DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNDERGRADUATE PROGRAM PROPOSAL

Changes *to an Undergraduate Degree Program*

INSTRUCTIONS: Please Type. Fill out this form **completely.**

School/College Arts, Sciences and Education

Div./Dept. English

Degree Title: Bachelor of Arts in English: English Education Major

■ B.A. ☐ B.S. ☐Other Bachelor's _____

Proposed Implementation Date: Fall 2020

PROPOSAL REQUESTED BY:

Faculty Contact Michael Creeden (Type Name) (Signature) 03 /19 /2019

creedenm@fiu.edu (Email address) 305-348-2508 (Phone Number)

Chair (Dept./Div.) Heather Russell (Type Name) (Signature) 03 /19 /2019

Chair (Curr. Comm.) Maureen Walter (Type Name) (Signature) 3 /29 /2019

College/School Dean MARICEL CIGALES (Type Name) (Signature) 4 /2 /2019

NO HEARING REQUIRED. PLEASE SUBMIT ORIGINAL FORM.

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CHANGES *TO UNDERGRADUATE DEGREE PROGRAM*

PLEASE SUBMIT THIS FORM WITH YOUR PROPOSAL

Please fill out the coversheet in its entirety.

The proposal must include the following elements using the current undergraduate catalog:

I. List old Degree prescribed courses, other requirements, credits and page number (left column)
II. List new Degree prescribed courses, other requirements and credits (right column)
III. Include a brief rationale for the change

CHECK LIST

	Yes	No
1. Do all courses exist in the current catalog?	X	
2. If courses are not in the current catalog, are they proposed in the same Curriculum Committee Bulletin as this proposal?		
3. If courses are not in the current catalog or proposed in this same bulletin, were they approved in a previous curriculum bulletin?		
If yes, attach a separate sheet indicating each course number, name, Bulletin number and Bulletin date.		
If the answers to 1, 2, and 3 are no, do not submit the proposal. Address the course issues first.		
4. Do courses listed have the correct course prefixes, official titles, course numbers and number of credits?	X	
5. Are all courses to be added or changed taught in the same proposing departments?		X
6. Are courses to be deleted taught in the same proposing department?		
If the answer to #5 or #6 is no, do you have the written approval/acknowledgment of the other department(s)? (You must have written approval before submitting this document.)	X	
7. The written approval(s)/acknowledgment(s) must be attached.		
8. Does this change affect the courses measuring Student Learning Outcomes (SLO) or Program Outcomes (PO) for the program (for a copy of the assessment reports, please send a request to assessment@fiu.edu.)?	ND	
If yes, please submit revised SLO and PO to assessment@fiu.edu.		

Florida International University

Memo

To: Kenton Harris

From: Maria Fernandez

cc: Michael R. Heithaus

Date: March 20, 2019

Re: Undergraduate Program Proposal

The Department of Teaching and Learning voted unanimously on Wednesday, February 28, 2019 to add LAE 4993, Navigating Theory and Practice in the ELA Classroom to be added to the Undergraduate degree in English Education.

The course was previously approved in Bulletin #2 of 2018 to be added to the catalog.

Bachelor of Arts in English: English Education Major

This program combines the requirements of the English B.A. program with content-specific pedagogy to prepare students interested in teaching English at the secondary level.

To qualify for admission to the program, undergraduate candidates must have met all the lower division requirements including: 60 credit hours of lower-division courses, all general education requirements, lower division GPA of 2.5 or higher, and achieve the competencies of the FTCE General Knowledge Exam (GK). All students must pass the GK Exam by the time they reach 72 credit hours in their program of study. All stated admission requirements are to be considered minimum. A student who meets these minimum requirements is not automatically assured admission. Program admission requirements are subject to change. It is the responsibility of the student to assure that he/she has met the requirements.

UCC Courses: 36 hours

Common Prerequisites
ENC 1101 Writing and Rhetoric I
ENC 1102 Writing and Rhetoric II
Recommended:
ENG 2012 Approaches to Literature
DEP 2000 Human Growth and Development
Other UCC Courses: 24

Recommended Courses
SPC 2600 Public Speaking
ENL 2012 Survey of British Literature I
ENL 2022 Survey of British Literature II
AML 2010 Survey of American Literature I
AML 2022 Survey of American Literature II
LIT 2110 World Literature I
LIT 2120 World Literature II

English Major: 30 hours
In addition to the common prerequisites (ENC 1101 and ENC 1102), students must take the following courses:
Literary Theory (ENG 4043 or another designated theory course) 3
Multicultural Literature (African American, Jewish, literature of exile, etc.) 3
LIN 4680 Linguistics-Modern English Grammar 3
ENC 3501 Teaching Writing in Secondary Contexts 3
CRW 3010 Creative Writing: Forms and Practices 3

Five courses that cover any five of the following six historical periods:
Medieval Literature 3
British Literature 1500-1660 3
British Literature 1660-1900 3
British Literature 1900- the present 3
American Literature to 1860 3
American literature from 1860 3

Education Courses: 30 hours
EDG 3321 Managing Teaching Environments: Instructional Decisions and Classroom Management 3
EEX 3071 Educational Needs of Students with Exceptionalities 3
TSL 3080 ESOL Principles and Practices I – *GL* 3
LAE 3360 Managing the Secondary Language Arts Classroom 3
LAE 4335 Special Teaching Laboratory English 3
TSL 4081 ESOL Issues: Principles and Practices II – *GL* 3
LAE 4464 Experiencing Adolescent Literature in the Middle School and Senior High School 3
LAE 4942 Student Teaching 6
RED 4325 Subject Area Reading 3

Additional Electives: 24 hours

Bachelor of Arts in English: English Education Major

This program combines the requirements of the English B.A. program with content-specific pedagogy to prepare students interested in teaching English at the secondary level.

To qualify for admission to the program, undergraduate candidates must have met all the lower division requirements including: 60 credit hours of lower-division courses, all general education requirements, lower division GPA of 2.5 or higher, and achieve the competencies of the FTCE General Knowledge Exam (GK). All students must pass the GK Exam by the time they reach 72 credit hours in their program of study. All stated admission requirements are to be considered minimum. A student who meets these minimum requirements is not automatically assured admission. Program admission requirements are subject to change. It is the responsibility of the student to assure that he/she has met the requirements.

UCC Courses: 36 hours

Common Prerequisites
ENC 1101 Writing and Rhetoric I
ENC 1102 Writing and Rhetoric II
Recommended:
ENG 2012 Approaches to Literature
DEP 2000 Human Growth and Development
Other UCC Courses: 24

Recommended Courses
SPC 2600 Public Speaking
ENC 3213 Professional and Technical Writing
~~ENL 2012 Survey of British Literature I~~
~~ENL 2022 Survey of British Literature II~~
~~AML 2010 Survey of American Literature I~~
~~AML 2022 Survey of American Literature II~~
~~LIT 2110 World Literature I~~
~~LIT 2120 World Literature II~~

English Major: 30 hours
In addition to the common prerequisites (ENC 1101 and ENC 1102), students must take the following courses:
Literary Theory (ENG 4043 or another designated theory course) 3
Multicultural Literature (African American, Jewish, literature of exile, etc.) 3
LIN 4680 Linguistics-Modern English Grammar 3
ENC 3501 Teaching Writing in Secondary Contexts 3
CRW 3010 Creative Writing: Forms and Practices 3

Two Courses from the following early historical periods:
American Literature prior to 1900
British Literature prior to 1660

Any three additional three-hour upper division Literature courses 9

Education Courses: 33 hours
EDG 3321 Managing Teaching Environments: Instructional Decisions and Classroom Management 3
EEX 3071 Educational Needs of Students with Exceptionalities 3
TSL 3080 ESOL Principles and Practices I – *GL* 3
LAE 3360 Managing the Secondary Language Arts Classroom 3
LAE 4335 Special Teaching Laboratory English 3
LAE 4993 Navigating Theory and Practice in the LAE Classroom 3
TSL 4081 ESOL Issues: Principles and Practices II – *GL* 3
LAE 4464 Experiencing Adolescent Literature in the Middle School and Senior High School 3
LAE 4942 Student Teaching 6
RED 4325 Subject Area Reading 3

Additional Electives: 21 hours

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FLORIDA INTERNATIONAL UNIVERSITY

Course Revision for Global Learning Designation

1. **SCHOOL/COLLEGE** CASE

2. **DIV./DEPT. IN WHICH TAUGHT** PHILOSOPHY

3.

PHI	4			3
Alpha Prefix	1st Digit	last 3 Digits	"C"-lec-lab "L"-Lab	Cr. Hrs.

4. **Course Title** GLOBAL AESTHETICS

5. **Catalog Description/Major Topics (not to exceed 200** characters including spaces)

This class is a brief introduction to aesthetics (the philosophy of beauty) with a focus on aesthetic traditions around the world.

6. **Prerequisite(s):** NONE

7. **Corequisite(s)** _____

SUBMIT ORIGINAL FORM. ATTACH ONE COPY OF THE COURSE SYLLABUS AND THE GLOBAL LEARNING ASSESSMENT MATRIX.

PROPOSAL REQUESTED BY:

Faculty Contact	ELIZABETH SCARBROUGH (Type name)	Elizabeth Scarbroug (Signature)	11 / 05 / 20 18
	escarbro@fiu.edu (Email address)	206-612-8950 (Phone number)	
Chairperson (Dept./Div.)	PAUL WARREN (Type name)	(Signature)	02 / 13 / 20 19
Chairperson (Curr. Comm.)	Maureen Walter (Type name)	(Signature)	3 / 29 / 20 19
College/School Dean	MARICEL CIGALES (Type name)	(Signature)	4 / 2 / 20 19

GLOBAL AESTHETICS: A Global Leaning Course

Instructor: Dr. Elizabeth Scarbrough
Office: Department of Philosophy, DM 340B
Email: escarbro@fiu.edu
Office hours: XXXXX
Phone: 305-348-2485[1]

Course Number /Time / Location:
PHIXXXXX
Time: XXXXX
Location: XXXXX
Website: http://myweb.fiu.edu/escarbro

Course Description:

This class is a brief introduction to aesthetics (the philosophy of beauty) with a focus on aesthetic traditions around the world. Most classes in philosophical aesthetics are Eurocentric, focusing on traditions starting with Plato and Aristotle and ending with contemporary aesthetics in the analytic tradition. This course is different in that we will be focusing on non-European aesthetics. Aesthetic traditions from around the world will be discussed as well as topics such as globalization and cultural appropriation.

Objectives & Student Learning Outcomes:

General Learning Objectives:

Your skills will be developed and tested in three ways:

(1) **Reading Comprehension**: involves close reading all the assigned texts;

(2) **Philosophical Writing:** involves completing a variety of written assignments designed to teach you how good philosophical writing differs from other familiar types of writing);

(3) **Class Discussion**: involves actively, respectfully engaging with your peers and instructor about philosophically complex, abstract theories that have implications for how we should make choices and live our lives.

Success in this course requires you to prepare yourself for class discussion by reading critically, to defend your own views with reasons and arguments, and to give a good faith effort to develop your philosophical skills, both verbally and in writing.

Global Learning Course Outcomes:

Upon completion of this course, the student:

(1) Will become aware of aesthetic traditions other than their own, and be able to explain the interrelatedness of global aesthetic traditions.(Global Awareness)
(2) Will acquire the ability to assess various artworks and artifacts from multiple cultural perspectives. (Global Perspective)
(3) Be prepared to engage in local, global, international, and intercultural problem solving involving artistic expression, including issues in public funding for art, and cultural appropriation in the arts. (Global Engagement)

[1] Email is a much more effective form of communication than phone.

Global Learning Student Learning Outcome Addressed	Assessment Method
Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. **Course Learning Outcome** Students will be able to demonstrate knowledge of the interrelatedness of global and local perspectives on art, art practices, and nature appreciation.	Assessment Activity/Artifact: Cosmopolitanism Debate: Is Cultural Appropriation Ever OK? Evaluation Process: Each 'team' will have to prepare written materials for the debate which are handed in before debate day. During our debate, every member of the team must talk or your overall team will be docked points. The winning team will receive +1 EC point. Minimum Criteria for Success: 1 page double-spaced debate day discussion sheet explaining the position of the philosopher you are assigned. 1 attempt at explaining your position during the debate 1 brief single-spaced critical reflection after the debate discussing how the debate changed / didn't change their mind. Sample: All students will be assessed.

Global Learning Student Learning Outcome Addressed	Assessment Method
Global Perspective: Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. **Course Learning Outcome** Students will be able to interpret an aesthetic experience from multiple perspectives. They will be asked to write about an aesthetic experience and relate it to their culture and to a culture that we have discussed in our course material.	Assessment Activity/Artifact: Aesthetic Experience/Creative Engagement Project and Class Presentation Evaluation Process: Each student will be asked to engage with an aesthetic experience that is not representative of their own culture(s). These experiences can be attending a religious ceremony, attending an art exhibit, play, or musical performance. Minimum Criteria for Success: Student must write a 2-3 page paper explaining their event and relating it to course material. Student must also present this experience (in a powerpoint) to their fellow students. 5 minute presentation. Sample: All students will be assessed.

Global Learning Student Learning Outcome Addressed	Assessment Method
Global Engagement: Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. **Course Learning Outcome** Students will be able to defend their own aesthetic preferences, recognize the preferences of others, and negotiate the differences amongst these in the context of a decision that affects diverse people.	Assessment Activity/Artifact: Public Art final paper Evaluation Process: Each student will be required to write a final paper based on the readings in this class. The final paper will be practical in nature: students must choose a piece of artwork / artifact from one of the cultures we have discussed in class. They will have to advocate for this artwork to be installed on the FIU campus. The point of this paper is to understand aesthetic standards from other cultures and to be able to explain beauties from unfamiliar cultures. An ancillary goal is to show the value of having access to art from a variety of cultures. Minimum Criteria for Success: 8-10 page paper will have to include an introduction, a discussion of one of the relevant readings from our course, an application of this reading to the artwork chosen, and an argument for why a 'public art at FIU' board should choose to install this artwork. Sample: All students will be assessed.

Active Learning Strategies:

I will engage students with artistic works, controversial ethical discussion topics, and case studies through class discussion, and out-of-class assignments linked from the course CANVAS page. Students will post on our course discussion board, work in teams to solve real-world issues, engage in aesthetic appreciation outside the classroom, and work in teams to perform debates.

Required text, recording, and other resources:

For this course, you will need dependable internet access. The materials used in this course are posted to our CANVAS site and will be linked to our course website. You are responsible for regularly consulting online material on CANVAS. This includes an online journal, discussion bards, and links to videos.

You will also have to become familiar with FIU's library website, as we will be relying on the *Oxford Handbook in Aesthetics*, which can be accessed for free online through the library's website.

Additionally, I will make announcements in class and by e-mail through your FIU e-mail address. If you do not use your FIU e-mail address, you must set your FIU account so that it forwards your mail to your active account.

The one required text for the course is Calliope's Sisters: A Comparative Study of Philosophies of Art (2nd Edition) by Richard L. Anderson. This text can be purchased online used for approx. $10.00 or rented new for $48.15. I do not care if you rent / own / share this text but you must have access to it in printed (not online) form. Please bring this text to class. (On syllabus you will see this book referred to as "CS")

Attendance:

You may miss 2 classes without penalty. After that, your participation grade will be lowered. Excused absences will not count against you. Absences will be excused for (only) two reasons: major medical episode or religious holiday. Both of these require hard copy documentation.

Cell phones, laptops, and recording devices:

Cell phones are not permitted in class. You may not have them out (or on your desk). If I see you on the phone, you will be marked absent for the day. Laptops are discouraged and may only be used for course related activities. If I see you texting or engaging in any sort of non-course related activity on your laptop, you will be banned from using your laptop in class.

This course requires face-to-face interaction with other students, and an ability to take good class notes. The technology most used in this class will be a pen and paper.

Additionally, it is my legal right to prohibit any kind of recording of this class and I exercise this right. Therefore, recording devices (audio or video) are prohibited in this class.

Grading Policy:

You are graded on the merit of your work (not your effort). If you believe you have been graded unfairly, I am willing to look over your work again, but be aware that I will re-evaluate it and provide you with a new grade. This means that there is a chance that your grade may go down because I may decide that I was too generous the first time.

Late written work will be penalized at 1 point a day (or part of a day) unless you have made prior arrangements with me.

