

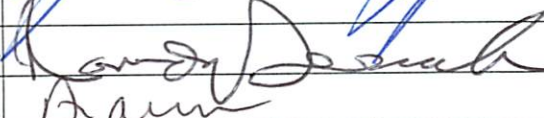
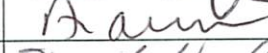
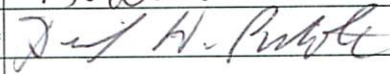
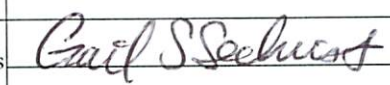


LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-28	App-11/10/09	App-12/1/09

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person Bob Begg	Email Address bobbegg
Proposing Department/Unit Geography and Regional Planning	Phone 7-2250

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

<b>1. Course Proposals (check all that apply)</b> <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
_____ GEOG/RGPL 103 Cities of the World: Issues in Planning and Development <i>Current Course prefix, number and full title</i> <i>Proposed course prefix, number and full title, if changing</i>	
<b>2. Additional Course Designations: check if appropriate</b> <input checked="" type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
<b>3. Program Proposals</b> <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision	
_____ <i>Current program name</i> <i>Proposed program name, if changing</i>	
<b>4. Approvals</b>	
Department Curriculum Committee Chair(s)	 Date: 8/26/09
Department Chair(s)	 Date: 8/26/09
College Curriculum Committee Chair	 Date: 9-2-09
College Dean	 Date: 9/21/09
Director of Liberal Studies *	 Date: 10/19/09
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	 Date: 11/10/09

\* where applicable

Received

OCT 16 2009

Received

SEP 16 2009

Liberal Studies Liberal Studies

**LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST**

**I. Please indicate the LS category(ies) for which you are applying:**

**LEARNING SKILLS:**

First Composition Course                       Second Composition Course  
 Mathematics

**KNOWLEDGE AREAS:**

Humanities: History                                       Fine Arts  
 Humanities: Philos/Rel Studies                       Social Sciences  
 Humanities: Literature                                       Non-Western Cultures  
 Natural Sci: Laboratory                                       Health & Wellness  
 Natural Sci: Non-laboratory                                       Liberal Studies Elective

**II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.**

Prim	Sec	Incid	N/A
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**A. Intellectual Skills and Modes of Thinking:**

1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
2. Literacy--writing, reading, speaking, listening.
3. Understanding numerical data.
4. Historical consciousness.
5. Scientific Inquiry.
6. Values (Ethical mode of thinking or application of ethical perception).
7. Aesthetic mode of thinking.

\_\_\_\_\_

**B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person**

\_\_\_\_\_  \_\_\_\_\_

**C. Understanding the Physical Nature of Human Beings**

\_\_\_\_\_  \_\_\_\_\_  
 \_\_\_\_\_  \_\_\_\_\_

**D. Collateral Skills:**

1. Use of the library.
2. Use of computing technology.

**III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.**

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
4. Recognize creativity and engage in creative thinking.
5. Continue learning even after the completion of their formal education.
6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

## Liberal Studies Parts IV-VI

IV. A. As a hybrid course this will be taught by those faculty with training in both geography and urban planning (at present Begg, Hoch, Masilela, Watts, Benhart, Patrick). The course will incorporate a refined set of tools and concepts from the disciplines of geography and planning, and presupposes much that is common in education and approach. This group of faculty who will teach the course also meets on a regular basis to discuss curriculum, service, and scholarship. As part of ongoing accreditation review, the content and commonality of courses has to be agreed upon.

B. The syllabus indicates the persistent inclusion of gender and ethnicity. Most of the urban issues covered in the course (population growth, squatters' settlements, poverty, labor, energy, water) are inherently gendered in, at least, the developing world and the syllabus of record indicates many of these places. The issues of ethnicity and class are also critical for many of these urban problems. Whether it is Luo-Kikuyu violence in Nairobi's squatters settlements, the nature of the Dalit slums in India, or the Chinese economic elite in Malaysia, ethnic issues that both mirror and contrast the ethnic issues student are familiar with permeate the cities of the developing world.

C. The opportunities here are myriad and present one of the best opportunities to broaden the views of students. We list Suketa Mehta's Maximum City here, a non-fiction Pulitzer Prize finalist about the problems of Bombay, but works of fiction and non-fiction abound; from Hernando DeSoto's non-fiction classic The Other Way to fiction like Cyprian Ekwensi's 1954 story of urban Nigerian life People of the City or the recent Kite Runner, Khaled Hosseini's story of emigration and war torn Kabul.

