

Assessment Plan for GEC course Geol Sci 151

Geol Sci 151 will be critically assessed throughout the quarter to determine how well it is meeting the general principles and specific General Learning Objectives of the Natural Science category of the General Education Curriculum. The learning objectives specified in the attached syllabus will be central to all lecture material and corresponding exams, homework problems, and in-class exercises and will be regularly reviewed for focus and conformance.

Five multiple-choice questions on each exam will test the students' specific knowledge of facts, theories, and historical events concerning plate tectonics and earthquakes, and volcanic eruptions and related hazards (landslides, mudflows, tsunamis, bolide impacts, and climate change). Basic knowledge and understanding of earth materials and natural processes, and natural hazards and the threat posed by natural hazards in the United States and the rest of the world will be evaluated primarily by short essay exam questions and problems, homework assignments, and in-class group discussions and written summaries of relevant video materials. An understanding and application of the latest techniques and methodologies used to monitor natural hazards and quantitatively analyze and predict natural disasters will be evaluated similarly.

Learning objectives that require a synthesis of knowledge, sensitivity to social and cultural concerns, and transcend the boundaries of disciplines are not as easily assessed. Carefully composed essay questions and problems will be designed and presented to students throughout the quarter, but especially in homework assignments and the comprehensive final exam. A scoring rubric will be developed for student essays that specifically assesses the extent to which students have understood the social and philosophical implications, and problems of the contemporary world as implied in GLO 4. Classroom response and participation during the weekly recitation period and written summaries of video materials also will be used as a supplemental assessment of student comprehension of the more integrated and abstract concepts. Most importantly, the development of a holistic perspective on natural hazards and disasters will be strongly stated in the initial class and frequently repeated.

The instructor(s) will prepare a report summarizing the findings of the above assessment plan following course completion. This report will contain quantitative and qualitative summaries of the stated assessment procedure results and present apposite recommendations for changes or improvements in course content or approach. All changes and improvements will be incorporated into the syllabus before the next course offering.

Edit Course Request

Request:

Honors:

College:

Department:

Course Number:

Course Title:

Effective: Qtr: Yr:

Contact Email:

Hold:

Contingency:

GEC:



URL:

GEC:

Status:				
CCI Subcommittee - C	Approved with Contingency	02/19/2007		
College Committee - MAPS	Approved	01/31/2007		
Request Initiated	N/A	12/19/2006		Delete



**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

School of Earth Sciences

Academic Unit

GEOL SCI

Book 3 Listing (e.g., Portuguese)

Geol Sci 151

Natural Disasters: Earthquakes, Volcanic Eruptions and Related Hazards

Number Title

Natural Hazards

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

Winter

Spring X

Year

2007

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (not to exceed 25 words): Occurrence and causes of earthquakes, volcanoes and related hazards, and

Impact on climate, society, and history

Quarter offered: Spring

Distribution of class time/contact hours: 2-2 hr cl, 1-2 hr recitation

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): None

Exclusion or limiting clause:

Repeatable to a maximum of ____ credit hours.

Cross-listed with:

Grade Option (Please check): Letter SU Progress What course is last in the series? ____

Honors Statement: Yes No

GEC: Yes No

Admission Condition

Off-Campus: Yes No

EM: Yes No

Course: Yes No

Embedded Honors Statement: Yes No

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code GEOL SCI Subsidy Level (V, G, T, B, M, D, or P) B G

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:
To use material of intrinsic interest to introduce non-majors to Earth science and to the methods used in Science. To enhance reading, writing and communication skills.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.
This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minor(s)
 An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
Internal reallocation of teaching loads and GTA duties

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: Geol Sci 203, 204, 205, 206, and 210

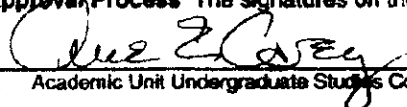


6. Expected section size: 200 Students Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms):
Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to ascurofc@osu.edu.