Academic Misconduct:

Academic misconduct includes cheating, plagiarism, and unauthorized collaboration with other students on assignments. *Academic dishonesty disadvantages honest students, and is clearly unfair to hardworking students. Instructors have a duty, therefore, to protect honest students, and to insure that they are not disadvantaged by dishonest students.* For more information, see FIU's Academic Misconduct policy (Section 2.44). There are serious consequences for academic misconduct, including suspension and expulsion from the university. **All students suspected of plagiarism will be reported to the Office of Academic Misconduct and receive a provisional "0" on their assignment.** All students are deemed by the university to understand that if they are found responsible of academic misconduct, they will be subject to the Code of Academic Integrity's procedures and sanctions, as outlined in the FIU Student Handbook. Students have the right to due process in all disciplinary situations. For additional information

concerning your rights and responsibilities, please contact FIU's Office of Student Conduct and Conflict Resolution.

Safe Zone Statement:

I am part of the Safe Zone Ally community here at FIU. This means I am part of a network of trained FIU faculty/staff/students who are available to listen and support you in a safe and confidential manner. As a Safe Zone Ally, I can help connect you with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation/gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

Commitment to Disability Access:

It is my moral and legal obligation to provide students with disabilities accommodations to help them succeed in my classroom. I take this responsibility seriously. You need not disclose to me your disability, but I can work with you to provide accommodations to help you succeed. You may also choose to work with the Disability Resource Center. The Disability Resource Center collaborates with faculty to provide inclusive learning environments. More information may be found at the DRC's website: drc.fiu.edu.

Evaluation Criteria:

There are no make-up exams and/or assignments, there is no grading curve, and there is no extra credit. Available points are as follows:

Written work:

Weekly Journals (8 required, 3 points each)	24 points possible
Aesthetic Experience written description	8 points possible
Advocate for art paper	12 points possible
Cultural appropriation example write up	4 points

In-class work:

Class participation	10 points possible
Aesthetic experience class presentation	3 points possible
Cultural appropriation example presentation	3 points possible
Cultural appropriation debate	4 points possible

Exams/Quizzes:

Midterm quiz	10 points possible
Final quiz	10 points possible

Group projects:

Group projects (3 projects, 4 points each)	12 points possible
	100 points possible

Grading Scale: A = 93-100%, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%, D+ = 67-69%, D = 63-66%, D- = 60-62%, E = 59% and below

Assignments:

In-class presentations (3 points, 2 presentations)- 6 points

Twice during the semester you will have to present individual work to the class.

(1) The first of these is during our midterm week You will have to present (5 minutes or under) your "aesthetic experience" that you sought out. Your presentation should include a powerpoint /prezi presentation that has videos/audiofiles/pictures of your experience. More information about this assignment will be given in class and I will present a model for you to work off of. You will be basing this assignment off of written work you will be handing in.
(2) The second presentation will require you present a potential example of morally problematic cultural appropriation and will take the form of your last presentation. You will be basing this assignment off of written work you will be handing in.

Aesthetic experience paper – 8 points

Each student will be asked to engage with an aesthetic experience that is not representative of their own culture(s). These experiences can be attending a religious ceremony, attending an art exhibit, play, or musical performance. Student must write a 2-3 page paper explaining their event and relating it to course material. This paper will be the research needed for the first of your in-class presentations.

Cultural Appropriation write-up – 4 points

Each student will be asked to find a potential example of cultural appropriation. You will have to describe the example and explain, according to one of the theories we will be discussing, why it might count as an example of morally problematic cultural appropriation. This assignment should be two pages double spaced and will be handed in on CANVAS. This assignment will be the research needed for the second of your in-class presentations.

Cultural Appropriation debate – 4 points possible

You will be assigned a team and will be expected to submit debate materials. The debate materials will comprise 2 points of your score. The other 2 points are for your performance in the debate. More details for the debate will be given in class.

Participation – 10 points

You may miss 2 classes without penalty. After that, your participation grade will be lowered by -2 per absence. Excused absences will not count against you. Absences will be excused for (only) two reasons: major medical episode or religious holiday. Both of these require hard copy documentation. One of our learning goals involves actively, respectfully engaging with your peers and instructor about philosophically complex, abstract theories that have implications for how we should make choices and live our lives. You cannot complete this goal if you are not present.

Journals (3 points each, 8 required) – 24 points

You will be required to submit 8 private journals during the term (on CANVAS). Attendance includes being prepared with questions. Each journal entry should contain the following three things: (1) a brief (5 sentences) rehearsal of the main argument in the text, (2) two questions about the text, and a brief statement (2-4 sentences) of your opinion. Journal entries are turned in on CANVAS by the start of class. These are designed to encourage class participation and are designed to help you write your papers. Journals must be submitted before class the day we discuss that reading and cannot be handed in late.

Midterm and Final 10 points each – 20 points

There will be two in-class examinations. Each will be worth 10% of your final grade. The final quiz will be cumulative and will occur during our examination period. The midterm and final will be composed of short answer essay questions. Both examinations will be in class and will require a blue book. The final quiz will occur the last day of class. You will receive a list of possible question one week ahead of the exams.

Group projects (3 projects, 4 points each)- 12 points

There will be three "team" projects during the course of the class. You will be graded individually for your contribution to the project but you are expected to work as a group. Groups will be assigned and you will have a different group for each of the three assignments. Each project is worth 4 points.

Advocate for Art Final Paper – 12 points

This paper will be due the Monday of finals week (the week after classes). Each student will be required to write a final paper based on the readings in this class. The final paper will be practical in nature: students must choose a piece of artwork / artifact from one of the cultures we have discussed in class. They will have to advocate for this artwork to be installed on the FIU campus. The point of this paper is to understand aesthetic standards from other cultures and to be able to explain beauties from unfamiliar cultures. An ancillary goal is to show the value of having access to art from a variety of cultures. The paper should be 8-10 pages and will have to include an introduction, a discussion of one of the relevant readings from our course, an application of this reading to the artwork chosen, and an argument for why a 'public art at FIU' board should choose to install this artwork.

SCHEDULE OF READINGS AND ASSIGNMENTS
(readings are to be completed before class the day the reading is assigned)

WEEK 1: Introduction to the course

Guiding questions: What is comparative aesthetics? What is global aesthetic?

Tuesday: Introduction to the course

Thursday: "Comparative Aesthetics." In Jerrold Levinson (ed.), *The Oxford Handbook of Aesthetics* (FIU Libraries online)

WEEK 2: Yoruba Aesthetics

Guiding questions: How has Yoruba art influenced Eurocentric art? Are Yoruba artifacts art?

Tuesday: Yoruba Aesthetics (Chapter 6 CS) & Clive Bell and Primitivism (PDF)

Thursday: "African Aesthetics," Rowland Abiodun The Journal of Aesthetic Education" Vol. 35, No. 4 (Winter, 2001), pp. 15-23 2. (FIU Libraries)

Group 1 Assigned

WEEK 3: Navajo Aesthetics

Guiding questions: What counts as "Western" aesthetics"? What is the "Western" distinction between high and low art? Between art and craft? How does this relate to Navajo aesthetics?

Tuesday: Navajo Aesthetics (Chapter 5 CS)

Thursday: Kathy M'Closkey "Towards an Understanding of Navajo Aesthetics" (PDF)

WEEK 4: Aboriginal Australian Aesthetics

Guiding questions: How do cultures change overtime? How does this impact their art? How does globalism change art cultures? What counts as cultural appropriation?
Tuesday: (Chapter 3 CS)

Thursday: Rock Art Aesthetics and Cultural Appropriation by Thomas Heyd (FIU Library, Journal of Aesthetics and Art Criticism, Winter 2003

WEEK 5: Chicano/a Aesthetics & Culocentrist Body Aesthetics

Guiding questions: How can we represent cultures without being essentialists about identity? How do we think of bodily beauty as part of our aesthetic traditions?

Tuesday: "A lesson in "rasquachismo" art: Chicano aesthetics & the "sensibilities of the barrio" by Maria Anderson (PDF) and Amalia Mesa-Bains "Domesticana": The Sensibility of Chicana
Rascuache" http://v1.zonezero.com/magazine/essays/distant/zdomes2.html

Thursday: "Tienes Culo? How to Look at Vida Guerra" By Karina L. Cepedes-Cortes and Paul C. Taylor (PDF)

Group 1 Projects due Friday by 11:59pm.

WEEK 6: Euro-American Aesthetics

Guiding questions: What is an aesthetic experience? What sorts of aesthetic experiences do we have outside of 'art' spaces (e.g., museums, concert halls, etc.). How do we use aesthetic terms in our everyday life?

Tuesday: Selections from Dewey (PDF) and Dewey in the Stanford Encyclopedia of Philosophy (https://plato.stanford.edu/entries/dewey-aesthetics/)

Thursday: "Everyday Surface Aesthetic Qualities: "Neat" "Messy" "Clean" "Dirty"" by Thomas Leddy in *The Journal of Aesthetic and Art Criticism* 53:3 Summer 1995 (FIU Library access)

Group 2 Assigned

WEEK 7: Aztec and other Pre-Columbian Aesthetics

Guiding questions: What does de-Colonizing aesthetics mean? How do we have aesthetic experiences with architecture? How does philosophy infuse our artistic practices?

Tuesday: Aztec Aesthetics (CS Chapter 7)

Thursday: James Maffie "Aztec Philosophy" *Encyclopedia of Philosophy* http://www.iep.utm.edu/aztec/ (Sections 1, 5, 6,7 only)

WEEK 8: Student Presentation & Midterm

Tuesday: Students will come to class ready to present (5 minutes) their 'aesthetic experience.'

Thursday: We will have an in-class short answer essay question midterm. Please bring a blue book. A list of question will have been provided last Thursday.

WEEK 9: Japanese Aesthetics

Guiding questions: How does moving away from pictorial images as our paradigmatic form of aesthetic experience impact our account of aesthetics? What rituals do we have in our current lives that are aesthetic in nature?

Tuesday: Saito, Yuriko "Japanese Aesthetics," *The Encyclopedia of Aesthetics* (FIU Library) and Japanese Aesthetics (CS pp. [illegible])

Thursday: Daniel Wilson "The Japanese Tea Ceremony and Paranormal Belief in the Art of Art" The Journal of Aesthetics and Art Criticism Vol 1 2018 (FIU Library)

WEEK 10: Indian Aesthetics: Rasa Theory

Guiding questions: How do we read texts from cultures/epochs that are not our own? Can texts from other cultures inform our lives?

Tuesday: Aesthetics in Early India: Rasa and the Theory of Transcendental Enjoyment (CS Chapter 8) and Rasa in Encyclopedia of Aesthetics (FIU Library)

Thursday: Kathleen Marie Higgins "An Alchemy of Emotion: Rasa and Aesthetic Breakthroughs" (PDF)

Group 2 Projects due Friday 11:59 pm

WEEK 11: Primary Text Week: Rasa Theory

Guiding questions: How do we engage with plays? How are emotions involved in aesthetic appreciation?

Tuesday: A Rasa Reader, Selections (PDF)

Thursday: A Rasa Reader, Selections (PDF)

Group 3 Assigned

WEEK 12: Are Aesthetic Preferences Universal?

Guiding questions: Are our brains hardwired to prefer some shapes over others? How could we devise experiments to prove / disprove the "Savannah hypothesis?"

Tuesday: Dutton "Are Aesthetic Preferences Universal?" (PDF)

Thursday: Shiner "But they don't have our concept of art?" (PDF)

Week 13: Is cultural appropriation ever okay?

Guiding questions: Is cultural appropriation ever okay? Can I be influenced by cultures other than my own in my work and still be respectful toward cultural difference? What makes cultural appropriation morally problematic?

Tuesday: AestheticsforBirds Roundtable: Coleman, Liao, and Matthes
https://aestheticsforbirds.com/2018/08/22/artworld-roundtable-is-cultural-appropriation-ever-okay/

Thursday: AestheticsforBirds Roundtable McLeod, Strohl, Taiwo, and Young
https://aestheticsforbirds.com/2018/08/22/artworld-roundtable-is-cultural-appropriation-ever-okay/

Week 14: Is cultural appropriation ever okay?

Tuesday: Presentations

Thursday: Debate

Group 3 Projects due Friday 11:59 pm

Week 15: Wrapping up and Final Quiz

Tuesday: Wrapping up themes and review for final quiz

Thursday: Final quiz

FIU | Global Learning

Global Learning Course Assessment Matrix

Faculty Name: Elizabeth Scarbrough
Course: PHIXXXX GLOBAL AESTHETICS
Academic Unit: Philosophy Degree Program: Semester Assessed:

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
Global Awareness: Students will become aware of aesthetic traditions other than their own and be able to explain the interrelatedness of global aesthetic traditions. **Course Learning Outcome** Students will be able to demonstrate knowledge of the interrelatedness of global and local perspectives on art, art practices, and nature appreciation. Students will understand why some cultures find cultural appropriation morally problematic and how many cultural traditions have adopted artistic tropes from outside their home culture.	Assessment Activity/Artifact: Cosmopolitanism Debate: Is Cultural Appropriation Ever OK? Evaluation Process: Each 'team' will have to prepare written materials for the debate which are handed in before debate day, and a one page reflection handed in after our debate. During our debate, every member of the team must talk or your overall team will be docked points. The winning team will receive +1 EC point. Minimum Criteria for Success: 1 page double-spaced debate day discussion sheet explaining the position of the philosopher you are assigned. 1 attempt at explaining your position during the debate 1 brief single-spaced critical reflection after the debate discussing how the debate changed / didn't change their mind. Sample: All students will be assessed.	*To be entered after each time course is taught*

FIU | Global Learning

Global Learning Course Assessment Matrix

Faculty Name: Elizabeth Scarbrough
Course: PHIXXXX GLOBAL AESTHETICS
Academic Unit: Philosophy Degree Program: Semester Assessed:

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results

Use of Results for Improving Student Learning

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
Global Perspective: Students will acquire the ability to assess various artworks and artifacts from multiple cultural perspectives.	Assessment Activity/Artifact: Aesthetic Experience/Creative Engagement Project and Class Presentation Evaluation Process:	*To be entered after each time course is taught*
Course Learning Outcome		

FIU | Global Learning

Global Learning Course Assessment Matrix

Faculty Name: Elizabeth Scarbrough
Course: PHIXXXX GLOBAL AESTHETICS
Academic Unit: Philosophy Degree Program: Semester Assessed:

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
Students will be able to assess an artwork, artifact, or cultural landscape from multiple perspectives, including a cultural perspective that was once unfamiliar to the student.	Each student will be asked to engage with an aesthetic experience that is not representative of their own culture(s). These experiences can be attending a religious ceremony, attending an art exhibit, play, or musical performance. Minimum Criteria for Success: Student must write a 2-3 page paper explaining their event and relating it to course material. Student must also present this experience (in a powerpoint) to their fellow students. 5 minute presentation. Sample: All students will be assessed.	

Use of Results for Improving Student Learning
To be entered after each time course is taught

FIU | Global Learning

Global Learning Course Assessment Matrix

Faculty Name: Elizabeth Scarbrough
Course: PHIXXXX GLOBAL AESTHETICS
Academic Unit: Philosophy Degree Program: Semester Assessed:

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
Global Engagement: Be prepared to engage in local, global, international, and intercultural problem solving involving artistic expression, including issues in public funding for art, and cultural appropriation in the arts. (Global	Assessment Activity/Artifact: Public Art final paper Evaluation Process: Each student will be required to write a final paper based on the readings in this class. The final paper will be practical in nature: students must choose a piece of artwork / artifact from one of the cultures we have discussed in class. They will have to advocate for this artwork to be installed on the FIU campus. The point of this paper is to understand aesthetic standards from other cultures and to be able to explain beauties from unfamiliar cultures. An ancillary goal is to show the value of having access to art from a variety of cultures. Minimum Criteria for Success: 8-10 page paper will have to include an introduction, a discussion of one of the relevant readings from our course, an application of this reading to the artwork chosen, and an argument for why a 'public art at FIU' board should choose to install this artwork. Sample: All students will be assessed.	*To be entered after each time course is taught*
Course Learning Outcome *Students will learn how to write a philosophical persuasive essay and advocate for a piece of art they find valuable and/or beautiful. An ancillary goal is to show the value of having access to art from a variety of cultures.*		
Use of Results for Improving Student Learning		

FIU | Global Learning

Global Learning Course Assessment Matrix

Faculty Name: Elizabeth Scarbrough
Course: PHIXXXX GLOBAL AESTHETICS
Academic Unit: Philosophy Degree Program: Semester Assessed:

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
To be entered after each time course is taught		

Alex Ronquillo

From: Elizabeth Scarbrough
Sent: Wednesday, February 13, 2019 4:11 PM
To: Alex Ronquillo
Subject: GL Course in Philosophy

From: Stephanie Doscher <sdoscher@fiu.edu>
Date: Wednesday, February 13, 2019 at 4:03 PM
To: Elizabeth Scarbrough <escarbro@fiu.edu>
Cc: Kenton Harris <harrisk@fiu.edu>
Subject: Re: GL Course

Hello, Elizabeth! Just got out of a workshop and see this email.

