**PROPOSAL SUMMARY AND ROUTING FORM**

**Proposal 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
- [x] Group II - B – New Course
- [ ] Group III - Certificates
- [ ] Group IV – Off-Campus Programs

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<thead>
<tr>
<th>Group/Individual</th>
<th>Signature</th>
<th>Date</th>
<th>Vote/Action *</th>
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<tr>
<td>Program or Academic Unit Faculty</td>
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<td>2[x] Support</td>
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<td>Department Faculty</td>
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<td>4/16/10</td>
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<td>College Curriculum Committee</td>
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<td>Academic Affairs</td>
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<td>10/25/10</td>
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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.

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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.
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: ___

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 | 4/18/09 |
| 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: Liz A. Wang Date Returned: |

Based upon department faculty review on 9/15/09, we

- [x] 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.

*Make EDUC 430 as a prerequisite*
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: 4/19/09

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

Liaison Librarian Signature: ____________________________ Date: 9/22/09

Dean of FLITE 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.
PROGRAM, MAJOR, OR MINOR CHECK SHEET(S)

Insert both the current curriculum check sheet (if applicable) followed by proposed curriculum check sheet" and/or “academic program requirements” list.

- LABEL CHECK SHEETS AS “FORM D CURRENT” and “FORM D PROPOSED.”

- Checksheets should indicate total credits, General Education requirements per catalog guidelines (include course levels), and the minimum number of 300 and 400 level courses.

- Indicate all course prerequisites.

- Indicate any special admissions, continuation, or graduation requirements.

PLEASE NOTE:

Because the curriculum review process at Ferris is separate from the curriculum review with the State of Michigan, GEOG450 is already on our check sheets. It was added at the request of the Department of Education, but the course was never sent through the Ferris Curriculum Committee to add it at Ferris. The only change that has been requested from the Ferris College of Education is that the course EDUC 430 be added as a co-requisite for GEOG450.
Ferris State University  
College of Education and Human Services  
Secondary Education  
**Geography Teaching Major**  
37 Credit Hours

Code: GEOG  
Endorsement: CB  
MTTC Test: 08

You may **NOT** have a Geography teaching **minor** with this teaching **major**.

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<tr>
<td>GEOG 100</td>
<td>Geography of World Regions</td>
<td>None</td>
<td>3</td>
<td>F, S, SU</td>
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<td>GEOG 111</td>
<td>Geography of Physical Environment</td>
<td>None</td>
<td>4</td>
<td>F, S</td>
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<tr>
<td>GEOG 112</td>
<td>Cultural Geography</td>
<td>None</td>
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<td>F, S</td>
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<tr>
<td>GEOG 121</td>
<td>Weather and Climate</td>
<td>None</td>
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<td>None</td>
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<td>GEOG 241</td>
<td>Map Analysis and Interpretation</td>
<td>None</td>
<td>3</td>
<td>S</td>
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<td>GEOG 311</td>
<td>Social Aspects of Geographic Information Systems</td>
<td>Junior status</td>
<td>3</td>
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<td>One Social Awareness Foundations course</td>
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<td>GEOG 202 OR GEOG 372 OR GEOG 421</td>
<td>Geography – Latin American, Asia, Africa OR World Medical Geography OR National Parks of the World</td>
<td>None</td>
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<td>GEOG 424</td>
<td>Current Global Problems</td>
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**NOTE:** A 2.75 GPA is required in the major. A 2.75 GPA is required in the professional education course sequence. A 2.5 cumulative GPA is also required before student teaching. No grade lower than "C."

**NOTE:** Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program.
Ferris State University  
College of Education and Human Services  
Secondary Education  
**Geography Teaching Minor**  
25 Credit Hours

Code: GEOG  
Endorsement: CB  
MTTC Test: 08

You may **NOT** have a Geography teaching **major** with this teaching **minor**.

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Ferris State University  
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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 Schoepf 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:

Below is a list of each student outcome for GEOG450. Each outcome is followed by an assessment plan for that outcome. Student outcome assessment in this capstone course will be largely evidentiary as demonstrated through writing, discussion, and portfolio, rather than based in traditional exams.

Outcome 1: Utilize a variety of techniques, methods, and rationale to plan, implement, and assess the teaching of geography in a secondary school setting.