Approval Process: The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

- | | | |
|--|-------------------|-------------|
|  | ANNE E. CAREY | 26 Jan 2007 |
| 1. Academic Unit Undergraduate Studies Committee Chair | Printed Name | Date |
| 2. Academic Unit Graduate Studies Committee Chair | Printed Name | Date |
|  | FRANK W. SCHWARTZ | Jan 25/07 |
| 3. ACADEMIC UNIT CHAIR/DIRECTOR | Printed Name | Date |
| 4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 106 Brown Hall, 190 West 17 th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@osu.edu . The ASC Curriculum Office will forward the request to the appropriate committee. | | |
|  | Barbara Ryden | 31 Jan 07 |
| 5. COLLEGE CURRICULUM COMMITTEE | Printed Name | Date |
| 6. ARTS AND SCIENCES EXECUTIVE DEAN | Printed Name | Date |
| 7. Graduate School (if appropriate) | Printed Name | Date |
| 8. University Honors Center (if appropriate) | Printed Name | Date |
| 9. Office of International Education (if appropriate) | Printed Name | Date |
| 10. ACADEMIC AFFAIRS | Printed Name | Date |



**The Ohio State University
General Education Curriculum (GEC)
Request for Course Approval Summary Sheet**

1. Academic Unit(s) Submitting Request

School of Earth Sciences

2. Book 3/Registrar's Listing and Number (e.g., Arabic 367, English 110, Natural Resources 222)

GEOL SCI 151

3. GEC areas(s) for which course is to be considered (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)

Natural Science

4. Attach:

- A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed;
- An assessment plan for the course; and
- The syllabus, which should include the category(ies) that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category(ies).

5. Proposed Effective Date Autumn, 2007**6. If your unit has faculty members on any of the regional campuses, have they been consulted?** Y**7. Select the appropriate descriptor for this GEC request:**

Existing course with no changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet and the course syllabus.

Existing course with changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet, the course change request, and the course syllabus.

New course. Required documentation is this summary sheet, the new course request, and the course syllabus.

For ASC units, after approval by the academic unit, the documentation should be forwarded to the ASC Curriculum Office for consideration by the appropriate college curriculum committee and the Arts and Sciences Committee on Curriculum and Instruction (CCI). For other units, the course should be approved by the unit, college curriculum committee, and college office, if applicable, before forwarding to the ASC Curriculum Office. E-mail the syllabi and supporting documentation to ascurofcs@osu.edu.

9. Approval Signatures

Frank W. Stewart
Academic Unit

18 Dec 2006
Date

College Office/College Curriculum Committee

Date

Colleges of the Arts and Sciences Committee on Curriculum and Instruction

Date

Office of Academic Affairs

Date

GEOLOGICAL SCIENCES 151 (Call# -----)

Natural Disasters: Earthquakes, Volcanic Eruptions and Related Phenomena

Instructor: Dr. Michael Barton, ML 301
Contact: Phone 292-3132
e-mail: barton.2@osu.edu
Off. Hrs: M,W – 11:30-1:30

Meeting Times:
Meeting Place:

Syllabus - Lectures

Week	Topics
1	Introduction – hazards and society Earth Structure, plate tectonics
2.	Plate margins Stress, strain and fracture; Faults and earthquakes
3.	Seismic waves Seismometers and seismographs
4.	Epicenter location and magnitude (Midterm #1) Groundmotion, liquefaction, landslides, fires
5.	Earthquake prediction, earthquakes and plate tectonics Melting and magma
6.	Properties of magma, viscosity Volatiles and magma Volcanoes
7.	Eruptions – lavas, domes Eruption size, Explosivity Index (Midterm #2) Explosive eruptions, tephra
8.	Pyroclastic density flows Lahars Calderas and super-eruptions
9.	Monitoring and prediction Volcanism and climate
10.	Landslides and tsunami Impacts Mass extinctions



Syllabus – Recitations

Week	Topic
1	Introduction, organization Movie and discussion (The Day the Earth Shook)
2	Information resources – using the internet
3	Discussion: Seismic waves, refraction, reflection
4	Midterm #1
5	Field trip – OGS Seismic Center – Time TBA
6	Discussion: Interpretation of actual seismographs
7	Midterm #2
8	Movie and Discussion (In the Path of a Killer Volcano)
9	Movie and discussion (Tsunami)
10	Movie and discussion (The Day the Earth Nearly Died) General discussion

Course Content and objectives:

The objective is to provide students with an understanding of the hazards posed by and associated with natural phenomena such as earthquakes, volcanic eruptions, landslides, mudflows, tsunami, and meteorite impacts. The course will examine the nature and causes of natural hazards, their short and long term impact on society, methods to mitigate the effects of hazards, relief efforts, and the role of hazards in shaping human history.