The course should be right now in the CASE Dean's office, as the deadline refers to the course's first stop on its Faculty Senate oversight journey, the CASE Curriculum Committee. After CASE reviews at their meeting on the 22nd, the course will go to the Faculty Senate office for the GLCOC's B5 meeting. The GLCOC will review it on March 22nd.

Best thing to do is to call CASE now—Jeff Gonzalez I believe administers that committee.

If I don't hear from you via email in the next 15 minutes, I'll call.

Stephanie Doscher, Ed.D.
Director
Office of Global Learning Initiatives
11200 S.W. 8th Street, Modesto Maidique Campus, PC 246
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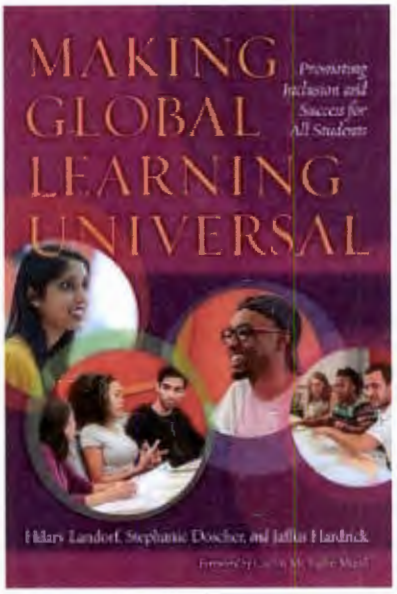

On Feb 13, 2019, at 9:43 AM, Elizabeth Scarbrough <escarbro@fiu.edu> wrote:

Hi Stephanie,

I just wanted to confirm before the deadline today that you have received my GL packet with course, matrix, and signed sheets.

Thanks,
Elizabeth

This message was sent via my phone--please excuse the brevity/typos.

On Jan 16, 2019, at 1:51 PM, Stephanie Doscher <sdoscher@fiu.edu> wrote:

> Hey, Elizabeth—
>
> 1. Unfortunately we can't do the retroactive thing. It has to do with PantherSoft and getting the credit on to students' records—we just have a longstanding policy of not doing that because it is not possible, technology-wise.
> 2. We want to submit the GL syllabus & matrix with the GL Course Proposal cover sheet, attached, signed, to the CASE curriculum for its B5 meeting. That deadline is 2/13. The course will have the XXX number, the title, and the catalogue description you sent to the UCC. The GL designation will be officially applied when the course gets its number from Tally.
>
> **Stephanie Doscher, Ed.D.**
> Director
> Office of Global Learning Initiatives
> 11200 S.W. 8th Street, Modesto Maidique Campus, PC 246
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On Jan 16, 2019, at 10:42 AM, Elizabeth Scarbrough <escarbro@fiu.edu> wrote:

Hi Stephanie and Kenton,

Thanks for looking into this. So I was hoping to offer it in Fall 2019 - but perhaps I could offer it and then retroactively give the students GL credit in Spring 2020? Spring is usually when I teach film. Alternatively, I could ask the chair to teach both GL Aesthetics and Film in the Spring but it would be up to his discretion and the department needs (and I'm assuming the department needs lower level ethics classes).

More pressingly, is there something additional I need to do to send the proposal off to Tallahassee? I guess once we hear back from them, then we can proceed with GL? I guess I was confused about what "concurrent/simultaneous processes" really entailed since I thought I could get the number from Tallahassee and the GL certification at the same time.

-Elizabeth

Dr. Elizabeth Scarbrough
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DM 340B
Miami, FL 33199
Phone: (305) 348-2485
Fax: (305) 348-1799
Office Hours: http://escarbro.appointy.com
FIU website: http://myweb.fiu.edu/escarbro/
pronouns: she/her/hers

From: Stephanie Doscher
Sent: Monday, January 14, 2019 2:17:10 PM
To: Kenton Harris
Cc: Elizabeth Scarbrough
Subject: Re: GL Course

This is true, we can never add the GL designation until we get the state number. However, that can happen simultaneously. In this case there is a chance the course number may be ready for fall, but students who take it in the fall (if you offer it then)

won't be able to get GL credit until spring. If you are planning to offer it in spring 2020 we are golden and not a moment has been lost :)

steph

Stephanie Doscher, Ed.D.
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On Jan 14, 2019, at 1:34 PM, Kenton Harris <harrisk@fiu.edu> wrote:

I do get it. ☺ I had a phone conversation n with Alex in the CASE Dean's Office and he sort of said the same thig. He did not think we could get the course designated as GL until after it is assigned a permanent number by the State.

Kenton

From: Stephanie Doscher <sdoscher@fiu.edu>
Sent: Monday, January 14, 2019 12:25 PM
To: Kenton Harris <harrisk@fiu.edu>; Elizabeth Scarbrough <escarbro@fiu.edu>
Subject: Re: GL Course

Kenton, I am impressed. You have a GREAT memory!

Way back in 2009/10 you are correct, the OGLI worked with every department to determine which courses might become GL. We needed to make sure that the two-course requirement was "baked in" to every student's POS, either as required or elective courses. To help departments in this process, we did an exhaustive review of the then-current course catalogue to suggest possibilities, based on their State-approved learning outcomes and descriptions. So yes, in that sense there was outreach for GL designation from the OGLI.

Since about 2011, though, we really haven't reached out in that way unless a student has come

to us and said, "Hey! This course/faculty is so GL! Someone oughta make it a GL course!"

The most important thing is that the new course number process is in motion. Without a course number, the course doesn't exist. It's an existential dilemma.

GET IT? "EXISTENTIAL DILEMMA?"

Onward!

Stephanie Doscher, Ed.D.
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From: Kenton Harris <harrisk@fiu.edu>
Date: Monday, January 14, 2019 at 12:03 PM
To: Stephanie Doscher <sdoscher@fiu.edu>, Elizabeth Scarbrough <escarbro@fiu.edu>
Cc: Alex Ronquillo <aronquil@fiu.edu>, Maricel Cigales <mcigales@fiu.edu>
Subject: RE: GL Course

Dear Stephanie and Elizabeth:

This may be my fault. I am the department rep for the CASE CC. Elizabeth did complete paperwork and give it to me, but I assumed it was the new course proposal paperwork. In the past, the request for have a course designated as a GL course came from the GL office (of so I seem to recall). Perhaps that is only for writing courses. In any event the only paperwork I submitted was the new course proposal. I am cc-ing Alex Ronquillo and Maricel Cigales to see what can be done.

Kenton

From: Stephanie Doscher <sdoscher@fiu.edu>
Sent: Monday, January 14, 2019 11:55 AM
To: Elizabeth Scarbrough <escarbro@fiu.edu>
Cc: Kenton Harris <harrisk@fiu.edu>
Subject: Re: GL Course

Elizabeth,

What you sent me is the agenda for tomorrow's Faculty Senate Meeting for Bulletin 2. The deadline to submit for that Bulletin was back in October, so your course would not be on that.

I do see your course in the Faculty Senate Intranet for its New Course proposal to be voted on in a Faculty Senate motion at its Bulletin 3 meeting, which will be on February 5th. From that meeting, if approved, the course will go up to Tallahassee for a new course number. That number would be on the books for Fall 2019.

However, your course is NOT on the Bulletin 3 agenda for the GLCOC. Did you submit TWO packages to the SIPA Curriculum Committee—one with the New Course Proposal cover sheet and another with the GL Course Proposal cover sheet I sent on 11/5/18? If not, we need to submit that to the CASE Curriculum Committee for Bulletin 5 (the B4 deadline has passed). That deadline is February 13th. If approved by the GLCOC at their B5 meeting, the course would have GL designation for Spring 2020.

Unless something else has happened, which has happened before, and that is that you DID submit the GL Proposal, it was signed, and somewhere between CASE and the Faculty Senate office (or in the FS office) the course was lost in a shuffle. The FS actually scans the hard copy into the Intranet site and it has indeed happened that they've neglected to scan a course before.

I have cc'd Kenton on this to assist with the recon. But the good news is that the new course proposal IS in the pipeline!

Steph

Stephanie Doscher, Ed.D.
Director
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From: Elizabeth Scarbrough <escarbro@fiu.edu>
Date: Monday, January 14, 2019 at 11:30 AM
To: Stephanie Doscher <sdoscher@fiu.edu>
Subject: GL Course

Hi Stephanie,

I was just looking at the faculty senate bulletin and I was wondering at what stage my GL request for GLOBAL AESTHETICS was at? I don't know if this is possible but I was hoping to get it on the books for next year.

If you have any insight, please share!

Thank you and it was great seeing you at Paul's party,

Elizabeth

Dr. Elizabeth Scarbrough
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Fax: (305) 348-1799
Office Hours: http://escarbro.appointy.com
FIU website: http://myweb.fiu.edu/escarbro/
pronouns: she/her/hers

From: Faculty Senate
Sent: Monday, January 14, 2019 10:44 AM

To: Faculty_List
Subject: Faculty Senate Meeting Agenda and Materials for January 15, 2019

(No need to reply to this message)

Good afternoon **FIU Community**,

This is for your information: Attached are the agenda and materials for the January 15, 2019 meeting of the ***Faculty Senate:***

<image003.png>

<GL Course Proposal Form.pdf>

<Making GL Universal.jpg>

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY

Course Revision for Global Learning Designation

1. SCHOOL/COLLEGE CASE

2. DIV./DEPT. IN WHICH TAUGHT Biological Sciences

3.

Alpha Prefix	1st Digit	last 3 Digits	"C"-lec-lab "L"-Lab	Cr. Hrs.
BSC	1			3

4. Course Title Local and global perspectives in biology

5. Catalog Description/Major Topics (not to exceed 200 characters including spaces)

Current biological topics will be explored through reading primary scientific literature, ensuring that students recognize real life applications and global repercussions of biological research.

6. Prerequisite(s): none

7. Corequisite(s) none

SUBMIT ORIGINAL FORM. ATTACH ONE COPY OF THE COURSE SYLLABUS AND THE GLOBAL LEARNING ASSESSMENT MATRIX.

PROPOSAL REQUESTED BY:

	(Type name)	(Signature)	Date
Faculty Contact	Melissa McCartney		3 / 4 / 20 19
	mmccartn@fiu.edu (Email address)	305-348-7165 (Phone number)	
Chairperson (Dept./Div.)	Steve Oberbauer		3 / 4 / 20 19
Chairperson (Curr. Comm.)	Maureen Walter		3 / 29 / 20 20
College/School Dean	MANUEL GALVES		4 / 2 / 20 19

Local and global perspectives in biology
BSC-1XXX
Florida International University
Dept. of Biological Sciences
(FALL 2019)

Instructor:	Dr. Melissa McCartney
Email:	mmccartn@fiu.edu
Office:	OE 230
Office Hours:	Monday, 10AM to 11:30AM Wednesday, 10AM to 11AM ***If you can't make it to these hours please make an appointment via email*

Course Description: BSC 1XXX is a 3-credit course intended to introduce you to the big ideas of Biology through reading primary scientific literature. You will approach Biology in a fundamentally different way by connecting biological ideas across multiple disciplines, scales, and historical events, all while highlighting the relationship between biology and a global society.

This class will center on five themes (food, waste, conflict, senses, and information) and how these themes are mediated by the major core concepts of Biology (evolution, structure and function, information flow, transformation of energy and matter, and systems). Additionally, you will explore current and future applications of biological research within the larger context of critical thinking, analysis, and experimental design. **There will be a strong emphasis on learning to find, read, evaluate, and understand primary scientific literature.**

Biological research impacts life across the globe, whether it be in the form of environmental research, research on disease, research on food sustainability, or research on animal migration. None of this research takes place in a vacuum, as biological phenomenon in one corner of the globe ultimately influences a biological phenomenon elsewhere. Additionally, understanding how to read and evaluate primary scientific literature is equivalent to understanding the global language of scientists.

This is a Global Learning Foundations Course that counts toward the GL graduation requirement, therefore it will enhance your Global Awareness, Perspective, and Engagement, so that you will have knowledge that scientific discoveries arise globally, affect human affairs globally, and should be shared globally. This will be achieved through (1) accentuating the multi-dimensional value of significant discoveries in Biology, and (2) evaluating the significance of biological issues to human affairs historically and geographically. For example, you will be asked to evaluate what was the socio-economic characteristic of the societies in which the discoveries happened; if these discoveries can be directly translated to other geographic regions (why or why not); are there any contemporary significant achievements either in another scientific discipline or in art, literature, filmmaking, etc.

As a Global Learning Course, this course will enrich the learning process with information regarding the impact of Biology on social issues globally. This interdisciplinary global aspect of the course will be covered through:

1. lectures
2. reading of primary scientific literature and related news articles
3. active learning activities
4. students' assignments

Course Objectives. The objective of the course is to teach you how to:

1. Find, read, evaluate, and understand primary scientific literature
2. Connect the 5 core concepts of Biology to current biological research
3. Scientifically evaluate situations in which biology plays a role (red tide, waste management, treatment of disease, etc.)
4. Use scientific theories to design future biological hypotheses
5. Assess and critically evaluate claims made in popular media for their scientific merit
6. Generate a description of how the field of Biology relates to non-STEM fields

Global Learning Course Outcomes

1. **Global Awareness.** You will be able to describe the interrelationship between biological research and policy developed from the results of this research, locally and around the world.

   The assessment for Global Awareness will be in the form of clicker/homework questions related to the primary literature you are reading on a topic. I will ask you to elaborate on class discussions with specific prompts on how each paper relates to global awareness and to provide specific examples. You will also reflect on "what comes next," by proposing ideas on how to increase global awareness/cooperation on the biological research topics covered in the primary scientific literature.

2. **Global Perspective.** Students will be able to translate the science contained within primary scientific literature into a research proposal that includes a description of the diverse, interdisciplinary research team and stakeholders who will be informed about the results.

   The assessment for Global Perspective will be in the form of exam short answer questions. These exams will emulate a grant proposal for future biological research. Building on what you have discussed in class, you will be given a topic in biological research and asked to design the next experiment to move this research forward. Similar to a grant proposal, you will need to justify how/why your **research idea** has global impact (with specifics) as well as how the outcomes of your **proposed experiments** will have a global impact. You will also design a research team that should be interdisciplinary and international. Finally, you will have to explain how you would share the results of your research with government officials as a way to influence policy on biological issues.

3. **Global Engagement.** Students will demonstrate a willingness to remain current in an aspect of biological research that impacts their daily life.

   The assessment for Global Engagement will be in the form of (1) writing a short paper on selected biological topic with a global perspective and (2) giving an oral presentation on a selected biological topic with a global perspective.

FIU's Excellence in Global Learning Graduation Medallion is awarded to students who complete at least four global learning courses, participate in a variety of global co-curricular activities, and complete a capstone consisting of one of the following: a substantial original research project and presentation on a global topic; extensive foreign language study; long-term study abroad; or, a globally-focused internship. The Peace Corps Prep certification is conferred upon students who complete at least four global learning courses, extensive language study, and a global problem-solving project. For more information, visit goglobal.fiu.edu.

Course Requirements:

Prerequisites. None.

Required Text. None.

i-clicker. You will be required to have an i-clicker. You can either buy it or rent it from the FIU Bookstore. After obtaining the i-clicker you will need to register your device http://www1.iclicker.com/register-clicker/ by using your Panther ID #.

Participation and Attendance: This will be an interactive class consisting of active learning. For each class you attend you will receive 5 points. Attendance will be taken through participation in clicker questions, group work, and exit slips. You are expected to attend class regularly and come to class on time. If you must be late, please enter the room in a way that does not disturb the lecture.

Homework: You will have 20 homework assignments throughout the semester. These will be short assignments focused on learning how to find, read, evaluate, and understand primary scientific literature.

Group Project: You will have one group project that will replicate a grant review panel. Groups will present current research on a topic of their choice and present their ideas for future experiments. Groups not presenting will be tasked with evaluating the proposed experiments and determining if they deserve funding.

Exams: You will have three in class exams that will be report-based. You will be allowed to use the internet to answer the questions but you must provide primary literature citations. If you do not attend class on exam days you will receive a zero and will not be allowed to finish at home.

Final: There will be a final report due at the end of the semester on advancing global biological research on a topic students have chosen.

Co-curricular Activity Reflection. Twice over the course of the semester, you must attend "The Tuesday Times Roundtable (TTR)", FIU's weekly series of moderated conversations on The New York Times articles from the multiple viewpoints of students, faculty, and staff. All sessions are absolutely free, and include lunch: https://goglobal.fiu.edu/ttr/

You will then write a brief, 1-page reflection on how this discussion relates to the themes discussed in class. Your reflection should consider how new perspectives introduced through course readings, lectures and/or class discussions can help resolve the problem or issue discussed at the event. It should also consider how the event itself provides other perspectives on the problem.