D. This course is meant to present overlapping parts of two disciplines: Geography and Regional Planning. As the syllabus shows, it shares much of its approach with the already existing GEOG 104. It replaces an old course GEOG 103 Human Geography that we felt was not sufficiently distinct. Here the strong emphasis on urban areas and the introduction of the problems of the built environment provide a distinct, and we feel important emphasis that will engage and challenge the general undergraduate. The introductory course for planning majors is RGPL 350 Introduction to Planning, most geography majors begin with GEOG 230 Cultural Geography. This will not be a required majors course.

## CHECK LIST -- SOCIAL SCIENCES

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### Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the **composition** and mathematics skills built in the Skill Areas of Liberal Studies.

### Social Science Criteria which the course must meet:

- Explore the critical thinking and analytical skills employed by the discipline to offer meaningful explanations of social and individual behavior.
- Acquaint students with the various approaches, perspectives and methodologies used to examine the intellectual questions and problems of the discipline(s).
- Include, where appropriate, discussion of other cultures and subcultures, including minorities and the roles of women.

### Additional Social Science Criteria which the course should meet:

- Illustrate how a discipline shares common theories and methods with other disciplines in the social sciences.
- Promote an understanding of individuals, groups and their physical and social environment by exploring and analyzing concepts developed in the discipline(s).

## CHECK LIST -- NON-WESTERN CULTURES

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### Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the **composition** and mathematics skills built in the Skill Areas of Liberal Studies.

### Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

### Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about culture.

### These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- Although a course may deal with a single culture,...
- ... comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- A variety of perspectives or methodologies--anthropological, geographical, historical, sociological, and so forth--may be employed so long as the course emphasizes the cultural phenomena, issues and values in contemporary society.
- Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand and Australian cultures are encouraged.

## Part II Description of Curricular Change

### 1. Syllabus of Record

#### I. Catalog Descriptions:

##### **RGPL 103 Cities of the World: Issues in Planning and Development**

3 class hours

0 lab hours

3 credits

(3c-01-3cr)

Prerequisite: None

Provides an introduction to the developmental and regional planning issues facing contemporary non-western cities. A theoretical framework sets up detailed case-studies of developmental issues that are affecting urban populations in Africa, Asia and Central and South America. Issues will include such traditional topics as migration, population, poverty, and indigenous and colonial legacies; but environmental and infrastructure problems such as water supply, food security, energy, solid waste, disaster planning, and transportation will also be analyzed and discussed. (Also offered as GEOG 103; may not be taken as duplicate credit)

##### **GEOG 103 Cities of the World: Issues in Planning and Development**

3 class hours

0 lab hours

3 credits

(3c-01-3cr)

Prerequisite: None

Provides an introduction to the developmental and regional planning issues facing contemporary non-western cities. A theoretical framework sets up detailed case-studies of developmental issues that are affecting urban populations in Africa, Asia and Central and South America. Issues will include such traditional topics as migration, population, poverty, and indigenous and colonial legacies; but environmental and infrastructure problems such as water supply, food security, energy, solid waste, disaster planning, and transportation will also be analyzed and discussed. (Also offered as RGPL 103; may not be taken for duplicate credit)

## II. Course Outcomes

By the end of the course, students should be able to:

1. Explain traditions of Africa, Asia and Central and South American urban places in historical context;
2. Explain and apply the theories and concepts of development and urbanization to contemporary non-Western cities;
3. Understand some of the important problems of non-western cities and;
4. Analyze and evaluate the corresponding policy and planning solutions to those problems.

## III. Course Outline

### **Part 1. The global urbanization process (12 hours)**

1. Geographic and planning perspectives on the growth and development of cities:
  - a. Cities as central places,
  - b. The emergence of the modern city,
  - c. Cities as part of an urban and global hierarchy,
  - d. The pre-colonial versus the colonial city,
  - e. The “planned city” versus the “organic city,”
  - f. Modernization, globalization, and dependency.
2. The nature of planning
  - a. Bombay – a reading on the failure of planning.
  - b. A brief history of planning.
  - c. Strategic planning and the comprehensive plan.
  - d. Anglo-American law and procedure: rights and responsibilities.
  - e. New towns, highways, and urban renewal.
  - f. The New Urbanism.
  - g. Success and failure in the West.
3. Contemporary issues facing non-Western cities
  - a. Population Growth: Rural-Urban Migration, Squatters Settlements
  - b. Economic Integration: Winners and Losers
  - c. Poverty: Recognition, Reduction, and Mitigation
  - d. Food Supply, Production, and Security
  - e. Natural Disaster: Risks, Assessment, and Management
  - f. Water Supply, Demand, and Quality
  - g. Energy: Consumption, Supply, and Management
  - h. Transportation Need, Planning, and Development.
  - i. Waste Collection, Disposal, and Management.