GEC Category:

This course satisfies the GEC requirements for Natural Science. The Learning Objectives for Natural Science GEC courses include:

1) Understanding the basic facts, principles, theories and methods of modern science.

In this class we will discuss scientific principles and theories, and emphasize the importance of accurate observation and the need for careful interpretation of observations.

2) Learning key events in the history of science.

We will discuss key events in the development of major geologic theories, such as plate tectonics, and also discuss the historical development of ideas about natural phenomena.

3) Provide examples of the inter-dependence of scientific and technological developments.

We will identify the connection between technological advancements and improvements in our scientific understanding of earth sciences; for example, the roles played by satellite and laser technologies in advancing our understanding of seismic activity, the importance of rapid gas emission analysis for understanding volcanism, etc.

4) Discuss social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

A major components of the class is the description of historical events that emphasizes the role of hazards in the development of human history, along with discussion of the present, and potential future impact of hazards on society.

Prerequisites:

None

Lectures:

Two 1 hour 48 minute lectures per week.

Required Text:

Natural Hazards and Disasters, 1st Edition, Hyndman,D and Hyndman,D (2005), Brooks Cole Publishing (ISBN 0534997600).

Recitation:

One 1 hour 48 minute period per week discussions and for viewing and discussing videos. Students will work in groups of 4-6. At the end of each movie, the groups will describe their impressions to the rest of the class – objective is to promote discussion.

The recitations emphasize observation and description. They will be designed to illustrate scientific methods rather than to emphasize nomenclature, memorization and “irrelevant” concepts.

Field trips:

A half-day trip to the Ohio Seismic Laboratory in Delaware County is required

Examinations and Grading:

70% of the final grade will be based on the best one of two midterms and a final examination, 20% will be based on recitations, and 10% will be based on homework assignments.

Class Attendance:

Students are expected to attend both lecture and recitation. Most of

the exam questions will be based on material covered in lecture and recitation. Excused absences require a note from the student explaining the reasons for the absence.

Academic Misconduct:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. It is expected that students will complete all academic and scholarly assignments with fairness and honesty.

Failure to follow the rules and guidelines Established in the University's Code of Student Conduct and the syllabus for this class may constitute "Academic Misconduct." The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: ***"Any activity that tends to compromise the academic integrity of the university, or subvert the educational process."*** Examples of academic misconduct include (but are not limited to) ***plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is not considered an "excuse" for academic misconduct,*** so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct (<http://studentaffairs.osu.edu/>).

I am obliged to report any instances of academic misconduct to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include suspension or dismissal from the University and a failing grade in this course.

If you have any questions about the above policy, please contact me. Other sources of information on academic misconduct (integrity) include: COAM's web page (<http://oaa.osu.edu/coam/home.html>) "Eight Cardinal Rules of Academic Integrity" (<http://www.northwestern.edu/uacc/8cards.html>)

Disability Services:

All students are welcome in this class. Any student registered with ODS is encouraged to discuss with the instructor the alternative modes for preparing for class, for participating in class, and for submitting homework assignments that are required by his/her disability. The Office of Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue (Tel:ephone 292-03307; TDD 292-0901; <http://www.ods.ohio-state.edu>)

Proposed 100-level class in Geological Sciences:
Natural Disasters: Earthquakes, Volcanic Eruptions and Related Phenomena

Mike Barton, Mike Bevis, Ken Foland

Geological Sciences 151

5 Credit Hours

U (GEC)

Spring Quarter 2007

Introduction:

This new GEC course for undergraduate students seeks to introduce non-majors to scientific methods and critical thinking through the study of earthquakes, volcanic eruptions, and related natural hazards.

