

# College of Education Curriculum Committee

## Meeting Agenda

October 23, 2012  
3:00 – 4:00 p.m. in MH 203A

Academic Year 2012-2013 Committee Members:	10-04	10-17	10-23										
Susan Cooper	X	X	X										
Abbe' Finn (as of 10-05-12)	---	X	X										
Shelby Gilbert	X	X	X										
Carolynne Gischel, Co-Chair (grad)	X	X	X										
Sherree Houston, Ex-Officio	X	X	X										
Mark Simpson, Co-Chair (undergrad)	X	X	X										
<b>Additional Meeting Attendees:</b>													
Robert Kenny	X												
Diane Schmidt			X										

1. Curriculum & Instruction (M.Ed.) – Program Revision
2. Course Changes: EDF 6259, EDF 5443, SSE 6617, SCE 6455, MAE 6115, LAE 6616

### Log of Curriculum Committee Work for Academic Year 2012-2013:

Item*	Description**	Committee Action	Date
School Counseling (M.A.)	Program Revision	Approved w/Revisions	10-04
School Counseling (M.Ed.)	Program Revision	Approved w/Revisions	10-04
Mental Health Counseling (M.A.)	Program Revision	Approved w/Revisions	10-04
EGC 3050 Orientation Staff Training	New Course	Rejected	10-17
Secondary Biology (B.A.)	Program Revision	Tabled for Revisions	10-17
Secondary Social Science (B.A.)	Program Revision	Tabled for Revisions	10-17
Secondary Math (B.A.)	Program Revision	Tabled for Revisions	10-17
EDF 6259 Class Mgt & Org	Course Change	Approved	10-23
EDF 5443 Meas & Eval for Teachers	Course Change	Approved	10-23
SSE 6617 Trends in Soc Stud in Instr	Course Change	Approved	10-23
SCE 6455 Trends in Science Instr	Course Change	Approved	10-23
MAE 6115 Trends in Math Instr	Course Change	Approved	10-23
LAE 6616 Trends in Lang Arts Instr	Course Change	Approved	10-23

\*Course prefix/number/title or name of degree program, certificate, or minor

\*\*Brief description of proposed action (e.g., add course, change prerequisites, change degree program requirements)

Item*	Description**	Committee Action	Date
Curriculum & Instruction (M.Ed.)	Program Revision	Approved	10-23

\*Course prefix/number/title or name of degree program, certificate, or minor

\*\*Brief description of proposed action (e.g., add course, change prerequisites, change degree program requirements)

1. Degree/Major Title:

**MA/ School Counseling**

2. Contact person: Robert Kenny, Ph.D./Abbe Finn, Ph.D.

College: Education

Department/School: Leadership, Counseling, & Educational Technology

Telephone: 239-590-1147

3. Briefly describe the proposed revision(s).

The Program faculty propose to replace two courses in the MA School Counseling Program:

- replace MHS 6605 Special Needs Counseling and Consultation with MHS 6420 Counseling Special Populations.

- replace EDG 4620 Curriculum and Instruction with EDG 6356 Instructional Models and Strategies.

In addition, the statement regarding admission policies and procedures are changed in the catalog to achieve greater clarity.

The faculty also want to clarify the language of the admission policy to more clearly and accurately describe the evaluation process for the personal statement and the interview.

In addition, the faculty are requesting a change to the statement regarding the minimum 1000 score for the GRE.

4. Effective date: Fall 2013

*Changes are effective in the fall of the year. Exceptions are approved only in unusual circumstances with adequate justification.*

5. Briefly explain the rationale for the proposed revision.

*Link the proposed revision to assessment and institutional effectiveness activities (feedback from students, market demands, program evaluation, resource allocation, etc.).*

The Counseling faculty propose the removal of a course in the MA School Counseling Program. The faculty want to replace MHS 6605 Special Needs Counseling and Consultation with MHS 6420 Counseling Special Populations. MHS 6420 Counseling Special Populations more consistently meets the requirements of the Florida Department of Education diversity requirements in their Florida Educator Accomplished Practices.

Replacing EDG 4620 Curriculum and Instruction with EDG 6356 Instructional Models and Strategies streamlines the number of single use courses in the program and, as the subject matter has evolved, the newly written syllabus for the existing EDG 6356 now meets the requirements of the MA School Counseling program and puts it in line with other programs that require specific courses for certification..

The faculty also want to clarify the language of the admission policy to more clearly and accurately describe the evaluation process for the personal statement and the interview.