Test 1: concepts and problems.

### **Part 2. Cities of Africa (10 hours)**

1. Pre-colonial historical urban form and development.
2. Post-colonial development patterns and functional use.

3. Contemporary development and planning issues.

Test 2: Cities of Africa

**Part 3. Cities of Asia (10 hours)**

1. Pre-colonial historical urban form and development.
2. Post-colonial development patterns and functional use.
3. Contemporary development and planning issues.

Test 3: Cities of Asia

**Part 4. Cities of Central and South America (10 hours)**

1. Pre-colonial historical urban form and development.
2. Post-colonial development patterns and functional use.
3. Contemporary development and planning issues.

Test 4: Cities of Central and South America

**Final (2 hours)**

IV. Evaluation Methods

Evaluation and assessment will be determined as follows:

Exams	50%
Quizzes	20%
Final	<u>30%</u>

100%

V. Example Grading Scale

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = below 60%

VI. Undergraduate Course Attendance Policy

Indiana University of Pennsylvania expects all students to attend class. There will be material discussed during class time that will not be found in the text. You are allowed 3 absences per university policy.

VII. Required Textbook(s), Supplemental Books and Readings

- Brunn, Stanley; Maureen Hays-Mitchell and Donald Zeigler. 2007. Cities of the World: World Regional Urban Development 4<sup>th</sup> Edition, Rowman & Littlefield.
- Branch, Melville. 1985. Comprehensive City Planning. APA Press.



- The Worldwatch Institute. 2007. State of the World: Our Urban Futures. Norton. (sections required) – Available free of charge online.
- Outside Reading: Mehta, Suketa. 2004. Maximum City: Bombay Lost and Found.
- Other readings as assigned.

#### VIII. Special Resource Requirements

There are no special resource requirements expected of the students who enroll in this course.

#### IX. Bibliography

Abrahmson, M. 2004. Global Cities. Oxford University Press.

Ali, A. K. and P.L. Doan. 2006. "A Survey of Undergraduate Course Syllabi and a Hybrid Course on Global Urban Topics," Journal of Planning Education and Research 26: 222-236.

Amen, M. M., K. Archer, and M. M. Bosman. 2006. Relocating Global Cities: From the Centers to the Margins. Rowman and Littlefield, Lanham.

Ascher, K. 2005. Anatomy of a City. Penguin Press.

Benevolo, Leonardo. 1971. The Origins of Modern Town Planning. MIT Press.

Brenner, N. and R. Keil (eds.). 2006. The Global Cities Reader. Routledge.

Brunn, S. D., M. Hays-Mitchell, and D. J. Zeigler. 2008. Cities of the World: World Regional Urban Development, 4<sup>th</sup> ed. Rowman and Littlefield, Lanham.

Clark, D. 2003. Urban World / Global City. Routledge.

Soto, Hernando De. 1989. The Other Path: The Invisible Revolution in the Third World. Harper Collins.

Drakakis-Smit, D. 2000. Third World Cities, 2<sup>nd</sup> ed. Routledge.

Gugler, J. 2004. World Cities Beyond the West: Globalization, Development and Inequality. Cambridge University Press.

Gugler, J. 1997. Cities in the Developing World: Issues, Theory and Policy. Oxford University Press.

Hall, Sir Peter. 1998. Cities in Civilization. Pantheon Books.

Howard, Ebenezer. 1965 (1898). Garden Cities of Tomorrow. MIT Press.

Knox, P. and L. McCarthy. 2005. Urbanization: An Introduction to Urban Geography. Pearson / Prentice Hall.

- Marcionis, J. and V. Parrillo. 2009. Cities and Urban Life 5<sup>th</sup> Edition. Pearson / Prentice Hall.
- Mumford, L. 1938. The Culture of Cities. Harcourt, Brace.
- Mayaram, S. (ed.). 2008. The Other Global City. Routledge.
- Perlman, Janice. 1976. The Myth of Marginality. University of California Press.
- Pinderhughes, R. 2004. Alternative Urban Futures: Planning for Sustainable Development in Cities Throughout the World. Rowman and Littlefield, Lanham.
- Rainer, G. 1990. Understanding Infrastructure: A Guide for Architects and Planners. Wiley-Interscience.
- Rowntree, L., M. Lewis, M. Price and W. Wyckoff. 2008. Globalization and Diversity: Geography of a Changing World, 2<sup>nd</sup> ed. Prentice Hall.
- Sassen, S. 2006. Cities in a World Economy, 3<sup>rd</sup> ed. Pine Forge Press.
- Sassen, S. 2001. The Global City. Princeton University Press.
- Sassen, S. 2002. Global Networks, Linked Cities. Routledge.
- The Worldwatch Institute, 2007. State of the World: Our Urban Futures. Norton.
- Zetter, R. and G. B. Watson. 2006. Designing Sustainable Cities in the Developing World. Ashgate.