Course Requirements	Number of Items	Points for Each	Total Points Available
Participation and Attendance	28	5	140
Homework	20	10	200
Group Project: Grant Panels	1	100	100
Exams (3)	3	100	300
Final (1)	1	100	100
The Tuesday Times Roundtable reflections (2)	2	30	60
Total			**900**

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

Course Calendar for Fall 2019

Week	Date	Biology goals	Primary lit goals	Blooms level	GL goals	Group project
1	8-26	Thinking science	What is primary literature?	Knowledge	What is GL?	Choose a topic
	8-28					
2	9-4				How/why does GL apply to biology?	
3	9-9	Thinking biology	How do you read it?	Comprehension		
	9-11					
4	9-16					
	9-18	EXAM 1				
5	9-23	Nat. History of Food	How do you find primary literature?	Application	Global Awareness	Collect sources
	9-25					
6	9-30					
	10-2	Nat. history of waste				
7	10-7					
	10-9					
FALL BREAK	10-14					
	10-16					
8	10-21	Nat. history of conflict	How do you cite primary literature?	Application	Global Perspective	What would you do next?
	10-23					
9	10-28					
	10-30	EXAM 2				
10	11-4	Nat. history of senses	How do you develop a review of several primary literature articles?	Analysis	Global Engagement	Preparing for a grant panel
	11-6					
11	11-13					
12	11-18	Nat. history of information		Synthesis		
	11-20					
13	11-25			Evaluation		
	11-27	EXAM 3				
14	12-2	Group presentations				
	12-4					
		FINAL EXAM TBA				

Policies

Rules, Policies, and Academic Misconduct: A major objective of higher education is to develop self-reliance, critical thinking, problem solving, and creative thinking. Therefore, it is expected that you will be responsible for the completion of their own academic work. If appropriate, the use of literature, notes, aids, or assistance from other primary or secondary sources should be clearly identified and disclosed. In addition, students are expected to use all resources, including books, journals, and computers only in legal and authorized ways. They should also refrain from falsification of records, attend class as required, and participate in the educational process without disrupting the orderly processes and functions of the University. Students are expected to abide by the CODE OF ACADEMIC INTEGRITY (http://integrity.fiu.edu/misconducts.html).

It is the responsibility of all students, faculty, and administration to conduct all academic and scholarly activities in truth, which means the honest pursuit, generation, dissemination and application of knowledge. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University.

As a student of this University, I will be honest in my academic endeavors.
I will not represent someone else's work as my own.
I will not cheat, nor will I aid in another's cheating.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions.

Disability Notice: There is a Disability Resource Center available to you should you need it. It is your responsibility to contact them to process your request to have your needs met. You must follow their procedures as to properly notify the instructor.

Diversity Statement: The Department of Biological Sciences fosters an environment of inclusivity and respect for diversity and multiculturalism. The Department educates students to embrace diversity and understand the root causes of discrimination, as well as social, ethnic, sexual, disability and gender-based exclusion.

Religious Holy Days: The University's policy on religious holy days as stated in the University Catalog and Student Handbook will be followed in this class. Any student may request to be excused from class to observe a religious holy day of his or her faith.

Discrepancies: In the event that there is a discrepancy with your grades – whether it was not posted with the rest of the class or if there are questions that you would like to review with your instructor – it is your responsibility to communicate with your instructor in a timely manner in order for changes to be made or office hours to be arranged.

Electronic Devices: I discourage the use of any electronic devices including phones, laptops, and tablets to class. Please, if you must bring these devices to class, set all electronic devices, including cell phones,

to silent mode so that they cannot be heard. Additionally, if you must take a call or text, please quietly leave the classroom to complete the discussion. Please, do not engage in texting inside the classroom.

Assessments/Exams: It is your responsibility to make sure your computer meets the minimum hardware requirements.

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact FIU Online Support Services.

Please arrive on time to all exams; we will not let anyone start an exam after the first exam has been turned in. There will be no make-up or replacement exams in this course. If you miss an exam, you may use the grade of your final exam to replace the missed exam grade. Please check the exam schedule within the first week of class for any conflicts with religious observances. If you must or have to miss the final exam, a valid and well-documented excuse must be presented.

Academic grievance: I aim to provide academic instruction in a way that is nondiscriminatory and fair to all students. Nevertheless, if you believe that you have not been dealt with fairly or that the instruction has been inadequate, procedures exist for handling grievances. First, speak with the instructor. I could be unaware that a problem exists and your grievance might help me make the class better for you and your fellow students. Speaking with the instructor is likely to yield a satisfactory explanation, or resolve the problem by making adjustments to accommodate special needs. Second, if the problem is not or cannot be resolved with the instructor, speak with the department head or chairperson. Finally, if the problem still cannot be resolved, speak with the Dean of Students.

FIU | Global Learning

Global Learning Course
Assessment Matrix
Faculty Name: Melissa McCartney
Course: BSC 1XXX Local and global perspectives in biology
Academic Unit: Undergraduate Education Degree Program: Biological Sciences Semester Assessed:

Global Learning Student Learning Outcome Addressed	**Assessment Method**	**Assessment Results**
Global Awareness: Students will demonstrate knowledge of the interconnectedness of local, global, international, and intercultural issues, trends, and systems. **Course Learning Outcome** Students will be able to describe the interrelationship between biological research and policy developed from the results of this research, locally and around the world.	Assessment Activity/Artifact: 1. Clicker/homework questions These will be related to the primary literature we are reading on a topic. I will ask students to elaborate on class discussions with specific prompts on how each paper relates to global awareness and to provide specific examples. I also like to have students reflect on "what comes next," and here I would ask them to propose ideas on how to increase global awareness/cooperation on the topics in the primary literature we read. Evaluation Process: Rubric for evaluation of assignments will include: (1) Understanding of the scientific concepts that underlies the global nature of biological research; (2) Developing critical thinking based on new global scientific information obtained in class; (3) Understanding the impact of biological discoveries on global human affairs (novel cures, bioterrorism, environmental protection...); (4) Understanding the interrelationship between biological research and social/economic factors; (5) Navigating through time - connecting/associating discoveries in biology with the achievements in Arts and Humanities. Minimum Criteria for Success: 1. 70% on assignment Sample: All students will be assessed	*To be entered after each time course is taught*

Use of Results for Improving Student Learning
To be entered after each time course is taught

FIU | Global Learning

Global Learning Course
Assessment Matrix
Faculty Name: Melissa McCartney
Course: BSC 1XXX Local and global perspectives in biology
Academic Unit: Undergraduate Education Degree Program: Biological Sciences Semester Assessed:

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
Global Perspective: Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. **Course Learning Outcome** Students will be able to translate the science contained within primary scientific literature into a research proposal that includes a description of the diverse, interdisciplinary research team and stakeholders who will be informed about the results.	Assessment Activity/Artifact: 1. Exam short answer questions These exams will emulate a grant proposal for future biological research. Building on what we have discussed in class, students will be given a topic in biological research and asked to design the next experiment to move this research forward. Similar to a grant proposal, students will need to justify how/why their research idea has global impact (with specifics) as well as how the outcomes of their proposed research will have a global impact. Students will also have to design a research team that should be interdisciplinary and international. Finally, students will have to explain how they would share the results of their research with government officials as a way to influence policy on biological issues. Evaluation Process: Rubric for evaluation of exams will include: (1) Comprehension of why biological research has a global impact on human affairs (2) Analyze the reciprocal relationship between socio-economic factors and progress in biological research Minimum Criteria for Success: 1. 70% on exam Sample: All students will be assessed	*To be entered after each time course is taught*

Use of Results for Improving Student Learning
To be entered after each time course is taught

FIU | Global Learning

Global Learning Course
Assessment Matrix
Faculty Name: Melissa McCartney
Course: BSC 1XXX Local and global perspectives in biology
Academic Unit: Undergraduate Education Degree Program: Biological Sciences Semester Assessed:

Global Learning Student Learning Outcome Addressed	**Assessment Method**	**Assessment Results**
Global Engagement: Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. **Course Learning Outcome** Students will demonstrate a willingness to remain current in an aspect of biological research that impacts their daily life.	Assessment Activity/Artifact: 1. Assignment: Writing a short paper on selected biological topic with a global perspective 2. Assignment: Giving an oral presentation on a selected biological topic with a global perspective Evaluation Process: Rubric for evaluation of assignments will include: (1) to analyze students' own willingness to learn more about a biological topic then what was discussed in class through research and analysis on a topic (2) to present their own plan for advancing global biological research on the topic they have chosen. Minimum Criteria for Success: 1. 70% on assignment Sample: All students will be assessed	*To be entered after each time course is taught*
Use of Results for Improving Student Learning		
To be entered after each time course is taught		

Dr. Melissa McCartney
Department of Biological Sciences
mmccartn@fiu.edu

New Course Justification

BSC 1 XXX
Local and global perspectives in biology

Biological research impacts life across the globe, whether it be in the form of environmental research, research on disease, research on food sustainability, or research on animal migration. None of this research takes place in a vacuum, as biological phenomenon in one corner of the globe ultimately influences a biological phenomenon elsewhere. Additionally, understanding how to read and evaluate primary scientific literature is equivalent to understanding the global language of scientists.

BSC 1XXX is a 3-credit course intended to introduce students to the global perspective of biology through reading primary scientific literature. Students will approach biology in a fundamentally different way by connecting biological ideas across multiple disciplines, scales, and historical events, all while highlighting the relationship between biology and a global society.

This class will center on five themes (food, waste, conflict, senses, and information) and how these themes are mediated by the major core concepts of biology (evolution, structure and function, information flow, transformation of energy and matter, and systems). Additionally, students will explore current and future applications of biological research within the larger context of critical thinking, analysis, and experimental design. There will be a strong emphasis on learning to find, read, evaluate, and understand primary scientific literature, a skill that will prepare students for success in Gen Bio 1 and beyond.

Alex Ronquillo

From: Stephanie Doscher
Sent: Thursday, March 7, 2019 1:00 PM
To: Alex Ronquillo; Melissa McCartney
Subject: Re: updated forms for new course number for Biology 1xxx and GL designation

Dear Melissa and Alex,

Please excuse my tardiness in responding, as I was leading the COIL Leadership Institute on Monday and Tuesday and had follow up meetings with international participants and FIU offices all day yesterday.

I've read through all of the information below. Alex, I'm so glad you were able to correctly advise the committee re: moving a new course proposal through to the GLCOC even without a course number. Thank you!

Re: when the course will appear in the catalogue, Alex is also correct. Since it is a new course, spring 2020 is the date we can expect the course to be available for students to take. The GL designation will also be effective that semester, as we can only activate the status in PantherSoft with a course number. The course proposal as an XXX course will be reviewed for the GLCOC Bulletin 6, and the GL status will launch when the course receives its number.

Again, thank you for the good guidance, Alex. And for keeping me in the loop!

Stephanie Doscher, Ed.D.
Director
Office of Global Learning Initiatives
11200 S.W. 8th Street, Modesto Maidique Campus, PC 246
Tel: 305-348-4146
Fax: 305-348-3409
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sdoscher@fiu.edu
http://goglobal.fiu.edu

Making Global Learning Universal
Promoting Inclusion and Success for All Students
Hilary Landorf, Stephanie Doscher, Jaffus Hardrick
Foreword by Caryn McTighe Musil
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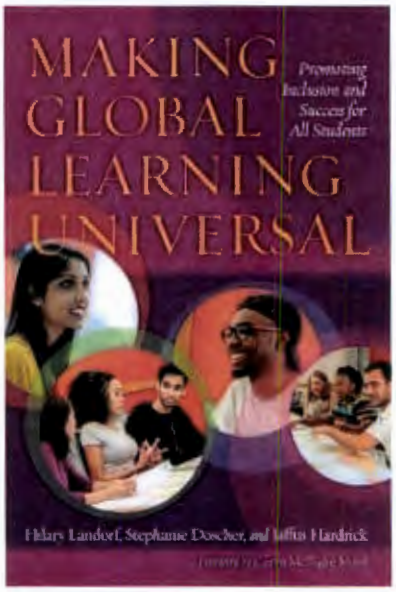


From: Alex Ronquillo <aronquil@fiu.edu>
Date: Thursday, March 7, 2019 at 8:18 AM
To: Melissa McCartney <mmccartn@fiu.edu>, Stephanie Doscher <sdoscher@fiu.edu>
Subject: RE: updated forms for new course number for Biology 1xxx and GL designation

Good morning Melissa,

I can certainly send you the invite. You should have it in your inbox in just a few moments.

Best,

Alex

From: Melissa McCartney <mmccartn@fiu.edu>
Sent: Wednesday, March 6, 2019 6:08 PM
To: Alex Ronquillo <aronquil@fiu.edu>; Stephanie Doscher <sdoscher@fiu.edu>
Subject: RE: updated forms for new course number for Biology 1xxx and GL designation

Hi Alex,

Thank you for the information, it is very helpful.

You mentioned that you could send me an invite to the March 29th meeting in case I can answer any last minute questions. Can you please send the information?

Thank you,
Melissa

From: Alex Ronquillo <aronquil@fiu.edu>
Sent: Wednesday, March 6, 2019 5:09 PM
To: Melissa McCartney <mmccartn@fiu.edu>; Stephanie Doscher <sdoscher@fiu.edu>
Subject: RE: updated forms for new course number for Biology 1xxx and GL designation

Good afternoon Melissa,

It was a pleasure to speak to you this afternoon concerning the above referenced matter. Apologies for not meeting with you sooner while you were at my office.

Concerning the GL aspect of the proposal – At the meeting, several members of the committee raised concerns about allowing the GL proposal to go through without the complete course number on the form. I advised the committee that this would be allowed as per an email from Stephanie Doscher with regards to another GL proposal, not related to Biology. The committee moved to approved the proposal on that basis for the GL aspect of the course.

There was another issue that was raised, unrelated to the GL, that had to do with the new course proposal itself. As a result, the proposal was tabled for our next (and final) Curriculum Committee Meeting – Bulletin #6 – on Friday, March

29, 2019, to give Melissa an opportunity to make the necessary changes for the resubmission of the proposal. I do not believe that there will be any issues with the revised proposal and it should be approved by the committee on the 29th.

Since the deadline for inclusion into the AY19-20 Catalog was back in early December 2018, the course will appear in the AY20-21 Catalog. However, the course will be available for Spring 2020. I understand that you had raised concerns about not being included in the course catalog for Fall, so we can talk more about that whenever you have the time.

As for the GL, I cannot speak to this as I have had very little experience as to when they are given the designation and when they take effect. I will have to defer this question to Stephanie as she is in a better position to advise when courses are approved for GL designation.

I'll keep you posted. If you have any questions, feel free to contact me at any time.

Best

Alex

From: Melissa McCartney <mmccartn@fiu.edu>
Sent: Wednesday, March 6, 2019 4:12 PM
To: Stephanie Doscher <sdoscher@fiu.edu>; Alex Ronquillo <aronquil@fiu.edu>
Subject: updated forms for new course number for Biology 1xxx and GL designation

Dear Stephanie and Alex,

My forms for new course number and GL designation were returned to be by Maureen Walter with some instructions on how to edit them. It took a while to get Steve's signature, but I have updated all the forms and they are signed and ready to go (attached here). I will walk the originals over to Alex now.

Can you please let me know where I stand with both of these issues? Will I be able to have a new course number and/or GL designation for the Fall 2019 semester?

Thank you,
Melissa

Melissa McCartney, PhD
Assistant Professor
Department of Biological Sciences
STEM Transformation Institute
Florida International University
OE 230
11200 SW 8th Street
Miami, FL 33199

Phone: 305.348.7165
Email: mmccartn@fiu.edu
https://melissamccartneyphd.com/

Research Director
Science in the Classroom

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. School/College Arts, Sciences and Education
   Div./Dept. in Which Taught Department of Biological Sciences

2. BSC (Alpha Prefix) | 1 (1st Digit) | (Last 3 Digits) | ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.) — CIP Code *(Leave this blank)*: _____

3. Grading Method (select one): ☒ Graded ☐ Pass/Fail

4a. Course Title Local and global perspectives in biology

b. Abbreviated course Title *(for computer class schedules, transcripts)* Perspectives in biology
LIMITED TO 25 Characters *(including spaces)*

5. Statewide Course Numbering Subject Matter Area _____

6. Catalog Description/Major Topics *(not to exceed 200 characters including spaces)*
College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

Current biological topics will be explored through reading primary scientific literature, ensuring that students recognize real life applications and global repercussions of biological research.