Assessment for Outcome 1: Students will create a minimum of four lesson plans designed for secondary geography classrooms. These plans will be presented to the class and will become part of the student’s class portfolio. In addition, students will be asked to critique and offer feedback regarding the lesson plans of their fellow students, so that their ability to identify strong and weak points of various teaching strategies can also be assessed.

Outcome 2: Read literature about teaching in geography.

Assessment for Outcome 2: Students will be given a variety of articles and textbook chapters regarding teaching strategies for geography classrooms. Each student will write a summary of the key points of the article or chapter to demonstrate their understanding. Participation in relevant classroom discussion regarding these readings will be evaluated. In addition, students will be required to incorporate strategies from at least four different articles or chapters into the lesson plans they create in order to demonstrate their ability to apply the concepts.
**Outcome 3:** Identify the guidelines for teaching geography as stated at local, state, and national levels.

*Assessment for Outcome 3:* Students will be required to read certification standards for geography educators as well as the National Geography Standards. When creating any lesson plan or classroom activity, students will be required to identify which of these standards are being met by that particular lesson plan.

**Outcome 4:** Identify several organizations, technical sources, and journals of use to the professional geography teacher.

*Assessment for Outcome 4:* Students will demonstrate evidence that they have successfully joined the mailing list with the Michigan Geographic Alliance. Students will be asked to list other professional organizations or journals that they should consider joining, and write a summary of information found on the websites of the various organizations to demonstrate that they have investigated how to join.

**Outcome 5:** Describe how middle and high school students feel about and what they know about geography.

*Assessment for Outcome 5:* Students will provide a written response to appropriate literature readings to demonstrate their understanding of student attitudes. Students will demonstrate comprehension through meaningful classroom discussion participation.

**Outcome 6:** Describe the problems and challenges in defining and teaching geography.

*Assessment for Outcome 6:* Students will provide a written response to appropriate literature readings to demonstrate their recognition of these problems and challenges. In addition, students will demonstrate through written assignments that they can indeed define geography and defend its value in a secondary curriculum. Students will also demonstrate comprehension through meaningful classroom discussion participation.

**Outcome 7:** Incorporate meaningful reading, writing, listening, speaking, and viewing activities into planning, implementing, and assessing geography lesson plans.

*Assessment for Outcome 7:* Students will compile a portfolio of lesson plans, assignments, and classroom activities that utilize a variety of education approaches. Through presentation of these lesson plans to their peers and the design of their own activities and lessons, students will demonstrate their ability to choose appropriate support materials, utilize writing, speaking, and listening activities to enhance student learning, and to identify a variety of ways in which to assess student learning.
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: Professional Organizations and Support for the Geography Teacher
   A. Michigan Geographic Alliance (including a visit from a MGA representative, if possible)
   B. The National Council for Geographic Education
   C. Conference Attendance
   D. Continuing Education

Week 10: Gathering Materials for the Geography Classroom
   A. Resources for Teaching Geography
   B. Intra-disciplinary thinking
Week 11: Gathering Materials for the Geography Classroom
   A. Interdisciplinary thinking
   B. Beginning to gather individual materials

Week 12: 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 systems
   E. Integrating field activities

Week 13: 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 14: 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

Week 15: Portfolio Presentations
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): 201101  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: GEOG  
b. Number: 450  
c. Enter Contact Hours per week in boxes.
   Lecture ☐  Lab ☐  Independent Study – Check ☐  
   Practicum: ☐  Seminar: 3  
d. Course Title: Geography Teaching Methods  (Limit to 30 characters/spaces.)
e. College Code: AS  f. Department Code: SOCS  
Credit Hours: Check ☐ 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 ☐ Yes  ☒ No  
  k. Levels: Check ☐ Undergraduate  ☐ Graduate  ☐ Professional  
  l. Grade Method: Check ☐ Normal Grading  ☐ Credit/No Credit only (Pass/Fail)  
  m. Does proposed new course replace an equivalent course? Check ☐ 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: 20  
  r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. Senior standing  
  Co-requisite: EDUC 430.

UCC Chair Signature/Date: 10/11/10  
Academic Affairs Approval Signature/Date: 6/12/10

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 __ SCADETL __ SCARRES __ SCAPREQ __