Proposition Title: GEOG 450: Geography Teaching Methods

Initiating Unit or Individual: Geography Unit of Social Sciences Department
Contact Person's Name: Dr. Jennifer Johnson e-mail: jenniferjohnson@ferris.edu phone: 2768
Date or Term of Proposal Implementation: Spring 2010

- Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

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<th>Vote/Action *</th>
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* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)    Board of Trustees (Date Approved)    President's Council (Date Approved)
1. Proposal Summary

This course is designed for Geography Education majors and minors. It serves as the capstone Geography course, implementing and applying educational techniques to geography curricula. Future secondary education teachers will become familiar with Michigan content standards for Geography. In addition, students will develop lesson plans, practice teaching them to each other, and gain other practical experience that will prepare them for teaching in a Geography classroom. In addition, pedagogical techniques for Geography education will be discussed and practiced. The course syllabus, texts, and proposed schedule of topics have all been through rigorous review to make certain that the course conforms to state requirements for Geography Education certification. All other Geography courses currently offered simply teach Geography content and do not address topics related to the teaching of Geography.

The Geography Education Major and Minor are already approved programs that are officially active and beginning to enroll students. This particular course is part of the approved curriculum developed jointly between the Education and Geography programs and is on the checksheet for both the major and minor. It was added as a requirement of the Michigan Department of Education. We ask for the course to now be officially created and put into the catalog so that we can begin scheduling it for students who will be needing to take it next year.

2. Summary of All Course Action Required*

   a. Newly Created Courses to FSU:
      Prefix  Number  Title
      GEOG  450  Geography Teaching Methods

   b. Courses to be Deleted From FSU Catalog:
      Prefix  Number  Title

   c. Existing Course(s) to be Modified:
      Prefix  Number  Title

   d. Addition of existing FSU courses to program
      Prefix  Number  Title

   e. Removal of existing FSU courses from program
      Prefix  Number  Title

*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.
3. Summary of All Consultations

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<th>Form Sent (B or C)</th>
<th>Date Sent</th>
<th>Responding Dept.</th>
<th>Date Received &amp; by Whom</th>
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<td>Social Sciences</td>
<td>9/1/09 – J. Andy Karafa</td>
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<td>Form C</td>
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4. Will External Accreditation be Sought? (For new programs or certificates only)

__________ Yes  __________ No

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.

This course is already on the check sheet for the Education major and minor.
CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the chair/head of the department to be consulted.

2. The department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

   Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the department. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title  GEOG 450: Teaching Methods in Geography

Initiator(s): Geography Unit, Social Sciences Department

Proposal Contact: Dr. Jennifer J. Johnson Date Sent: 4/20/09

Department: Social Sciences Campus Address: ASC 2008

(Please print)

Responding Department: Social Sciences

Chair/Head/Coordinator:  Date Returned: 4/24/09

Based upon department faculty review on ____ (date), we

☒ Support the above proposal.
☐ Support the above proposal with the modifications and concerns listed below.
☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.
CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the chair/head of the department to be consulted.

2. The department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

   Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the department. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title  GEOG 450: Teaching Methods in Geography

Initiator(s): Geography Unit, Social Sciences Department

Proposal Contact: Dr. Jennifer J. Johnson Date Sent: 4/20/09

Department: Social Sciences Campus Address: ASC 2008
(Please print)

Responding Department: Education

Chair/Head/Coordinator: _______________ Date Returned:

Based upon department faculty review on ____(date), we

☐ Support the above proposal.
☐ Support the above proposal with the modifications and concerns listed below.
☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.
FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: GEOG450: Geography Teaching Methods

Projected number of students per year affected by proposed change: 0

Initiator(s): Geography Unit, Department of Social Sciences

Proposal Contact: Dr. Jennifer J. Johnson Date Sent: 4/16/09

Department: Social Sciences Campus Address: ASC 2008
(Please print)

Liaison Librarian Signature: [Signature] Date: 9/22/09

Dean of FLITE Signature: [Signature] Date Returned: 9-22-09

Based upon our review on __________ (date), FLITE concludes that:

☒ Library resources to support the proposed curriculum change are currently available.