7. Attach detailed syllabus course outline and course justification on separate page(s).
8. Prerequisite(s): none
9. Corequisite(s): none
10. Objective(s) of Course:

1. Find, read, evaluate, and understand primary scientific literature; 2. Scientifically evaluate situations in which biology plays a role; 3. Use scientific theories to design biological experiments.

11. Does this course duplicate/overlap other courses at FIU? ■ No ☐ Yes
If yes, please explain: _____

12. What other closely related department(s) have been consulted about this course?
_____

13. Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)? No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Melissa McCartney (Type name) (Signature) 3 / 4 / 20 19
mmccartn@fiu.edu (Email address) 305-348-7165 (Phone number)

Chairperson (Dept./Div.) Steve Oberbauer (Type name) (Signature) 3 / 3 / 20 19

Chairperson (Curr. Comm.) Maureen Walter (Type name) Maureen Walter (Signature) 3 / 29 / 20 19

College/School Dean _____ (Type name) (Signature) 4 / 2 / 20 19

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Dr. Melissa McCartney
Department of Biological Sciences
mmccartn@fiu.edu

New Course Justification

BSC 1 XXX
Local and global perspectives in biology

Biological research impacts life across the globe, whether it be in the form of environmental research, research on disease, research on food sustainability, or research on animal migration. None of this research takes place in a vacuum, as biological phenomenon in one corner of the globe ultimately influences a biological phenomenon elsewhere. Additionally, understanding how to read and evaluate primary scientific literature is equivalent to understanding the global language of scientists.

BSC 1XXX is a 3-credit course intended to introduce students to the global perspective of biology through reading primary scientific literature. Students will approach biology in a fundamentally different way by connecting biological ideas across multiple disciplines, scales, and historical events, all while highlighting the relationship between biology and a global society.

This class will center on five themes (food, waste, conflict, senses, and information) and how these themes are mediated by the major core concepts of biology (evolution, structure and function, information flow, transformation of energy and matter, and systems). Additionally, students will explore current and future applications of biological research within the larger context of critical thinking, analysis, and experimental design. There will be a strong emphasis on learning to find, read, evaluate, and understand primary scientific literature, a skill that will prepare students for success in Gen Bio 1 and beyond.

Local and global perspectives in biology
BSC-1XXX
Florida International University
Dept. of Biological Sciences
(FALL 2019)

Instructor: Dr. Melissa McCartney
Email: mmccartn@fiu.edu
Office: OE 230

Office Hours: Monday, 10AM to 11:30AM
Wednesday, 10AM to 11AM
***If you can't make it to these hours please make an appointment via email*

Course Description: BSC 1XXX is a 3-credit course intended to introduce you to the big ideas of Biology through reading primary scientific literature. You will approach Biology in a fundamentally different way by connecting biological ideas across multiple disciplines, scales, and historical events, all while highlighting the relationship between biology and a global society.

This class will center on five themes (food, waste, conflict, senses, and information) and how these themes are mediated by the major core concepts of Biology (evolution, structure and function, information flow, transformation of energy and matter, and systems). Additionally, you will explore current and future applications of biological research within the larger context of critical thinking, analysis, and experimental design. **There will be a strong emphasis on learning to find, read, evaluate, and understand primary scientific literature.**

Biological research impacts life across the globe, whether it be in the form of environmental research, research on disease, research on food sustainability, or research on animal migration. None of this research takes place in a vacuum, as biological phenomenon in one corner of the globe ultimately influences a biological phenomenon elsewhere. Additionally, understanding how to read and evaluate primary scientific literature is equivalent to understanding the global language of scientists.

This is a Global Learning Foundations Course that counts toward the GL graduation requirement, therefore it will enhance your Global Awareness, Perspective, and Engagement, so that you will have knowledge that scientific discoveries arise globally, affect human affairs globally, and should be shared globally. This will be achieved through (1) accentuating the multi-dimensional value of significant discoveries in Biology, and (2) evaluating the significance of biological issues to human affairs historically and geographically. For example, you will be asked to evaluate what was the socio-economic characteristic of the societies in which the discoveries happened; if these discoveries can be directly translated to other geographic regions (why or why not); are there any contemporary significant achievements either in another scientific discipline or in art, literature, filmmaking, etc.

As a Global Learning Course, this course will enrich the learning process with information regarding the impact of Biology on social issues globally. This interdisciplinary global aspect of the course will be covered through:

1. lectures
2. reading of primary scientific literature and related news articles
3. active learning activities
4. students' assignments

Course Objectives. The objective of the course is to teach you how to:

1. Find, read, evaluate, and understand primary scientific literature
2. Connect the 5 core concepts of Biology to current biological research
3. Scientifically evaluate situations in which biology plays a role (red tide, waste management, treatment of disease, etc.)
4. Use scientific theories to design future biological hypotheses
5. Assess and critically evaluate claims made in popular media for their scientific merit
6. Generate a description of how the field of Biology relates to non-STEM fields

Global Learning Course Outcomes

1. **Global Awareness.** You will be able to describe the interrelationship between biological research and policy developed from the results of this research, locally and around the world.

   The assessment for Global Awareness will be in the form of clicker/homework questions related to the primary literature you are reading on a topic. I will ask you to elaborate on class discussions with specific prompts on how each paper relates to global awareness and to provide specific examples. You will also reflect on "what comes next," by proposing ideas on how to increase global awareness/cooperation on the biological research topics covered in the primary scientific literature.

2. **Global Perspective.** Students will be able to translate the science contained within primary scientific literature into a research proposal that includes a description of the diverse, interdisciplinary research team and stakeholders who will be informed about the results.

   The assessment for Global Perspective will be in the form of exam short answer questions. These exams will emulate a grant proposal for future biological research. Building on what you have discussed in class, you will be given a topic in biological research and asked to design the next experiment to move this research forward. Similar to a grant proposal, you will need to justify how/why your **research idea** has global impact (with specifics) as well as how the outcomes of your **proposed experiments** will have a global impact. You will also design a research team that should be interdisciplinary and international. Finally, you will have to explain how you would share the results of your research with government officials as a way to influence policy on biological issues.

3. **Global Engagement.** Students will demonstrate a willingness to remain current in an aspect of biological research that impacts their daily life.

   The assessment for Global Engagement will be in the form of (1) writing a short paper on selected biological topic with a global perspective and (2) giving an oral presentation on a selected biological topic with a global perspective.

FIU's Excellence in Global Learning Graduation Medallion is awarded to students who complete at least four global learning courses, participate in a variety of global co-curricular activities, and complete a capstone consisting of one of the following: a substantial original research project and presentation on a global topic; extensive foreign language study; long-term study abroad; or, a globally-focused internship. The Peace Corps Prep certification is conferred upon students who complete at least four global learning courses, extensive language study, and a global problem-solving project. For more information, visit goglobal.fiu.edu.

Course Requirements:

Prerequisites. None.

Required Text. None.

i-clicker. You will be required to have an i-clicker. You can either buy it or rent it from the FIU Bookstore. After obtaining the i-clicker you will need to register your device http://www1.iclicker.com/register-clicker/ by using your Panther ID #.

Participation and Attendance: This will be an interactive class consisting of active learning. For each class you attend you will receive 5 points. Attendance will be taken through participation in clicker questions, group work, and exit slips. You are expected to attend class regularly and come to class on time. If you must be late, please enter the room in a way that does not disturb the lecture.

Homework: You will have 20 homework assignments throughout the semester. These will be short assignments focused on learning how to find, read, evaluate, and understand primary scientific literature.

Group Project: You will have one group project that will replicate a grant review panel. Groups will present current research on a topic of their choice and present their ideas for future experiments. Groups not presenting will be tasked with evaluating the proposed experiments and determining if they deserve funding.

Exams: You will have three in class exams that will be report-based. You will be allowed to use the internet to answer the questions but you must provide primary literature citations. If you do not attend class on exam days you will receive a zero and will not be allowed to finish at home.

Final: There will be a final report due at the end of the semester on advancing global biological research on a topic students have chosen.

Co-curricular Activity Reflection. Twice over the course of the semester, you must attend "The Tuesday Times Roundtable (TTR)", FIU's weekly series of moderated conversations on The New York Times articles from the multiple viewpoints of students, faculty, and staff. All sessions are absolutely free, and include lunch: https://goglobal.fiu.edu/ttr/

You will then write a brief, 1-page reflection on how this discussion relates to the themes discussed in class. Your reflection should consider how new perspectives introduced through course readings, lectures and/or class discussions can help resolve the problem or issue discussed at the event. It should also consider how the event itself provides other perspectives on the problem.

Course Requirements	Number of Items	Points for Each	Total Points Available
Participation and Attendance	28	5	140
Homework	20	10	200
Group Project: Grant Panels	1	100	100
Exams (3)	3	100	300
Final (1)	1	100	100
The Tuesday Times Roundtable reflections (2)	2	30	60
Total			**900**

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

Course Calendar for Fall 2019

Week	Date	Biology goals	Primary lit goals	Blooms level	GL goals	Group project
1	8-26	Thinking science	What is primary literature?	Knowledge	What is GL?	Choose a topic
	8-28					
2	9-4				How/why does GL apply to biology?	
3	9-9	Thinking biology	How do you read it?	Comprehension		
	9-11					
4	9-16					
	9-18	EXAM 1				
5	9-23	Nat. History of Food	How do you find primary literature?	Application	Global Awareness	Collect sources
	9-25					
6	9-30					
	10-2	Nat. history of waste				
7	10-7					
	10-9					
FALL BREAK	10-14					
	10-16					
8	10-21	Nat. history of conflict	How do you cite primary literature?	Application	Global Perspective	What would you do next?
	10-23					
9	10-28					
	10-30	EXAM 2				
10	11-4	Nat. history of senses	How do you develop a review of several primary literature articles?	Analysis	Global Engagement	Preparing for a grant panel
	11-6					
11	11-13					
12	11-18	Nat. history of information		Synthesis		
	11-20					
13	11-25			Evaluation		
	11-27	EXAM 3				
14	12-2	Group presentations				
	12-4					
		FINAL EXAM TBA				

Policies

Rules, Policies, and Academic Misconduct: A major objective of higher education is to develop self-reliance, critical thinking, problem solving, and creative thinking. Therefore, it is expected that you will be responsible for the completion of their own academic work. If appropriate, the use of literature, notes, aids, or assistance from other primary or secondary sources should be clearly identified and disclosed. In addition, students are expected to use all resources, including books, journals, and computers only in legal and authorized ways. They should also refrain from falsification of records, attend class as required, and participate in the educational process without disrupting the orderly processes and functions of the University. Students are expected to abide by the CODE OF ACADEMIC INTEGRITY (http://integrity.fiu.edu/misconducts.html).

It is the responsibility of all students, faculty, and administration to conduct all academic and scholarly activities in truth, which means the honest pursuit, generation, dissemination and application of knowledge. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University.

As a student of this University, I will be honest in my academic endeavors.
I will not represent someone else's work as my own.
I will not cheat, nor will I aid in another's cheating.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions.

Disability Notice: There is a Disability Resource Center available to you should you need it. It is your responsibility to contact them to process your request to have your needs met. You must follow their procedures as to properly notify the instructor.

Diversity Statement: The Department of Biological Sciences fosters an environment of inclusivity and respect for diversity and multiculturalism. The Department educates students to embrace diversity and understand the root causes of discrimination, as well as social, ethnic, sexual, disability and gender-based exclusion.

Religious Holy Days: The University's policy on religious holy days as stated in the University Catalog and Student Handbook will be followed in this class. Any student may request to be excused from class to observe a religious holy day of his or her faith.

Discrepancies: In the event that there is a discrepancy with your grades – whether it was not posted with the rest of the class or if there are questions that you would like to review with your instructor – it is your responsibility to communicate with your instructor in a timely manner in order for changes to be made or office hours to be arranged.

Electronic Devices: I discourage the use of any electronic devices including phones, laptops, and tablets to class. Please, if you must bring these devices to class, set all electronic devices, including cell phones,

to silent mode so that they cannot be heard. Additionally, if you must take a call or text, please quietly leave the classroom to complete the discussion. Please, do not engage in texting inside the classroom.

Assessments/Exams: It is your responsibility to make sure your computer meets the minimum hardware requirements.

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact FIU Online Support Services.

Please arrive on time to all exams; we will not let anyone start an exam after the first exam has been turned in. There will be no make-up or replacement exams in this course. If you miss an exam, you may use the grade of your final exam to replace the missed exam grade. Please check the exam schedule within the first week of class for any conflicts with religious observances. If you must or have to miss the final exam, a valid and well-documented excuse must be presented.

Academic grievance: I aim to provide academic instruction in a way that is nondiscriminatory and fair to all students. Nevertheless, if you believe that you have not been dealt with fairly or that the instruction has been inadequate, procedures exist for handling grievances. First, speak with the instructor. I could be unaware that a problem exists and your grievance might help me make the class better for you and your fellow students. Speaking with the instructor is likely to yield a satisfactory explanation, or resolve the problem by making adjustments to accommodate special needs. Second, if the problem is not or cannot be resolved with the instructor, speak with the department head or chairperson. Finally, if the problem still cannot be resolved, speak with the Dean of Students.

FIU | Global Learning

Global Learning Course
Assessment Matrix
Faculty Name: Melissa McCartney
Course: BSC 1XXX Local and global perspectives in biology
Academic Unit: Undergraduate Education Degree Program: Biological Sciences Semester Assessed:

Global Learning Student Learning Outcome Addressed	**Assessment Method**	**Assessment Results**
Global Awareness: Students will demonstrate knowledge of the interconnectedness of local, global, international, and intercultural issues, trends, and systems. **Course Learning Outcome** Students will be able to describe the interrelationship between biological research and policy developed from the results of this research, locally and around the world.	Assessment Activity/Artifact: 1. Clicker/homework questions These will be related to the primary literature we are reading on a topic. I will ask students to elaborate on class discussions with specific prompts on how each paper relates to global awareness and to provide specific examples. I also like to have students reflect on "what comes next," and here I would ask them to propose ideas on how to increase global awareness/cooperation on the topics in the primary literature we read. Evaluation Process: Rubric for evaluation of assignments will include: (1) Understanding of the scientific concepts that underlies the global nature of biological research; (2) Developing critical thinking based on new global scientific information obtained in class; (3) Understanding the impact of biological discoveries on global human affairs (novel cures, bioterrorism, environmental protection...); (4) Understanding the interrelationship between biological research and social/economic factors; (5) Navigating through time - connecting/associating discoveries in biology with the achievements in Arts and Humanities. Minimum Criteria for Success: 1. 70% on assignment Sample: All students will be assessed	*To be entered after each time course is taught*

Use of Results for Improving Student Learning
To be entered after each time course is taught

FIU | Global Learning

Global Learning Course
Assessment Matrix
Faculty Name: Melissa McCartney
Course: BSC 1XXX Local and global perspectives in biology
Academic Unit: Undergraduate Education Degree Program: Biological Sciences Semester Assessed:

Global Learning Student Learning Outcome Addressed	Assessment Method	Assessment Results
Global Perspective: Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. **Course Learning Outcome** Students will be able to translate the science contained within primary scientific literature into a research proposal that includes a description of the diverse, interdisciplinary research team and stakeholders who will be informed about the results.	Assessment Activity/Artifact: 1. Exam short answer questions These exams will emulate a grant proposal for future biological research. Building on what we have discussed in class, students will be given a topic in biological research and asked to design the next experiment to move this research forward. Similar to a grant proposal, students will need to justify how/why their research idea has global impact (with specifics) as well as how the outcomes of their proposed research will have a global impact. Students will also have to design a research team that should be interdisciplinary and international. Finally, students will have to explain how they would share the results of their research with government officials as a way to influence policy on biological issues. Evaluation Process: Rubric for evaluation of exams will include: (1) Comprehension of why biological research has a global impact on human affairs (2) Analyze the reciprocal relationship between socio-economic factors and progress in biological research Minimum Criteria for Success: 1. 70% on exam Sample: All students will be assessed	*To be entered after each time course is taught*
Use of Results for Improving Student Learning		
To be entered after each time course is taught		

FIU | Global Learning

Global Learning Course
Assessment Matrix
Faculty Name: Melissa McCartney
Course: BSC 1XXX Local and global perspectives in biology
Academic Unit: Undergraduate Education Degree Program: Biological Sciences Semester Assessed:

Global Learning Student Learning Outcome Addressed	**Assessment Method**	**Assessment Results**
Global Engagement: Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. **Course Learning Outcome** Students will demonstrate a willingness to remain current in an aspect of biological research that impacts their daily life.	Assessment Activity/Artifact: 1. Assignment: Writing a short paper on selected biological topic with a global perspective 2. Assignment: Giving an oral presentation on a selected biological topic with a global perspective Evaluation Process: Rubric for evaluation of assignments will include: (1) to analyze students' own willingness to learn more about a biological topic then what was discussed in class through research and analysis on a topic (2) to present their own plan for advancing global biological research on the topic they have chosen. Minimum Criteria for Success: 1. 70% on assignment Sample: All students will be assessed	*To be entered after each time course is taught*
Use of Results for Improving Student Learning		
To be entered after each time course is taught		

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught Deparment of English

2. EGL (Alpha Prefix) | 1 (1st Digit) | _____ (Last 3 Digits) | L ("C"-lec-lab "L"-Lab) | 0 (Cr. Hrs.) **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☐ Graded ☒ Pass/Fail

4a. **Course Title** English for Academic Purposes

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Eng for Academic Purposes

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** _____

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   Global First Year Students will receive support and assistance in developing their research and composition skills, including research writing, reflective writing, and digital writing.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**

8. **Prerequisite(s):** ENC 1101

9. **Corequisite(s):** _____

10. **Objective(s) of Course:**

    Interpret and evaluate how information is produced and consumed in specific contexts, including networked environments. Improve fluency in writing and composing in English.

