty for their initiative in presenting this degree proposal. From my personal experience, I know the value of a degree in Geography in non-academic careers. I enthusiastically support the proposal. Please let me know if I can do anything to help advance it.

Sincerely,

Robert Keber

Robert Keber

cc: Doug Ostler

Geography in the News
769 Appalachian Drive
Boone, NC 28607
January 29, 2009

Dr. Robert J. Wilson, Chair
Department of History, Geography, and Philosophy
Campus Box 047
Georgia College & State University
Milledgeville, GA 31061

Dear Dr. Wilson:

Chuck Fahrer, one of my former graduate students and now a faculty member there at Georgia College & State University, recently contacted me to discuss the possibility of establishing a new major in geography. I am most happy to support his and Doug Oetter's efforts in this regard.

First, I think it is always important to build an undergraduate B.A. major in geography on a solid minor, which I know you already have.

Secondly, geography is a broadly-based, holistic academic discipline that deals with spatial interrelationships, comprehensions, and analysis—all important in understanding the complicated world of today. We have placed our undergraduate majors in such widely disparate jobs as banking, real estate, tax administration, airport noise abatement, GIS analysis, hydrology, erosion control, agricultural mapping, and urban and regional planning, all of which required dealing with spatial analysis.

I strongly support your efforts to add a B.A. geography major to your curriculum.

If I might add more to this brief letter, please contact me by phone (828-773-6011) or by email (linebackng@appstate.edu). Because of the necessary rush to send this letter to you, I am taking the liberty of emailing it to Dr. Fahrer and asking him to forward it to you. I will be happy to send a signed copy by mail if you or he request it.

Sincerely,

Neal G. Lineback, Professor Emeritus
Former Department Chair and Dean of Arts & Sciences at Appalachian State University
Owner/Author, *Geography in the News*
Originator: World Geography Bowl

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January 26, 2009

Dr. Doug Oetter, PH. D.
Associate Professor of Geography
Department of History, Geography, & Philosophy
Georgia College & State University CBX 047
Milledgeville, GA 31061-0490

I would like to extend my full support of Dr. Doug Oetter and Dr. Chuck Fahrer for their proposal to create a Bachelors of Arts degree in Geography at Georgia College & State University.

I was a member of the graduating class of 2006 at Georgia College & State University where I received my degree in History and a minor in Geography. I received credits from many Geography courses facilitated by both Dr. Oetter and Dr. Fahrer. I would have been thrilled had an opportunity such as this one been available to me when I was a student. It was very rewarding to me to have completed a minor in Geography, because it has led me to pursue a career I enjoy today. I know that the ability for future students to pursue a degree in Geography will be both rewarding and beneficial as Geography is and will continue to be an ever-growing academic field.

I am currently a Geographic Information Systems (GIS) Technician employed with Powell, Fragala & Associates, a consulting planning firm, in Lakeland, FL. Initially, while still in college, I had no real inclination as to what I wanted to pursue once I graduated from college, that is, until I began taking geography classes such as Intro to GIS and Advanced GIS. These courses along with the instruction of Dr. Oetter have provided me with the insight of such an intriguing field and have helped me develop an understanding of the geographical world. This knowledge enabled me to pursue and acquire a position in the professional community that I love and can perceive as a foundation for greater achievements and accomplishments throughout my career. Within the scope of the planning firm I work with, it is essential for me to be able to understand and interpret aerial photography and visually portray parcel information, environmental conditions, transportation conditions, and site characteristics pertinent to the type of land use and zoning applications we produce. The GIS classes that I took and the instruction given to me by Dr. Oetter enabled me to understand how to obtain applicable information and how best to demonstrate it visually using the tools and programs that where available to me within these courses.

Moreover, the geography courses as a whole that I completed were very interesting and rewarding. Courses such as Political Geography and Human Geography taught by Dr. Fahrer and courses such as Intro to Weather and Climate, Intro to Landforms, and World Regional Geography taught by Dr. Oetter gave me a better understanding of the world as it is around us. The courses where both challenging and provided me with knowledge I never would have learned otherwise. Also, and most notably, both Dr. Oetter and Dr. Fahrer made these courses fun and interesting and because I had the opportunity to learn what I did from them, I am pleased to have had the chance to take such rewarding classes.

Sincerely,

Jason A. Ray
GIS Technician

cc: C. Fahrer, PH.D.

Stantec Consulting Services Inc.
4875 Riverside Drive
Macon GA 31210-1117
Tel: (478) 474-6100
Fax: (478) 474-8933

January 16, 2008

Dear Dr. Doug Oetter:

I have received your email regarding the proposed geography program at Georgia College and State University. I believe the proposed 4-year geography program is an excellent idea. I currently utilize geography everyday in my career. We look at landscapes everyday for wetland delineations, threatened and endangered species surveys, urban design, etc. We use the most latest version of Arc GIS to depict our findings. We also utilize survey grade GPS for boundary surveys.

Sincerely,

STANTEC CONSULTING SERVICES INC.

Casey Piper
Scientist
Tel: (478) 474-6100
Fax: (478) 474-8933
cpiper@stantec.com

Attachment:

c.

cp document2

Robert J. Wilson, III
Department of History, Geography, and Philosophy
Georgia College & State University
Milledgeville, GA 31061

January 22, 2009

Dear Dr. Wilson,

The study of Liberal Arts is defined as the study of the Arts, Humanities, and Natural and Social Sciences. When I attended Georgia College and State University I applied for the Liberal Arts major because I wanted to pursue knowledge that surpassed classification into a single subject because the world is shaped by many forces. It turns out that the study of Geography similarly but superiorly encompasses and synthesizes increasingly relevant academic fields with a perspective based on space and time. Human Geography explores cultures and the balance and relationship of people and their environments; how each is shaped by the other. Physical Geography is closely tied to Environmental Science in the study of the processes of the Earth. Geographic techniques, such as the creation of maps, are as much an art as a science when it comes to determining colors, symbology, scale, etc. to best represent geographic data.

Geography is about observing the world with a broad perspective to better address the world's problems which would seem to coincide with the goals of a Liberal Arts University. Geography is the quintessential liberal art and should be the next major offered at Georgia College and State University.

Sincerely Yours,

Ken Bunch, Jr.

GCSU (2002-2005)

BS in Geography, University of Georgia (2007)

U.S. Geological Survey, Denver, CO

1-28-2009

To Whom It May Concern:

As a graduate student who once attended Georgia College and State University, I have gained knowledge which has helped me in obtaining many of the goals that lie ahead of me. Some of these goals were achieved by completing the Geography courses that were offered here. Unfortunately, Geography is not offered as a major, and there are not enough Geography classes available to help pursue a career related to this field of study. I had to transfer to another school to complete my degree. One must understand that Geography is more than place names. It involves everything from the ground beneath our feet, such as plate tectonics and how our earth looks the way it is today, to the issues going on around us through human environment interactions, urban growth, and Cartography. The wonderful world of Geography also includes the weather happening right now above our heads and climate change through time. I hope you consider this in your decision regarding Geography being added as a major at Georgia College and State University.

Thank you,
Melissa A Ray