☒ Additional Library resources are needed but can be obtained from current funds.

☐ Support, but significant additional Library funds/resources are required in the amount of $___________.

☐ Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.
NEW COURSE INFORMATION FORM

Course Identification:

Prefix: GEOG  
Number: 450  
Title: Geography Teaching Methods

Course Description:
GEOG 450 will focus on both the theoretical and practical aspects of planning, implementing, and assessing the teaching of geography in the secondary schools. It will examine the role and function of geography in the schools and the school curriculum; critical, pedagogical approaches; current issues (e.g., literacy, values education, inclusion, discipline, etc.); book selection; planning objectives; intra- and interdisciplinary relationships; classroom pedagogical activities; faculty collegiality; and assessment of both student learning and teacher performance. A number of plans, activities, and assessments will be student-generated. The content of this course will reflect the importance of sound judgment in each prospective student's professional role and that, in agreement with Schoepach and Nissen (1992), "All of us in schools and universities must prepare newcomers in our profession to see collaborative decisions as part of their professional responsibilities."

Course Outcomes and Assessment Plan:

Outcomes
Upon completion of GEOG450, students will be able to:

- Utilize a variety of techniques, methods, and rationale to plan, implement, and assess the teaching of geography in a secondary school setting.
- Read literature about teaching in geography
- Identify the guidelines for teaching geography as stated at local, state, and national levels.
- Describe the concepts of intra- and interdisciplinary education and to prepare lessons based on those concepts.
- Identify several organizations, technical sources, and journals of use to the professional geography teacher.
- Describe how middle and high school students feel about and what they know about geography.
- Describe the problems and challenges in defining and teaching geography.
- Incorporate meaningful reading, writing, listening, speaking, and viewing activities into planning, implementing, and assessing geography lesson plans.

Assessment
Assessment will be accomplished through a number of assigned and optional methods. Components of assessment will include:

- Exercises related to methods and resources
- Observations (creating, implementing, and assessing)
- Course presentation
- Notes on reading assignments
- Professional Bibliography
• Teaching Philosophy Statement
• Lesson Plans
• A semester research project

Course Outline including Time Allocation:

Schedule:
Week 1: Geography in the Secondary Classroom
   A. Syllabus
   B. Interest inventories
   C. Geography classroom memories: What it was / What it can be
   D. Why teach geography? What is its place in the school curriculum?

Week 2: Geography Standards
   A. State standards
   B. National Geography standards

Week 3: Issues in and for the Classroom
   A. Literacy: Being a reading teacher / literacy coach, too?
   B. Values and ethics in the classroom
   C. Discipline: Managing the Geography classroom
   D. Colleagues
   E. Mentoring and Induction

Week 4: Issues in and for the Classroom
   A. Geography, diversity, and multicultural education
   B. Inclusion
   C. Record-keeping
   D. Professional standards and expectations

Week 5: The Five Themes of Geography Education I
   A. Location
   B. Place
   C. Human Environment Interactions
   D. Movement
   E. Regions

Week 6: The Five Themes of Geography Education II
   A. Movement
   B. Regions

Week 7: Developing Geographic Skills I
   A. Asking geographic questions
   B. Acquiring geographic information

Week 8: Developing Geographic Skills II
   A. Organizing geographic information
   B. Analyzing geographic information
   C. Answering geographic questions

Week 9: Gathering Materials for the Geography Classroom
   A. Resources for Teaching Geography
   B. Intra-disciplinary thinking

Week 10: Gathering Materials for the Geography Classroom
A. Interdisciplinary thinking
B. Beginning to gather individual materials

Week 11: Designing Geography Units and Planning for Learning
A. Models
B. Planning for themes, elements, and concepts
C. Interdisciplinary thinking for enhanced cultural perspective
D. Collaborative learning
   a. Groups
   b. Using technology, geographic information system
E. Integrating field activities