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes

    If yes, please explain: _____

12. **What other closely related department(s) have been consulted about this course?**

    _____

13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Michael Creeden (Type name) (Signature) 03 / 19 / 2019

creedenm@fiu.edu (Email address) 305-348-2508 (Phone number)

Chairperson (Dept./Div.) Heather Russell (Type name) (Signature) 03 / 19 / 2019

Chairperson (Curr. Comm.) Maureen Walter (Type name) (Signature) 3 / 29 / 2019

College/School Dean _____ (Type name) (Signature) 4 / 2 / 2019

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Course Justification

EGL 1004L is a composition lab designed for Global First Year that supports the course material of ENC 1102. Global First Year Students will receive support and assistance in developing their research and composition skills, including research writing, reflective writing, and digital writing. Students will also be tutored in grammar usage, organization, coherence, and style. Workshops will be conducted on responsible research methods as well as program-wide information for their successful progression into FIU.

EGL1004L: English Global Learning

Section U-M
Florida International University, Spring 2020

Instructor: Nicholas Anderson
Office Hours: M 12-1 T 9-9:30 W 1-2
Office location: PC 246C
Phone:
Email: nande014@fiu.edu
Classroom: OE 100
Class Meeting Times: TR 11:00AM-12:05PM

Course Description:

This course is designed to support students' success in ENC1102. While ENC1102 helps to develop students' composition skills with emphasis on ethical research strategies, meaningful inquiry, and metacognition and reflection, EGL1004L focuses on applying those skills in concrete ways and improving students' fluency in English composition and reading comprehension.

EGL 1004L provides second-language learners the opportunity to practice, revise and edit ENC 1102 writing assignments through a process-focused approach. Scaffolded assignments and increasing individual conferences provide students opportunities to work on their writing composition skills while also understanding the socio-cultural role of context and audience. Workshops centered around research methodology as well as acclimation to the US university system provide international students with the necessary tools to be successful.

Note: EGL1004L is dedicated to Global 1st Year Students and works in conjunction with ENC1102.

Learning Outcomes

The work in this course will help students to achieve the learning outcomes of ENC 1102:

- Support and assist student progress in ENC1102
- Improve fluency in writing and composing in English
- Practice using intellectual property in a responsible and rhetorically effective manner
- Get hands on experience in outlining, composing, and revising with the close guidance of an instructor
- Explore issues and practices in intercultural communication that affect student life and acclimation in the United States
- Develop students' knowledge of university resources

Required Materials:

- Reliable access to a computer and the internet for using Canvas.Fiu.Edu
- Paper and a writing instrument for our daily classwork

Grading:

Attendance and Participation: 20%
Research Rhetorical Essay & Peer Review of Essay Drafts: 20%
In-Class Assignments: 20%
Campus Involvement & Reflection Essays: 30%
Workshops: 10%

This course is graded on a Pass/Fail basis,

* **Note:** Due dates are subject to change based on class progress. Students are responsible for attending class and checking Canvas to note any changes in the schedule. Percentages are based on assignment estimations and are subject to change depending on class progress.

Course Policies:

Attendance: Attendance is expected. Missing a class will lower your participation & classwork grade. Please plan accordingly. **Missing six or more classes will lower your overall grade in the course.**

Participation: You are expected to be prepared before class so that you may participate actively and fully in the day's activities. Preparation includes doing the readings, completing homework, bringing drafts for peer-review/conferences, and bringing any required materials to class.

Late Assignments: All assignments are due by the beginning of class on the due date unless otherwise noted. For major essays, the grade will be reduced a full letter grade for every day a final draft is late. For example, an essay that would've received an "A" will become a "B", an essay that would've received a "B" will become a "C", etc. Turning in a major assignment on the due date, but after a class has started, will be considered one day late.

Electronics: Cellphones or other related devices are not allowed in class, except under special circumstances. Please speak to me if you have an exceptional situation in which it is imperative that you use one of these devices. Using laptops in class is a privilege and one that can be revoked. All students who choose to use laptops must sit in one of the first two rows of the classroom to ensure you stay on track. You should also be prepared to aid the class with background information or searches from the web if asked.

Disability Resource Center: If you require accommodations due to a disability, make sure to register with the Disability Resource Center. You can find more information here: http://drc.fsu.edu.

Original Assignments Policy: All assignments must be originally completed for this class. Assignments submitted from previous classes (including ENC 1101) or other current classes will receive a zero.

Plagiarism: Plagiarism is using someone else's work - words, ideas, or illustrations, published or unpublished - without giving the creator of that work sufficient credit. Put simply, if you incorporate work that you did not create yourself into your assignments, you must cite it, i.e. give credit. This is considered plagiarism whether it is committed intentionally or unintentionally. You are ultimately responsible for anything you turn in and include in your work. Students who plagiarize at FIU can face consequences that range from suspension to expulsion.

We will discuss plagiarism further as the course progresses. *If you are ever unsure about your citations or quotations, ask the instructor before you submit your work.* For more information, please visit: www2.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm

Help and Resources

If you ever have a problem that could prevent or hinder your academic success, please contact me first! I will help however I am able. It is my desire to see all of you succeed. My office hours and phone number are listed at the top of the syllabus if you ever need to speak with me outside of class. However, there may be issues that are beyond my ability or time to resolve. In such a case, below you will find several resources that may be helpful:

- **I'm having trouble with a writing assignment:**

The Center for Excellence in Writing is a great resource that can offer you individual assistance with your paper. Their aid covers the full spectrum of writing difficulties and can be used for everything from beginning steps to final revisions. This is a great resource and can be very beneficial even to seasoned writers. The Writing Center is located in GL120.

- **I'm very stressed, depressed, or have personal problems that might interfere with my classwork or other areas of my life:**

FIU's Counseling and Psychological Services (CAPS) offers assistance to students who may have problems with anxiety, stress, depression, relationship issues, or other personal concerns. For more information, visit: [illegible]

- **I have a diagnosed disability and need accommodations in order to do my best:**

Please contact and register with the Disability Resource Center, located in GC, if you require such accommodations. You can also contact them online at: [illegible].

- **I need help with a multimedia project.**

The Digital Writing Studio helps students and faculty with such projects as PowerPoint, videos, podcasts, voice overs, website design, multimedia research projects, ePortfolios, and many more. The DWS is located in DM across the hall from the Linguistics Lab, and they can also be contacted online at: [illegible]

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught Earth and Environment

2. GIS (Alpha Prefix) | 5 (1st Digit) | (Last 3 Digits) | (C"-lec-lab L"-Lab) | 3 (Cr. Hrs.) — **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ☒ Graded ☐ Pass/Fail

4a. **Course Title** Advanced geospatial measurement techniques in Earth and Environmental Sciences

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Adv. Geospatial Measure.

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** Geography: Information Science

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   Students will learn state-of-the-art field measurement techniques used in Earth and Environmental Sciences that will prepare them to conduct advanced graduate research.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** None
9. **Corequisite(s):** None
10. **Objective(s) of Course:**

    Students successfully completing this course will be able to design measurement surveys, collect, download, and process surveying data, and conduct data post-processing.

11. **Does this course duplicate/overlap other courses at FIU?** ☒ No ☐ Yes
    If yes, please explain: _____
12. **What other closely related department(s) have been consulted about this course?**
    Global and Sociocultural Studies
13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Shimon Wdowinski - S. Wdowinski (Type name) — S. Wdowinski (Signature) — 03 / 07 / 2019

swdowins@fiu.edu (Email address) — 7-6826 (Phone number)

Chairperson (Dept./Div.) Rene Price (Type name) — Rene' Price (Signature) — 3 / 20 / 2019

Chairperson (Curr. Comm.) MS Walter (Type name) — MS Walter (Signature) — 3 / 29 / 2019

College/School Dean Maricel Cignetti (Type name) — (Signature) — 4 / 2 / 2019

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Proposed course GIS 5xxx: Advanced geospatial measurement techniques in Earth and Environmental Sciences

For many years the Department of Earth and Environment has offered several courses in Geographic Information Systems (GIS). However, there has been no course in the current program that covers modern Geospatial data collection techniques used in the Earth and Environmental Sciences such as GPS and remote sensing. These techniques are widely used in the workforce and in graduate programs.

The proposed course will count as an elective for the Earth Systems Science Ph.D., Environmental Studies MS, and Geoscience MS programs offered by the Department of Earth and Environment. This will be the graduate version of a course cross-listed as GIS 4XXX "Geopspatial measurement techniques…". The Department of Global and Sociocultural Studies has reviewed the GIS 4XXX information and has provided supporting emails.

Florida International University
Department of Earth and Environment
Spring Term 2020
GIS 5XXX

Advanced geospatial measurement techniques in Earth and Environmental Sciences

Instructor:
Dr. Shimon Wdowinski
Office Hours: Tues & Thurs at 12:30-1:30 PM at AHC5-388, or by appointment

Contact info: email: shimon.wdowinski@fiu.edu;

Course Description:
In this course, students will be introduced to state-of-the-art field measurement techniques used in Earth and Environmental Sciences that will prepare them to conduct advanced research in their graduate studies. The techniques include usage of the following technologies: Total station, Global Positioning System (GPS), Light detection and ranging (Lidar), and drone surveying. The class will include hand-on experience of data collection, data downloading, data processing, and data interpretation. Prior to the hand-on activities, theoretical background on the technologies will be introduced in the classroom. After the activities, students will explore the use of the observations for various research topics, including tectonic plate motion, geomorphology, natural hazards, ecology and forestry.

Course Objectives and Learning Outcomes:
Students successfully completing this course should be able to do the following:

- Design surveys for measuring location and changes of the Earth's surface
- Collect, download, and process surveying data
- Use quantitative methods for data post-processing
- Get familiar with field of tectonic plate motion, geomorphology, natural hazards, and ecology.

Prerequisites: Familiarity with Windows OS, Windows Explorer, and Excel is required.

Textbooks:
None required

Internet Resources:
This is a web assisted course. A course webpage will be maintained with **Canvas**. This page will contain this syllabus, lectures, exercises, case studies, and announcements for the course.

Grading

Attendance/participation*	20%
Surveys and data processing	40%
Student presentation of survey results	20%
Written final project	20%

*Attendance is mandatory and expected. Participation includes being an active participant in discussions, posing insightful questions/comments and your general engagement. Although attendance is required for all classes, accommodations for Legitimate Excuses for missed classes will be made by consultation between the instructor and the student.

Grading:

A	93 – 100%
A-	90 – 93%
B+	87 – 90%
B	83 – 87%
B-	80 – 83%
C	70 – 80%
D	60 – 70%
F	< 60%

Coarse structure

Week 1: Introduction
Weeks 2-4: Total station
Weeks 5-7: GPS
Weeks 8-10: Lidar
Weeks 11-13: Drone
Week 14: Summary

Tentative Lecture Schedule / Main Topics

Week 1:
Introduction
Activity 1: GPS data collection with smartphones, data download, data display on Google Earth

Week 2: Intro to Geodesy and Total station measurements
Week 3: Activity 3: Total station surveying on campus and data download
Week 4: Data processing. Application of Total station for measuring elevation and distances.

Week 5: Intro to GPS and GPS surveying

Week 6: Activity 2: Real Time Kinematic (RTK) GPS surveying on campus and data download
Week 7: Data processing. Application of GPS for measuring tectonic plate motion.

Week 8: Intro to Lidar
Week 9: Activity 4: Lidar survey on campus, data download
Week 10: Data processing. Application of Lidar for geomorphology/forestry.

Week 11: Intro to drone surveying
Week 12: Activity 5: Drone survey near campus, data download
Week 13: Data processing. Usage of drone data for Digital Elevation Model (DEM) calculations.

Week 14: Summary. Student presentation of survey results.

General Classroom and Course Policies:

- Attendance is mandatory. This is a fast-paced course. To do well, you must attend class.
- No extensions will be given for assignment deadlines. However, if you have a medical emergency or a serious family problem arises, arrangements can be made. Verification in the form of an official document will be required. Notify me immediately in the event of such a situation.
- Frequent reliable access to the learning management system Blackboard Learn is required for this class.
- In keeping with university policy, accommodations for students who wish to observe their religious holidays will be made. Students must make these requests known during the first week of the semester.
- You are expected to be respectful of those around you and not interfere with the learning environment of fellow students. To that end, the use of electronic devices for purposes other than those specified for class use are not permitted.

If a student has a disability and needs assistance with class, please contact the Disability Resource Center (GC 190; 305-348-3532). It is the responsibility of each student to work with the Center and Instructor to make arrangements for the classroom and assigned work as needed for their situation.

Important University Policies That Apply to This Class

Academic Dishonesty and Misconduct
All students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. Any act that violates the student/instructor trust will not be tolerated. Acts of cheating, plagiarism, or lying will result in an "F" grade for the class and the possibility of expulsion from FIU.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the *Student Handbook*.

Incompletes
An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student's own negligence. An incomplete should be given only to a student who has successfully completed half of the work in the course. An incomplete must be made up as quickly as possible, but no later than two consecutive semesters after the initial taking of the course or it will automatically default to an "F" or the grade that the student earned in the course.

Change of Grades
Once submitted, end-of-semester grades (apart from incompletes) are final and can be changed only to correct an error or cases in which some part of the student's work was unintentionally overlooked.

Early Alert
In an effort to help you succeed in your academic courses, FIU utilizes an Early Alert system. Instructors are now able to notify students' academic advisors if there are concerns about class performance. If an alert is submitted, your academic advisor will send you a message via your Student Dashboard (accessed via your MYFIU page) to discuss ways to improve your performance. Please respond to any communication you receive from your academic advisor about an early alert. Our goal with this program is to help you to be successful by identifying any issues as early on as possible and working to address them.

Dean Whitman

From: Dean Whitman
Sent: Thursday, February 14, 2019 3:43 PM
To: Leonard Scinto
Cc: Assefa Melesse
Subject: FW: Proposed GIS courses

Len,
How should I handle this? Should I attach it to the hard copy or forward the message with an explanation to Alex Ronquillo?
Dean

From: Guillermo Grenier <grenierg@fiu.edu>
Sent: Thursday, February 14, 2019 2:52 PM
To: Derrick Scott <derscott@fiu.edu>; Assefa Melesse <melessea@fiu.edu>; Jennifer Fu <fujen@fiu.edu>
Cc: Dean Whitman <whitmand@fiu.edu>; Rene Price <pricer@fiu.edu>
Subject: Re: Proposed GIS courses

What he said. The more the merrier.

G

Guillermo J. Grenier, Ph.D.
Professor of Sociology/Chairperson
Department of Global and Sociocultural Studies
Office: 305-348-3217
https://www.amazon.com/Guillermo-J.-Grenier/e/B001IXNPVY

From: Derrick Scott <derscott@fiu.edu>
Date: Thursday, February 14, 2019 at 2:49 PM
To: Assefa Melesse <melessea@fiu.edu>, Jennifer Fu <fujen@fiu.edu>, Guillermo Grenier <grenierg@fiu.edu>
Cc: Dean Whitman <whitmand@fiu.edu>, Rene Price <pricer@fiu.edu>
Subject: Re: Proposed GIS courses

I enthusiastically accept these additions to the new undergraduate certificate.
Guillermo, chime in accepting these additions.