Background:

Geol Sci 100 (Planet Earth: How It Works) is the largest enrollment class taught in the School of Earth Sciences. In principle, that class provides an introduction to the solid earth, the hydrosphere, atmosphere and biosphere. That class covers a wide variety of topics and because of instructors' interests and backgrounds, there is a wide diversity among the various Geol Sci 100 sections offered by the Department.

As another way of teaching the basic ideas of geological sciences, a new course on Geologic Hazards is proposed. Although geologic hazards are briefly discussed in a number of classes (eg. Geol Sci 100, Geol Sci 121, Geol Sci 203), no single course offered in the new School of Earth Sciences provides an in depth treatment of this topic. This provides the opportunity to develop a large enrollment 5 credit hour class that uses material of intrinsic interest to introduce non-majors to Earth science and to the methods used in science.

In order to avoid the problem of trying to cover too much material in a one-quarter class, the new class will treat a limited number of topics in some depth. The topics are earthquakes, volcanic eruptions and related hazards (tsunami, landslides, mudflows, climate change, bolide impacts etc). This approach will allow ample time to describe the geologic context of hazards and to examine case histories, as well as to discuss societal issues including problems facing relief efforts, types of injuries, economic impact, increased risk due to population growth, and so on.

The goal is to reach enrollments of several hundred students per offering. Continuous feedback from students will be used to modify the class as appropriate, and to seek ways to improve student participation. This is deemed essential for the success of the class. A major goal is to involve students in the class via discussions, group projects, web-based homework assignments, and to use the class to enhance reading, writing and communication skills.

We expect students who take this class, which is designed to satisfy GEC requirements for courses in Natural Science, to be drawn from different colleges within the university.

Rationale:

The goal of Earth Sciences is to understand the Earth and other planets. Recent awareness of environmental hazards and of resource depletion has broadened the focus of Earth Sciences to include matters of social relevance. Many departments deal with environmental issues, such as

policy, resource management, economic impact, remedial engineering, and social concerns. However, there is increasing awareness of the potentially devastating effects of natural hazards such as earthquakes, volcanic eruptions, tsunami, and bolide impacts on an increasingly overpopulated planet. Various national and international agencies (eg. National Research Council, NASA, NSF, UNESCO, Royal Society) recognize that a basic understanding of Earth Science is essential to understand the nature and cause of these hazards, as well as to reach valid conclusions about their impact on society.

Recent events in Indonesia (December, 2004) and Pakistan (October, 2005) emphasize the magnitude of the danger posed by geologic hazards, and point out the difficulties in getting relief to the victims in affected regions. Other events in the last ~100 years illustrate the economic damage caused by large earthquakes, volcanic eruptions and tsunami, whereas events that have occurred in the last 5,000 years demonstrate the potential for hazards to change the course of human history. There is currently debate about the potential for large volcanic eruptions and bolide impacts to cause mass extinction events. For these and other reasons, many non-scientists find natural hazards to be an intrinsically interesting topic. It is our experience teaching introductory classes in Earth Science that the majority of students find natural hazards the most interesting topic in the class. This is confirmed by informal polling of students in introductory classes, and by the large number of students (more than 60% of class participants) that choose natural hazards as a topic for written assignments in both Geol Sci 100 and Geol Sci 121. This strongly suggests the need for a class on natural hazards at Ohio State. Such classes are offered by Earth Science departments at all other major universities (including UCLA, Berkeley, Wisconsin, Illinois, Michigan, and Penn State), and attract large numbers of students (several hundred per offering).

Natural hazards affect the State of Ohio. Low magnitude earthquakes are frequent, but they have rarely caused damage in historic times. There are good reasons to believe, however, that larger magnitude earthquakes could occur in Ohio, and might cause substantial damage. The Ohio Seismic network maintained by the Geological Survey (ODNR) monitors both local and global earthquakes, and as part of this network a seismometer will be installed in Mendenhall Laboratory in 2006, providing real-time information about seismic events around the world. The Ohio Seismic network provides an excellent resource for the class and allows the potential for seismic events to impact Ohio to be explored in detail.