Week 12: Designing and Planning: Practical Considerations
A. Length of units
B. Block time, semester, trimesters
C. Team teaching
D. Objectives (general, specific, attitudinal)
E. Incorporating standards
F. Brainstorming and selecting materials
G. Providing avenues for further interest
H. Activities: Maps, Technology, and Geographic Information Systems

Week 13: Assessing Teaching and Learning and Revising Planning
A. Types of Assessment
B. Assessment Methods
C. Assessing starting points for students and teachers
D. Using assessment as a tool for revising planning and re-teaching
I. ACTION TO BE TAKEN: CREATE A NEW COURSE
Notes
1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201001 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix Geo
b. Number 450

c. Enter Contact Hours per week in boxes. LECTure [ ] LAB [ ] INDependent Study - Check [x] [ ] Practicum: [ ] Seminar: [ ]
d. Course Title: Geography Teaching Methods (Limit to 30 characters/space.)
e. College Code CAS f. Department Code SOCS
Credit Hours: Check [x] type and enter maximum and minimum hours in boxes.
g. Type: [ ] Variable [ ] Fixed h. Minimum Credit Hours 3.0 i. Maximum Credit Hours 3.0
j. May Be Repeated for Added Credit: Check [x] Yes [ ] No
k. Levels: Check [x] Undergraduate [ ] Graduate [ ] Professional
l. Grade Method: Check [x] Normal Grading [ ] Credit/No Credit only (Pass/Fail)
m. Does proposed new course replace an equivalent course? Check [x] Yes [ ] No
n. Equivalent course: Prefix [ ] Number [ ] See instructions on Replacement courses.

o. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.
This course focuses on both the theoretical and practical aspects of planning, implementing, and assessing the teaching of geography in the secondary schools. It will examine the role and function of geography in the schools and the school curriculum, critical, pedagogical approaches, current issues, book selection, planning objectives, intra- and inter-disciplinary relationships, classroom pedagogical activities, faculty collegiality, and assessment of both student learning and teacher performance.
p. Term(s) Offered: Spring (See instructions for listing.) q. Max. Section Enrollment: 15

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. Senior standing, preferably one semester before student teaching, 75% of major core classes complete.

UCC Chair Signature/Date: ____________________________ __/__/____ Academic Affairs Approval Signature/Date: ____________________________ __/__/____

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
□ Basic Skill (BS) □ General Education (GE) □ Occupational Education (OC) □ G.E. Codes

Office of the Registrar use ONLY

Date Rec’d: ____ Date Completed: ____ Entered: SCACRSE ___ SCADTEL ___ SCARRES ___ SCAPREQ ___
Articulation

GEOG450 is a necessary class for the Geography Education curriculum. The addition of a teaching methods course was mandated by the Michigan Department of Education when they approved the Geography Education program at Ferris. We currently have no other teaching methods course in the department, so this was created in order to meet the requirements of MDOE.

Justification for New Course

The Geography Education program currently has five students enrolled in the minor. It is anticipated that this number will continue to grow, as the Geography Education program is a nice complement to other Education majors, such as history. Regardless of the number of students, the Teaching Geography course is a requirement for every teacher graduating from this program to be successfully certified by the Michigan Department of Education, as suggested by their requirement for the addition of a methods course to the proposed curriculum at the time the program was being formed.

Space, Equipment, and Staff Needs

At this time, the course will be taught with current facilities, equipment, and staff. Should the program grow sufficiently, the addition of an additional geography faculty member may become necessary.

Budget Implications

There are no known budget implications for adding the course at this time. The department already possesses the necessary equipment and faculty to offer the course.
TO: Matthew Klein, Dean, Arts & Sciences
FROM: J. Andy Karafa, Department Head, Social Sciences
RE: Reduced Cap Request for GEOG 450
DATE: 09/16/09

I, on behalf of the GEOG unit faculty, am requesting a reduced cap for the proposed Geography Teaching Methods (GEOG 450). The usual capacity limit for Geography courses is 32. However, this is an upper-level course requiring hands-on exposure to pedagogy as it relates to geography. Specifically, students will be required to practice teaching.

We request a capacity limit of 20 students per section. This is consistent with other Education-related courses offered by the College of Arts and Sciences.