Derrick Scott, Ph.D.
Faculty GIS/Geography and Social Sciences
Global & Sociocultural Studies
School of International and Public Affairs
Florida International University

From: Assefa Melesse
Sent: Tuesday, February 12, 2019 10:21 AM
To: Derrick Scott; Jennifer Fu; Guillermo Grenier
Cc: Dean Whitman; Rene Price
Subject: FW: Proposed GIS courses

Dear Guillermo, Derrick and Jen
See the attached 3 undergraduate GIS courses that we will be approving them today in the departmental meeting and we are targeting Bulletin 5.
The three courses will go to the GIS certificate curriculum.
We can revise the GIS certificate to include these courses and also target Bulletin 5.
These are the courses we proposed during our GIS group meeting last time but we dropped them from the GIS certificate since they were not existing.
Gulleremo: Please send us an e-mail accepting these course proposals.
best

Assefa M. Melesse, Ph. D., P.E., D.WRE
Professor
Department of Earth and Environment, AHC-5-390
Florida International University
11200 SW 8th Street
Miami, FL 33199
Tel. (305) 348-6518; Fax (305) 348-3877
E-mail: melessea@fiu.edu
Homepage: http://faculty.fiu.edu/~melessea/

PUBLICATION LINKS
Google ORCID ACADEMIA Scopus

From: Dean Whitman <whitmand@fiu.edu>
Sent: Tuesday, February 12, 2019 10:00 AM
To: Assefa Melesse <melessea@fiu.edu>
Subject: Proposed GIS courses

Assefa,
These are the 3 undergraduate GIS courses which we are planning to submit to Bulletin 5 and that we would like to have included in a revision of the GIS undergraduate certificate . Please forward them to Jeniffer, Derick, and the GSS chair. We probably should get an email from the chair assenting to these new courses.

Dean

Dean Whitman, PhD
Professor
Undergraduate Program Director
Department of Earth and Environment, AHC5 - Rm 396
Florida International University
Miami, FL 33199
(305) 348-3089
Department Webpage: http://earthenvironment.fiu.edu/

DO NOT TYPE IN THIS BOX
Bulletin # : _____
Academic Year : _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. **School/College** Arts, Sciences, and Education

   Div./Dept. in Which Taught Earth and Environment

2. GIS (Alpha Prefix) | 4 (1st Digit) | _____ (Last 3 Digits) | _____ ("C"-lec-lab "L"-Lab) | 3 (Cr. Hrs.) — **CIP Code** *(Leave this blank):* _____

3. **Grading Method (select one):** ■ Graded ☐ Pass/Fail

4a. **Course Title** Geospatial measurement techniques in Earth and Environmental Sciences

b. **Abbreviated course Title** *(for computer class schedules, transcripts)* Geospatial measurements

LIMITED TO 25 Characters *(including spaces)*

5. **Statewide Course Numbering Subject Matter Area** Geography: Information Science

6. **Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*

   College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.

   Students will be introduced to state-of-the-art field geospatial measurement techniques that will prepare them to conduct advanced research in their senior year and graduate school.

7. **Attach detailed syllabus course outline and course justification on separate page(s).**
8. **Prerequisite(s):** _____
9. **Corequisite(s):** _____
10. **Objective(s) of Course:**

    Students successfully completing this course should be able to: (1) Design measurement surveys, (2) Collect, download, and process surveying data, and (3) conduct data post-processing.

11. **Does this course duplicate/overlap other courses at FIU?** ■ No ☐ Yes
    If yes, please explain: _____
12. **What other closely related department(s) have been consulted about this course?**
    Global and Sociocultural Studies
13. **Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?** No Yes

PROPOSAL REQUESTED BY:

Faculty Contact Shimon Wdowinski - S. Wdowinski (Type name) S. Wdowinski (Signature) 01 / 30 / 2019

swdowins@fiu.edu (Email address) 7-6826 (Phone number)

Chairperson (Dept./Div.) René Price (Type name) René Price (Signature) 2 / 13 / 2019

Chairperson (Curr. Comm.) M S Walter (Type name) M S Walter (Signature) 3 / 29 / 2019

College/School Dean Marcia Gumes (Type name) (Signature) 4 / 2 / 2019

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.

Proposed course GIS 4xxx: Geospatial measurement techniques in Earth and Environmental Sciences

For many years the Department of Earth and Environment has offered several courses in Geographic Information Systems (GIS). However, there has been no course in the current program that covers modern Geospatial data collection techniques used in the Earth and Environmental Sciences such as GPS and remote sensing. These techniques are widely used in the workforce and in graduate programs.

The proposed course will count as an elective for the Environmental Studies BS, Geoscience BS, Earth Science BA, and Sustainability and the Environment BA programs offered by the Department of Earth and Environment. In the future, it may also be added as a *Methods* course selection in the new Undergraduate Certificate program in Applied Geographic Information Systems being proposed by the Department of Global and Sociocultural Studies (GSS;submitted for Bulletin 3). Support emails from GSS are attached.

Florida International University
Department of Earth and Environment
Spring Term 2020

Geospatial measurement techniques in Earth and Environmental Sciences

Instructor:
Dr. Shimon Wdowinski
Office Hours: Tues & Thurs at 12:30-1:30 PM at AHC5-388, or by appointment

Contact info: email: shimon.wdowinski@fiu.edu;

Course Description:
In this course, students will be introduced to state-of-the-art field measurement techniques used in Earth and Environmental Sciences that will prepare them to conduct advanced research in their senior year and graduate school. The advanced techniques include usage of the following technologies: Total station, Global Positioning System (GPS), Light detection and ranging (Lidar), and drone surveying. The class will include hand-on experience of data collection, data downloading, data processing, and data interpretation. Prior to the hand-on activities, theoretical background on the technologies will be introduced in the classroom. After the activities, students will explore the use of the observations for various research topics, including tectonic plate motion, geomorphology, natural hazards, ecology and forestry.

Course Objectives and Learning Outcomes:
Students successfully completing this course should be able to do the following:

- Design surveys for measuring location and changes of the Earth's surface
- Collect, download, and process surveying data
- Use quantitative methods for data post-processing
- Get familiar with field of tectonic plate motion, geomorphology, natural hazards, and ecology.

Prerequisites: Familiarity with Windows OS, Windows Explorer, and Excel is required.

Required Book:
None

Internet Resources:
This is a web assisted course. A course webpage will be maintained with **Canvas**. This page will contain this syllabus, lectures, exercises, case studies, and announcements for the course.

Grading

Attendance/participation*	20%
Surveys and data processing	50%
Student presentation of survey results	30%

*Attendance is mandatory and expected. Participation includes being an active participant in discussions, posing insightful questions/comments and your general engagement. Although attendance is required for all classes, accommodations for Legitimate Excuses for missed classes will be made by consultation between the instructor and the student.

Grading:

A	93 – 100%
A-	90 – 93%
B+	87 – 90%
B	83 – 87%
B-	80 – 83%
C	70 – 80%
D	60 – 70%
F	< 60%

Course structure

Week 1: Introduction
Weeks 2-4: Total station
Weeks 5-7: GPS
Weeks 8-10: Lidar
Weeks 11-13: Drone
Week 14: Summary

Tentative Lecture Schedule/Major Topics

Week 1:
Introduction
Activity 1: GPS data collection with smartphones, data download, data display on Google Earth

Week 2: Intro to Geodesy and Total station measurements
Week 3: Activity 3: Total station surveying on campus and data download
Week 4: Data processing. Application of Total station for measuring elevation and distances.

Week 5: Intro to GPS and GPS surveying
Week 6: Activity 2: Real Time Kinematic (RTK) GPS surveying on campus and data download

Week 7: Data processing. Application of GPS for measuring tectonic plate motion.

Week 8: Intro to Lidar
Week 9: Activity 4: Lidar survey on campus, data download
Week 10: Data processing. Application of Lidar for geomorphology/forestry.

Week 11: Intro to drone surveying
Week 12: Activity 5: Drone survey near campus, data download
Week 13: Data processing. Usage of drone data for Digital Elevation Model (DEM) calculations.

Week 14: Summary. Student presentation of survey results.

General Classroom and Course Policies:

- Attendance is mandatory. This is a fast-paced course. To do well, you must attend class.
- No extensions will be given for assignment deadlines. However, if you have a medical emergency or a serious family problem arises, arrangements can be made. Verification in the form of an official document will be required. Notify me immediately in the event of such a situation.
- Frequent reliable access to the learning management system Blackboard Learn is required for this class.
- In keeping with university policy, accommodations for students who wish to observe their religious holidays will be made. Students must make these requests known during the first week of the semester.
- You are expected to be respectful of those around you and not interfere with the learning environment of fellow students. To that end, the use of electronic devices for purposes other than those specified for class use are not permitted.

If a student has a disability and needs assistance with class, please contact the Disability Resource Center (GC 190; 305-348-3532). It is the responsibility of each student to work with the Center and Instructor to make arrangements for the classroom and assigned work as needed for their situation.

Important University Policies That Apply to This Class

Academic Dishonesty and Misconduct
All students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. Any act that violates the student/instructor trust will not be tolerated. Acts of cheating, plagiarism, or lying will result in an "F" grade for the class and the possibility of expulsion from FIU.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the *Student Handbook.*

Incompletes
An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student's own negligence. An incomplete should be given only to a student who has successfully completed half of the work in the course. An incomplete must be made up as quickly as possible, but no later than two consecutive semesters after the initial taking of the course or it will automatically default to an "F" or the grade that the student earned in the course.

Change of Grades
Once submitted, end-of-semester grades (apart from incompletes) are final and can be changed only to correct an error or cases in which some part of the student's work was unintentionally overlooked.

Early Alert
In an effort to help you succeed in your academic courses, FIU utilizes an Early Alert system. Instructors are now able to notify students' academic advisors if there are concerns about class performance. If an alert is submitted, your academic advisor will send you a message via your Student Dashboard (accessed via your MYFIU page) to discuss ways to improve your performance. Please respond to any communication you receive from your academic advisor about an early alert. Our goal with this program is to help you to be successful by identifying any issues as early on as possible and working to address them.

Alex Ronquillo

From: Leonard Scinto
Sent: Thursday, February 14, 2019 4:49 PM
To: Dean Whitman; Alex Ronquillo
Cc: Assefa Melesse; Leonard Scinto
Subject: RE: Proposed GIS courses

Hello Alex et al.:

Yesterday 02/13/19 I submitted a .pdf paperwork for three GIS courses that will be created in E and E. The cover forms show that GSS might be an influenced other department. The info below is an email exchange attesting to GSS acceptance of our adding these new courses to our programs. This is currently not in the .pdf package. Does it need to be?

Let me know if you can just attach this or if you want me to redo the package.

Thank you

Len

Leonard J. Scinto, Ph.D.
Associate Professor
Department of Earth and Environment and
Southeast Environmental Research Center
AHC5-368
Florida International University
11200 SW 8th Street, Miami FL 33199
Office: 305-348-1965
Fax: 305-348-4096
scintol@fiu.edu

From: Guillermo Grenier <grenierg@fiu.edu>
Sent: Thursday, February 14, 2019 2:52 PM
To: Derrick Scott <derscott@fiu.edu>; Assefa Melesse <melessea@fiu.edu>; Jennifer Fu <fujen@fiu.edu>
Cc: Dean Whitman <whitmand@fiu.edu>; Rene Price <pricer@fiu.edu>
Subject: Re: Proposed GIS courses

What he said. The more the merrier.

G

Guillermo J. Grenier, Ph.D.
Professor of Sociology/Chairperson
Department of Global and Sociocultural Studies
Office: 305-348-3217
https://www.amazon.com/Guillermo-J.-Grenier/e/B001IXNPVY

From: Derrick Scott <derscott@fiu.edu>
Date: Thursday, February 14, 2019 at 2:49 PM
To: Assefa Melesse <melessea@fiu.edu>, Jennifer Fu <fujen@fiu.edu>, Guillermo Grenier <grenierg@fiu.edu>
Cc: Dean Whitman <whitmand@fiu.edu>, Rene Price <pricer@fiu.edu>
Subject: Re: Proposed GIS courses

I enthusiastically accept these additions to the new undergraduate certificate.
Guillermo, chime in accepting these additions.

Derrick Scott, Ph.D.
Faculty GIS/Geography and Social Sciences
Global & Sociocultural Studies
School of International and Public Affairs
Florida International University

From: Assefa Melesse
Sent: Tuesday, February 12, 2019 10:21 AM
To: Derrick Scott; Jennifer Fu; Guillermo Grenier
Cc: Dean Whitman; Rene Price
Subject: FW: Proposed GIS courses

Dear Guillermo, Derrick and Jen
See the attached 3 undergraduate GIS courses that we will be approving them today in the departmental meeting and we are targeting Bulletin 5.
The three courses will go to the GIS certificate curriculum.
We can revise the GIS certificate to include these courses and also target Bulletin 5.
These are the courses we proposed during our GIS group meeting last time but we dropped them from the GIS certificate since they were not existing.
Gulleremo: Please send us an e-mail accepting these course proposals.
best

Assefa M. Melesse, Ph. D., P.E., D.WRE
Professor
Department of Earth and Environment, AHC-5-390
Florida International University
11200 SW 8th Street
Miami, FL 33199
Tel. (305) 348-6518; Fax (305) 348-3877
E-mail: melessea@fiu.edu
Homepage: http://faculty.fiu.edu/~melessea/

PUBLICATION LINKS
Google ORCID RESEARCHERID R6 ACADEMIA Scopus

From: Dean Whitman <whitmand@fiu.edu>
Sent: Tuesday, February 12, 2019 10:00 AM

To: Assefa Melesse <melessea@fiu.edu>
Subject: Proposed GIS courses

Assefa,
These are the 3 undergraduate GIS courses which we are planning to submit to Bulletin 5 and that we would like to have included in a revision of the GIS undergraduate certificate . Please forward them to Jeniffer, Derick, and the GSS chair. We probably should get an email from the chair assenting to these new courses.

Dean

Dean Whitman, PhD
Professor
Undergraduate Program Director
Department of Earth and Environment, AHC5 - Rm 396
Florida International University
Miami, FL 33199
(305) 348-3089
Department Webpage: http://earthenvironment.fiu.edu/

DO NOT TYPE IN THIS BOX
Bulletin #: _____
Academic Year: _____

FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a Course Change

PART I. FILL OUT THIS SECTION COMPLETELY

1. **School/College** Arts, Sciences and Education
2. **Div./Dept. in Which Taught** Teaching and Learning
3. PET | 3 | 640 | | 3
   Alpha Prefix | 1st Digit | Last 3 Digits | "C"-lec-lab "L"-Lab | Cr. Hrs.
4. **Present Course Title** Adapted Physical Education

PART II. FILL OUT CHANGE INFORMATION ONLY **Change Effective** 08 / 01 / 20 19

4a. **New Course Title** Adapted Physical Activities

b. **New Abbreviated course Title** *(for computer class schedules, transcripts)* Adapted Phys Activities
LIMITED TO 25 Characters *(including spaces)*

5a. _____ | _____ | _____ | _____
New Alpha Prefix | New 1st Digit | New Last 3 Digits | Change "C"-lec-lab "L"-Lab

5b. **Change Credit Hours: From** _____ **To** _____

6. **New Catalog Description/Major Topics** *(not to exceed 200 characters including spaces)*
College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.
This course will outline the philosophy and objectives addressed in providing individualized physical education instruction for all students.

7. **New Prerequisite(s):** n/a
8. **New Corequisite(s):** n/a
9. **Explain Reclassification Request:**
see attached.

10. **Does this proposed change impact the assessment process of a program or certificate? If yes, then send notification to assessment@fiu.edu.**

PROPOSAL REQUESTED BY:

Faculty Contact Michael Perlett (Type name) (Signature) 10 / 31 / 20 18
mperlett@fiu.edu
(Email address) (Phone number)

Chairperson (Dept./Div.) Maria L. Fernández (Type name) (Signature) / / 20

Chairperson (Curr. Comm.) MS Walter (Type name) (Signature) 3 / 29 / 20 19

College/School Dean Manuel Gomes (Type name) (Signature) 4 / 2 / 20 19

Submit one original form. Attach one copy of the course justification and course syllabus: course description, objectives, learning outcomes, major topics and textbooks.

Justification for Course Title Change for PET 3640

The new course title better reflects the psychomotor domain parameter, thereby expanding the introduction to the field of kinesiology and targeting professional certification requirements.

FIU Arts, Sciences & Education | School of Education and Human Development

GENERAL INFORMATION

PET 3640 Adapted Physical Activities

Professor Information

Instructor:

Office hours:

By Appointment

E-mail:

Course Description And Purpose

This course will outline the philosophy and objectives addressed in providing individualized physical education instruction for all students. Topics include screening and assessment of students, appropriate planning, and instruction. Discussion of the historical and philosophical bases for adapted physical actives and the impact of federal and state legislation will be discussed. An overview of disabilities/disorders/conditions that are frequently seen in the public schools will be presented.