## **2. Course Analysis Questionnaire**

### **Section A: Details of the Course**

**2A1. How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.**

This course is primarily designed for liberal studies. Geography presently has a Non-western social science knowledge area course whose emphasis is regional geography and that leans heavily on cultural, economic, and physical geographic themes. Little attention is paid to the urban environment, in spite of the fact that the world is increasingly an urban phenomenon. There is a strong tradition of urban geography that shares much with sociology and anthropology that would provide an important basis for understanding social science perspectives of the developing world. Importantly for us, we are also a department of regional planning. This course is meant to be a hybrid course that draws on basic social science knowledge of urban and developmental geography, but that is flavored with the practical problems facing the cities of the underindustrialized world. As such we hope it might serve as an entry point to our planning program. The dual prefix GEOG/RGPL is part of a deliberate strategy toward this end, the course itself is a hybrid. A partial list of such hybrid courses used in this way is listed below. Ali and Doan (2006) presented a study of 43 such courses upon which this proposal is partially based.

2A2. Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

The course will not require changes in the content of other existing courses.

2A3. Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

The course has not been offered on a trial basis.

2A4. Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

This course will not be listed as a dual-level course.

2A5. If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

The course will not be offered for variable credit.

2A6. Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Amal and Doan (2006, Journal of Planning Education and Research) surveyed 43 undergraduate planning and geography programs that taught a world cities course similar to this. They tell us that “nearly all the courses with a place-based focus serve as large introductory courses that are often generalist service courses providing liberal or multicultural credit to a range of students(224).” The following courses fit this category.

- *Global Cities*, Geography and Urban Studies 0831\*, Temple University
- *Cities in a Global Context*, Metropolitan Studies 0602\*, NYU
- *Urbanization in Developing Countries*, City and Regional Planning 115, UC Berkeley
- *World Cities*, Urban and Regional Studies 1006, Florida State University
- *The Splendor of Cities*, Urban and Regional Planning 055, The University of Iowa
- *Urban World System*, Urban Studies and Planning 2, UC San Diego
- *The Global City: People, Production, and Planning in the Third World*, City and Regional Planning 101, Cornell University.

\*Numbers below 1000 are introductory general education courses as are all other listed here.

2A7. Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

No.

### Section B: Interdisciplinary Implications

2B1. Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

This course will not be taught by instructors from more than one department.

**2B2. What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).**

As described above, this course is a complement to GEOG 104 Geography of the Non-Western World. Under the original liberal studies course offerings GEOG 103 was a human geography course. We feel that this revival of that course has much of the same spirit. We believe the urban focus and the introduction of planning issues makes this course both a unique and a valuable contribution to the curriculum and permits our planning major to have its own entrée course. Something all other social science majors have.

**2B3. Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.**

This course will be cross listed within our department – geography and regional planning, but not outside it.

**2B4. Will seats in this course be made available to students in the School of Continuing Education?**

Seats in this course could be made available to students in the School of Continuing Education.

### **Section C: Implementation**

**2C1. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.**

No additional faculty will be needed to teach this course at this time. The course will fit into the schedule of current faculty by rotating this course with other courses -- GEOG 101 – Introduction to Geography: Human Environment, GEOG 102 – Geography of U.S. and Canada, GEOG 104 – Geography of the Non-Western World.

**2C2. What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy?**

Current resources are adequate to teach the course.

**2C3. Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired?**

None of the resources for this course are funded by a grant.

**2C4. How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?**

We expect the course to be offered in both the fall and spring semesters of every academic year.

**2C5. How many sections of this course do you anticipate offering in any single semester?**

This course will substitute for GEOG 104 for some geography/planning faculty. We would offer in based on demand up to four sections per semester.

*2C6. How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?*

This course is expected to have the class maximum of 45-55 students per section. We cannot justify this number but it is equal to the required enrollment of partner courses offered within the department:

GEOG 101 – Introduction to Geography: Human Environment

GEOG 102 – Geography of U.S. and Canada

GEOG 104 – Geography of the Non-Western World

*2C7. Does any professional society recommend enrollment limits or parameters for a course of this nature?*

No.

*2C8. If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.*

This course is not a distance education course.