In addition to providing a means to inform non specialists about the cause and nature of natural hazards, this class allows discussion of scientific principles such as heat and gravity, and of concepts such as energy and force. In other words, this class provides an excellent opportunity to use a subject of intrinsic interest to educate non-scientists about the methods used in science, and about scientific principles. As such, it makes a contribution to basic science education, and the need for improved education in basic science has been emphasized repeatedly by organizations such as the American Association for the Advancement of Science, the National Academy of Sciences, and the Royal Academy of Science.

It is expected that few students who take this class will have taken even an introductory college-level Earth Science course. For these reasons, we believe it essential to provide an understanding of how science works, and to emphasize the need for such understanding to make informed decisions about natural processes that impact society.

Structure:

The class will be offered at the *introductory level (100-level) as part of the GEC requirements in physical science*. There are no prerequisites. Students could take this class as part of a sequence including other classes in the School of Earth Sciences (eg. GS 121 – The Dynamic Earth, GS 203 – Environmental Geology; GS 210 Energy and Mineral Resources etc), or classes in other Departments (eg. Geography). Plans also exist to offer this class as part of an ASC Freshman Cluster on the Science and Sociology of Natural Disasters (if such clusters are approved).

The proposed structure of the class consists of *two 1-hour 48 minute lecture periods per week and one 1-hour 48 minute recitation period*. There are some short homework assignments involving research on topics using web resources and requiring written reports etc. There will be no difficulty adapting the class to the semester system should OSU decide to switch to semesters.

The class is divided into *two modules* to allow the possibility of, though not requiring, team teaching. The modules are: Plate tectonics and earthquakes; Volcanic eruptions and related hazards (landslides, mudflows, tsunamis, bolide impacts, climate change).

The recitation period is to be used for discussion of relevant processes, and for viewing and discussing relevant video materials. Students will be required to prepare and submit a written summary of the videos. For recitations, students will be divided into groups (no more than six students per group). A 20 minute period at the end of each movie period will be used for student discussion of the video.

Course Objectives:

Participation in this course will provide:

- 1) Awareness of natural hazards and their effect on society.
- 2) A basic understanding of earth materials, and of natural processes.
- 3) An introduction to important fundamental scientific concepts
- 4) The ability to realistically assess the threat posed by natural hazards in various parts of the world.
- 5) An understanding of the potential impact of natural hazards in Ohio, and in other parts of the US.
- 6) An understanding of the impact of natural hazards on the course of Human history, and possible implications of natural hazards for the survival of life on earth.
- 7) An introduction to the critical thinking and reasoning used in science.
- 8) The ability to critically evaluate the accuracy of written reports, books, and news reports about natural hazards and their impact.
- 9) The chance to improve writing and communication skills.
- 10) The chance to improve basic math skills, and use simple mathematical methods to solve simple problems in earth science.

GEC Requirements:

We seek approval for Geological Sciences 151 for Category 6 (Natural Sciences) of the GEC. The Learning Objectives for Natural Science GEC courses include:

1) Students understand the basic facts, principles, theories and methods of modern science.

One of the major goals of this class is to help students understand the methods of modern science, and to *emphasize scientific principles and theories*. This class affords an excellent opportunity to illustrate the importance of *accurate observation* and the need for careful *interpretation of observations*. The scientific principles to be explored include concepts about force, heat, gravity, and flow in materials.

2) Students learn key events in the history of science.

This objective will be met by discussing key events in the development of major geologic theories, such as plate tectonics, as well as by discussing the *historical development of ideas about natural phenomena*.

3) Students provide examples of the inter-dependence of scientific and technological developments.

One of the objectives of this class is to identify *the connection between technological advancements and improvements in our scientific understanding of earth sciences*; for example, the roles played by satellite and laser technologies in advancing our understanding of seismic activity, the importance of rapid gas emission analysis for understanding volcanism, etc.

In addition, a planned field trip to the Ohio Seismic network will be used to discuss the development of technologies to predict hazards such as earthquakes and volcanic eruptions.

