



**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
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**c. Existing Course(s) to be Modified:**

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

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

Prefix	Number	Title
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\*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

**3. Summary of All Consultations**

<b>Form Sent (B or C)</b>	<b>Date Sent</b>	<b>Responding Dept.</b>	<b>Date Received &amp; by Whom</b>
Form B	9/1/09	Social Sciences	9/1/09 – J. Andy Karafa
Form B	9/8/09	Education	Pending
Form C	9/8/09	Library	Pending

**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 9/1/09

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

**Responding Department:** Social Sciences

**Chair/Head/Coordinator:** [Signature] **Date Returned:** 9/1/09

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

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**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): <u>Geography Unit, Department of Social Sciences</u>
Proposal Contact: Dr. <u>Jennifer J. Johnson</u> Date Sent: <u>4/10/09</u>
Department: <u>Social Sciences</u> Campus Address: <u>ASC 2008</u> (Please print)

Liaison Librarian Signature: <u>[Signature]</u> Date: <u>9/22/09</u>
Dean of FLITE Signature: <u>[Signature]</u> Date Returned: <u>9-22-09</u>

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:

<b>Prefix:</b>	<b>Number</b>	<b>Title</b>
<b>GEOG</b>	<b>450</b>	<b>Geography Teaching Methods</b>

### 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 Schoeppach 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

- Syllabus
- Interest inventories
- Geography classroom memories: What it was / What it can be
- Why teach geography? What is its place in the school curriculum?

#### Week 2: Geography Standards

- State standards
- National Geography standards

#### Week 3: Issues in and for the Classroom

- Literacy: Being a reading teacher / literacy coach, too?
- Values and ethics in the classroom
- Discipline: Managing the Geography classroom
- Colleagues
- Mentoring and Induction

#### Week 4: Issues in and for the Classroom

- Geography, diversity, and multicultural education
- Inclusion
- Record-keeping
- Professional standards and expectations

#### Week 5: The Five Themes of Geography Education I

- Location
- Place
- Human Environment Interactions
- Movement
- Regions

#### Week 6: The Five Themes of Geography Education II

- Movement
- Regions

#### Week 7: Developing Geographic Skills I

- Asking geographic questions
- Acquiring geographic information

#### Week 8: Developing Geographic Skills II

- Organizing geographic information
- Analyzing geographic information
- Answering geographic questions

#### Week 9: Gathering Materials for the Geography Classroom

- Resources for Teaching Geography
- 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 systems
- 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

**CREATE NEW COURSE**  
Course Data Entry Form

**FORM F**

Create New Course  
Rev. 07/23/07

**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 GEOG      b. Number 450      c. Enter Contact Hours per week in boxes.  
LECTure  LAB  INDEpendent Study – Check (x)   
Practicum:  Seminar: 3  
d. Course Title: Geography Teaching Methods (Limit to 30 characters/spaces.)

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: 15/20 ES

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 \_\_ SCADETL \_\_ 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.

SEP 21 2009

**DEPARTMENT OF SOCIAL SCIENCES**  
COLLEGE OF ARTS & SCIENCES  
FERRIS STATE UNIVERSITY

**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 behalf of the GEOG unit faculty, I 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.