Course Objectives

Upon completion of this course, the student will:

- Gain an understanding of the historical and philosophical bases of adapted physical activities including educational reform; the evolution of the discipline; and multi disciplinary concepts in education.
- Gain an understanding of legislation and litigation that have impacted education for disabled individuals.
- Gain understanding of the unique attributes of learners, including individuals with autism; deaf-blindness; deafness; emotional disturbance; hearing impairment; intellectual disability; multiple disabilities; orthopedic impairment; other health imparment; specific learning disability; speech or language impairment; traumatic brain injury; and visual impairment (including blindness).

- Gain understanding of the evaluation process in adapted physical activities, including selection and administration of tests.
- Gain understanding of instructional design including the identification of strengths and weaknesses; resources available and delivery systems; and the scope and sequence (goals and objectives) of instruction.
- Gain understanding of the individualized education plan (IEP) and the individualized family service plan (IFSP) in the educational process.
- Gain understanding of instructional organization, including learner accommodation; health/medical considerations; safety/risk management; proper supervision; teacher/student ratios; class size/composition; appropriate use of equipment; modifications of environment, equipment, rules, and activities; maximize learning time; determine progress through formative evaluation; and using tutors, paraprofessionals, aides and parents.
- Gain understanding of the use of technology in the education of individuals with disabilities.
- Gain understanding of the various teaching styles (i.e., Mosston's Styles) and teaching behaviors (instructional cues, task analysis, academic learning time, the qualitative and quantitative aspects of teaching skills, monitoring and pacing of a lesson, communicating learner expectations and content, social climates, feedback and progress.
- Gain understanding of behavior management/modification (i.e., selecting and defining behaviors; and, observing, charting and analyzing behaviors) including strategies for changing behaviors.
- Gain understanding of consultation and staff development including administrative factors (i.e., organizational structure, parents, community and team approach), communication factors (i.e., active listening, dynamics of advocacy group) and consulting models (i.e., prescription mode, provision mode, collaboration mode, and mediation mode).
- Gain understanding of professionalism in adapted physical activities, including ethics, current trends and issues, governance process; professional organizations' journals, literature;

information access on Internet; and, the use of computers and other information and computer technology.

Course Design And Standards

This course is aligned with the standards, principles, competencies, and practices of: National Association for Sport and Physical Education (NASPE), Interstate New Teacher and Assessment Consortium (INTASC), Florida Educator Accomplished Practices (FEAP), and the Florida Standards for Teachers of English for Speakers of Other Languages (ESOL). Florida Reading Endorsement Competencies are not infused in this course, but in other program courses.

Student Responsibilities / Performance Goals

Professionalism:

It is expected that all students will demonstrate professionalism, diligence, and responsibility with respect to preparation for class, assignment submissions, class attendance (face to face course), and other class policies. Professionalism, diligence, and responsibility include regular and prompt attendance, completing work to prepare for class, and completing assignments (on time). To maintain participation points students must: Be prepared to meet and share information. Meet requirements for participation. Participate in daily lectures and readings. Complete all assignments at the assigned due date, including any additional required but non-graded assignments. All the above and below are subject for points deduction off the professionalism grade.

PET 3640 is a required course for Physical Education Programs. My expectations for your professional behavior are high no matter where you are in the program. You are in a position to act as a representative of this university and particularly of the program. I take particular pride in being able to offer very high recommendations of our quality students and hope that you will aspire to your own high expectations. In view of the fact that professionalism is a concern for all teachers and other professionals, you will be expected to conform to the following patterns of behavior:

Your language selection is always of concern to me. You should make every effort to be clear and concise when talking with others, especially with professionals in the field, professors, FIU staff, and other students. Conduct yourself in a professional manner at any FIU function, in the hallways, and

especially in the classroom. You are always heard and observed, remember that. When you encounter a situation with anyone shake his/her hand, introduce yourself if necessary, make eye contact, and be as respectful as possible.

Your language selection also needs to be considered when writing emails. Be sure to have an appropriate subject line. At this point you must address whomever you are emailing at the top with Dear ____ or Good afternoon _____ etc. Be sure your SPELLING is correct and ALWAYS re-read your emails before sending them. ALWAYS write YOUR NAME at the bottom of ALL emails with Sincerely, _____; Best Regards, _____; Thank you, _____; Etc. (last time I checked NO ONES name is 'Send from my iPhone'.

NO late assignments will be accepted!!! All students are expected to participate in and complete the following work:

Code of Academic Integrity

Introduction

This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards. Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University.

Pledge

As a student of this university:

I will be honest in my academic endeavors.

I will not represent someone else's work as my own.

I will not cheat, nor will I aid in another's cheating.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Student Code of Conduct (FIU-2501)

The policies, regulations and requirements contained in this Student Code of Conduct may be revised in order to serve the needs of the University Students, faculty and staff, and to respond to changes in the law. The University or the Florida International University Board of Trustees may make changes in policies, regulations and other requirements. The ultimate responsibility for knowing University requirements and regulations rests with the Student. For the latest Student Code of Conduct, please refer to the website of the Office of Student Conduct & Conflict Resolution (SCCR) at http://www2.fiu.edu/~sccr/.

Standards of Student Conduct [See all standards at http://www2.fiu.edu/~sccr/]
(1) Student Code of Standards
A University is a learning community following a tradition more than 1,000 years old. Florida International University (the University) is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service.

The University Student Code of Standards and the Statement of Philosophy were developed to embody the values that we hope our students, faculty, staff, administration and alumni will demonstrate. At the same time, the University is strongly committed to freedom of expression. Consequently, the Student Code of Standards and the Statement of Philosophy do not constitute University policy and are not intended to interfere in any way with an individual's academic or personal freedoms. We hope, however, that individuals will respect these common principles thereby contributing to the traditions and scholarly heritage left by those who preceded them making Florida International University a better place for those who follow.

As a member of the University community, we would hope that you would:

12. Respect the tradition of academic inquiry, the University's rules of conduct, and its mission.
13. Respect the opinions and differences of all members of the FIU community.
14. Practice civility and demonstrate conduct that reflects the values of the institution.
15. Respect the rights and property of the University and its members.
16. Be diligent and honest in your personal and academic endeavors.

Undergraduate Academic Misconduct Definitions and Procedures

Introduction

Undergraduate students at Florida International University are expected to adhere to the highest standards of integrity in every aspect of their lives. Honesty in academic matters is part of this obligation. Academic integrity is the adherence to those special values regarding life and work in an academic community. Any act or omission by an undergraduate student, which violates this concept of academic integrity and undermines the academic mission of the University, shall be defined as academic misconduct and shall be subject to the procedures and penalties that follow.

Definition of Academic Misconduct

Academic misconduct is defined as the following intentional acts or omissions committed by any FIU undergraduate student:

- **Cheating:** The unauthorized use of books, notes, aids, electronic sources; or unauthorized use of on-line exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers (or on-line examination) or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

- **Plagiarism:** The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.
- **Misrepresentation:** Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.
- **Misuse of Computer Services:** The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another's program (s).
- **Bribery:** The offering of money or any item or service to a member of the faculty, staff, administration or any other person in order to commit academic misconduct.
- **Conspiracy and Collusion:** The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.
- **Falsification of Records:** The tampering with, or altering in any way any academic record used or maintained by the University.
- **Academic Dishonesty:** In general, by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.

Any violation of this section shall first require a determination as to whether the act or omission constitutes academic misconduct.

The College's Conceptual Framework

The College of Education believes that it is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, and

professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised, 2007). The theme for the College of Education is: facilitating personal, intellectual, and social renewal within diverse populations and environments (Theme of the Conceptual Framework of the College of Education – Revised, 2007). Our charge is to prepare professionals who have the knowledge, abilities, and habits of mind to facilitate and enhance learning and development within diverse settings; promote and facilitate the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning; and, develop professional partnerships in the larger community (Mission Statement of the Conceptual Framework of the College of Education – Revised, 2007).

Three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. These outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes are aligned with state and other professional standards.

The learning outcomes for all candidates in the COE unit (initial and advanced) are guided by content, process and dispositions outcomes. These outcomes may be considered as the road map for the unit to achieve its vision; they provide the conditions through which the unit strives to reach its ends. The learning outcomes, therefore, may be construed as the characteristics of the way of life the unit envisions for its graduates.

The Content Outcome – the concepts, knowledge and understandings candidates must have in their respective field of study. This may be visualized metaphorically as stewards of the discipline in which candidates are expected to:

25. Know their content and pedagogical content.
26. Know how to use this knowledge to facilitate learning.
27. Engage in cross-disciplinary activities to ensure breadth and depth of knowledge.
28. Know how to experiment with pedagogical techniques through inquiry, critical analysis, synthesis of the subject, and the integration of technology.

29. Know how to evaluate the results of their experimentation.

The Process Outcome -- the requisite generic skills needed to be able to apply the content and pedagogical content -. - reflective inquirers. This means that candidates' professional development in the unit as reflective inquirers is shaped by their ability to:

30. Reflect on practice and change approaches based on own insights.
31. Reflect on practice with the goal of continuous improvement.
32. Think critically about issues through a form of inquiry that investigates dilemmas and problems and seek resolutions that benefit all involved.
33. Be sensitive to and understand individual and cultural differences among students.
34. Collaborate with other professional educators, families, and communities.
35. Foster learning environments that take into account technological resources.
36. Use the richness of diverse communities and an understanding of the urban environment to enhance learning.
37. Use knowledge to help learners foster global connections.

The Dispositions Outcome – the dispositions, that is, habits of mind (intellectual, and social) that render professional actions and conduct more intelligent. These dispositions, i.e., habits of pedagogical "mindfulness" and thoughtfulness (reflective capacity) create a form of interconnectedness by which the unit's candidates have a disposition toward enhancing the growth of all learners through the application of their thinking to things already known (content, process skills) for the purpose of improving social conditions. This requires that teachers and other school personnel demonstrate commitments to patterns of intellectual activity that guide their cognitive and social behavior in educational settings with students, colleagues, families, and communities, thus enhancing their conduct in the world of practice – mindful educators. These dispositions/habits of mind that make professional conduct more intelligent include candidates:

38. Adopting a critical eye toward ideas and actions (Being Analytical).

39. Withholding judgment until understanding is achieved by being thoughtful in his/her actions. (Managing Impulsivity).
40. Working to see things through by employing systematic methods of analyzing problems (Persisting).
41. Thinking about his/her own thinking (Reflective Thoughtfulness).
42. Thinking and communicating with clarity and precision (Communicating Accurately).
43. Showing curiosity and passion about learning through inquiry (Being Inquisitive).
44. Showing a sense of being comfortable in situations where the outcomes are not immediately known by acting on the basis of his/her initiative and not from needing a script (Taking Responsible Risks).
45. Recognizing the wholeness and distinctiveness of other people's ways of experiencing and making meaning by being open-minded (Being Open-minded).
46. Taking time to check over work because of his/her being more interested in excellent work than in expediency (Striving for Accuracy).
47. Abstracting meaning from one experience and carrying it forward and applying it to a new situation by calling on his/her store of past knowledge as a source of data to solve new challenges (Applying Past Knowledge to New Situations).
48. Showing sensitivity to the needs of others and to being a cooperative team member (Thinking Interdependently), and,
49. Showing a sense of care for others and an interest in listening well to others (Empathic Understanding) (Costa & Kallick, 2004)

IMPORTANT INFORMATION

Policies

Please review the FIU's Policies webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

Technical Requirements & Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize

computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "What's Required" webpage to find out more information on this subject.

Please visit our Technical Requirements webpage for additional information.

Accessibility And Accommodation

Students with disabilities who require course modifications should request accommodations from the Disability Resource Center (DRC). The contact information to register with DRC in the Graham Center, Room 190, is (305) 348-3532 (voice), (305) 348-3850 (fax), (800) 955- 8771 (TDD). The DRC will determine what accommodations will be provided. If a student requires course accommodations, s/he should alert the professor at the beginning of the course. Students with disabilities should be aware that course accommodations will not substantially alter or lower course requirements.

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.

Please visit Blackboard's Commitment Accessibility webpage for more information.

For additional assistance please contact FIU's Disability Resource Center.

Course Prerequisites

There are no prerequisites for this course.

Academic Misconduct Statement

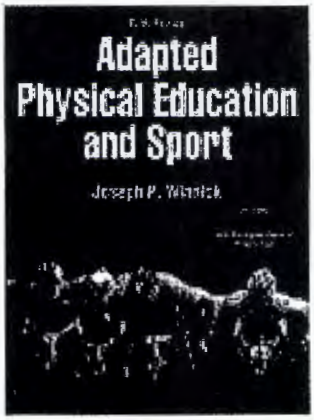
Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the academic integrity policies and procedures as well as student resources that can help you prepare for a successful semester.

Textbook



Adapted Physical Education and Sport - 5th Edition (Required)
Joseph Winnick
Human Kinetics, 5th Edition, 2010
ISBN-10: 0736089187
Book Info. You may purchase your textbook online at the FIU Bookstore.

COURSE DETAIL

Late Assignment Policy

All assignments should be turned in by stated deadlines! No late assignments will be accepted! This is not an option and your grade will suffer! I will not grade late assignments or quizzes!!

Discussion Forums

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Assignments: All assignments must be in Times New Roman 12 point font

Disability Project:

In pairs students will develop a disability/activity awareness project. Students will create detailed information about a specific disability and ways sport activities can be modified to accommodate the disabilities. **You will choose your sport and I will assign your disability!!**

Details will include: characteristics (cognitive, affective, psychomotor) of the disability, the implications for teaching and teaching strategies that best serve our students. Include other pertinent information and links to resources on the web (at least 5 well-checked websites)

Students will create a PowerPoint presentation. Presentations will be approximately 20 minutes in length, include "technology" components where appropriate, and emphasize sample activities that can be used by physical educators either as modifications or in direct application with the targeted special population.

The key elements that MUST be addressed include:

- Characteristics (cognitive, affective, psychomotor) of the disability,
- Sport modifications for your specific Disability
- Implications for teaching and teaching strategies
- Photos, videos, etc. that can enhance your presentation

- Links to resources on the web

Projects will be graded on validity of information provided, use of references, the design and presentation of information - including adherence to time frame, and most specifically, the application of the information to physical education settings.

Disabilities Covered by IDEA

- autism
- deaf-blindness
- deafness
- emotional disturbance
- hearing impairment
- intellectual disability
- multiple disabilities
- orthopedic impairment
- other health impairment
- specific learning disability
- speech or language impairment
- traumatic brain injury
- visual impairment (including blindness)

Lesson Plan Assignment

In your groups you will need to choose an activity, game, or sport in which you will create a lesson plan, use the format provided. **Use the same sport and modifications from your disability project!** Included in the lesson plan will be modifications for students with disabilities, you will be creating the lesson plan for and plan accordingly. Use State Cpalms standards! Can be found online!

Article Review Project –2 Articles

You should become familiar with literature of research on teaching PE. The

article must be cited from any one of the following journals. You may use Internet sources however; they must be full text articles. Make a copy of the cover page/1st page of the article and submit it with each one of your literature reviews- YOU WILL NEED 2 ARTICLES (form posted). The following journals can be found in the FIU library- JOPHERD, Journal of Teaching in PE, The Physical Educator, Research Quarterly for Exercise and Sport. All journals can be found at the FIU Green Library (3rd Floor). You will need to use the format for each article! In the four different sections of the article format, please be sure to have at least a one-paragraph response for each section. **THE ARTICLES MUST BE ON AN ADAPTED PHYSICAL ACTIVITIES TOPIC and Typed!!**

Participation/Professionalism

To gain full points in professionalism, students must: be on time to class and attend class, work collaboratively with other students, wear proper professional attire each class (Do not wear cut-offs, offensive t-shirts, hats, flip-flops, use phones during class, etc. If you are not sure what will be evaluated within this require, ask your instruction for clarification before it happens. Attendance is mandatory. Student grades will be reduced one half a letter grade following their third absence.

Feedback On Assignments
Feedback and grades will be provided within one week of the due date.

Course Requirements

Quizzes (2)	80 (40 each) points
Article Review (2)	40 (20 each) points
Lesson Plan with Modifications	30 points
Disability Project	30 points
Participation	20 points

Total points 200

Grading

A (188 points)
A- (178 – 187 points)
B+ (172 – 177 points)
B (166 - 171 points)
B- (160 - 165 points)
C+ (154 - 159 points)
C (140 - 153 points)
D (120 - 139 points)
F (119 points or less)

COURSE CALENDAR

Important

Do not wait for me to remind you about upcoming assignments. Students are responsible for not only turning in their assignments but also doing it on the assigned date stated within the course content.