4) Students discuss social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

A major component of the class is the description of historical events that emphasizes the role of hazards in the development of human history, along with discussion of the present, and potential future impact of hazards on society.

Key course materials:

Initially, we will use the recent textbook:

Natural Hazards and Disasters, Hyndman and Hyndman (2005), Brooks Cole Publishing (ISBN 0534997600).

This book is also appropriate for a second class on natural hazards that focuses on hurricanes, tornadoes, floods and related hazards. This book will be available through OSU and other local bookstores, and will be placed on reserve in the Orton library of Geological Sciences.

In addition, power point presentations will be made available to all students via a specialized website. Eventually it is hoped to dispense with need for a textbook, and replace a required commercial text by a set of *student notes* with all appropriate figures. However, it will take some time to prepare a satisfactory set of student notes for this class.

It is also planned to develop a set of power point presentations, as well as a databank of figures, for use by all instructors. This will ensure consistency between offerings by different instructors.

The website will also be used to provide the students with information about hazards that occur during the time period the class is offered, to guide them to reliable websites with up to date information about hazards (eg. the USGS, NASA, and Smithsonian Institution websites), to set up a chat room for questions and answers relevant to the class, to post information about exam results, and to keep them informed of lab activities etc.

Weekly Topics: (see attached syllabus)

Assessment plan:

The course will be continuously assessed using:

- i. Student SEI's to evaluate instructor performance
- ii. Formal and informal feedback from students with suggestions for improvement of the class
- iii. Formal peer evaluations by non-participating faculty in the School of Earth Sciences
- iv. Annual formal assessment by the Curriculum Committee of the School of Earth Sciences.

Statement on Academic Misconduct:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. It is expected that all students complete academic and scholarly assignments with fairness and honesty.

Students must recognize that failure to follow the rules and guidelines Established in the University's Code of Student Conduct and the syllabus for this class may constitute "Academic Misconduct." The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university, or subvert the educational process."

Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, and it is recommended that all class participants review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

University Rules oblige Faculty to report suspicions of academic misconduct to the Committee on Academic Misconduct. If COAM determines that a student has violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions could include suspension or dismissal from the University and a failing grade in this course.

If you have any questions about the above policy, please contact the instructor. Other sources of information on academic misconduct (integrity) include: COAM's web page (<http://oaa.osu.edu/coam/home.html>) "Eight Cardinal Rules of Academic Integrity" (<http://www.northwestern.edu/uacc/8cards.html>)

Statement on Disability Services:

All students are welcome in this course. Any student registered with ODS is encouraged to discuss with the instructor the alternative modes for preparing for class, for participating in class, and for submitting homework assignments that are required by his/her disability.

Faculty:

Barton has taught extensively at the introductory level, including Geol Sci 100, Geol Sci 121, and Geol Sci 122. In addition, he has taught undergraduate and graduate classes in petrology, and graduate level classes in trace element geochemistry, and thermodynamics, and developed a graduate level class in volcanology. He has visited and done research on two active volcanoes (Mt. Hood, Oregon, and Santorini, Greece) and on inactive volcanic regions (Mt Amiata, Italy, Leucite Hills, Wyoming, Highwood Mountains, Montana). He is currently working on volcanism along the Mid Atlantic Ridge, on Iceland, and on Hawaii.

Bevis has taught at the introductory level. In addition, he has taught undergraduate and graduate classes in geophysics and geodynamics. He has used geophysical, GPS, and remote sensing methods to study geologically active regions in various parts of the world, and is a leader in the field of applying Global Positioning Satellite data to geological problems. He also has extensive experience in seismology.

Foland has taught extensively at the introductory level (Geol Sci 100), and is responsible for the honors section of Geol Sci 121 in the School of Earth Sciences. In addition he has taught graduate classes on isotope geochemistry, on environmental isotope geochemistry, on geochronology, and on thermodynamics. He is a leading isotope geochemist with research expertise in geochronology and the radiogenic isotope tracer method. He has worked on a variety of problems including many that involve volcanic rocks and tectonic events.