The request for a change to the statement regarding 1000 for the GRE because the test is in the process of being renormed and the cut off score will be different.

6. Describe additional library resources needed to support this revision? Explain rationale for response, even if answer is None.

None. This does not change the use of the library by students.

7. Describe additional faculty resources needed to support this revision? Explain rationale for response, even if answer is None.

None. This change is consistent with the content already taught by the faculty.

The personal statement and interview are already required for admission. How they were used and evaluated, however, was less clear.

8. Describe additional technology, facility, laboratory, or other resources needed to support this revision? Explain rationale for response, even if answer is None.

None. No additional use of technology.

9. What impact will the proposed revision have on other colleges, units, or programs?

There should be none.

10. New courses:

☒ No new courses are required.

☐ New courses are needed. List prefix/number/title below. Complete a Course Add Form for each from the Curriculum Management System - <https://midas.fgcu.edu/acadaff/sens/>.

11. Change to existing courses:

☒ No existing courses are being changed.

☐ Existing courses are being changed. List prefix/number/title below. Complete a Course Change Form for each from the Curriculum Management System - <https://midas.fgcu.edu/acadaff/sens/>.

MHS 6420 already exists.

EDG 6356 also already exists.

12. Termination of existing courses:

- ☒ No existing courses are being deleted from the FGCU course inventory.
- ☐ Courses are being terminated. List prefix/number/title below. Complete a Course Terminate Form for each course from the Curriculum Management System - <https://midas.fgcu.edu/acadaff/scns/>.

13. Catalog copy:

Attach an edited, tracked copy in color of the catalog display for this Degree/Major showing all revisions using the online catalog copy from the current academic year - <http://www.fgcu.edu/catalog/>.

GRADUATE PROGRAMS ONLY: Contact the Office of Graduate Studies regarding the review/approval process for proposed policy changes including changes to admission requirements.

**Reminder:** The prefix/number for a new course is handled one way in the CMS and another way in the catalog copy. In the CMS, a new course is identified by entering the suggested prefix/number. In the catalog copy, the same new course is listed with the suggested prefix, the course level, and XXX (e.g, 2XXX or 4XXX). When final approval for the course prefix/number is received from SCNS, the catalog copy will be updated.

14. Additional remarks:

**APPROVALS** (required prior to submission)

Department/Program Chair/Director \_\_\_\_\_

Date 10/25/12

College Curriculum Committee Chair \_\_\_\_\_

Date 10-23-12

College Dean \_\_\_\_\_

Date 10/29/12

Does another department or unit provide related expertise or offer similar courses? ☐ No ☐ Yes (If yes, have the other department complete the following. Attach a separate sheet if needed.)

Department/Unit: \_\_\_\_\_

☐ Supports this proposal ☐ Does not support this proposal ☐ Defers Recommendation

Authorizing signature: \_\_\_\_\_ Date \_\_\_\_\_

Comments: \_\_\_\_\_

FGCU Undergraduate Curriculum Team or Graduate Curriculum Team

☐ Approves ☐ Approves w/conditions ☐ Does not approve

Signature: \_\_\_\_\_ Date \_\_\_\_\_

Comments/Conditions: \_\_\_\_\_

# School Counseling (M.A.)

## College of Education

<http://coe.fgcu.edu/schoolcounselingma/index.asp>

**20112-20123 3013-2014 Catalog Year**

The Counseling program offers an M.A. in School Counseling. Students in the School Counseling program take coursework in the areas of human development, legal and ethical issues of the profession, career development, appraisal methods, counseling theories, groupwork, practicum and research, and program evaluation. Additional specialized courses focusing on school counseling are offered in areas such as internship, special populations, consultation, and professional development.

Students are engaged in field-based activities during almost every enrollment. Students without prior training as teachers who wish to become certified school counseling professionals must complete additional courses in classroom management, curriculum and instruction, and reading.

### Program Admission Requirements

- A four year undergraduate degree from a regionally accredited institution.
- Any one of the following:
  1. a grade point average (GPA) of 3.0 or higher on a 4.0 scale for the last 60 semester hours attempted accruing to the undergraduate degree; or
  2. ~~a combined score of 1000 or higher on the quantitative and verbal sections of the GRE exam; or~~
  2. A minimum score is required on the GRE to be determined based upon new normative data.
  3. a 400 or higher on the MAT; or
  4. a graduate degree from a regionally accredited institution.

Note: All applicants must submit GPA and graduate admission (GRE or MAT) test scores regardless of which of the above criteria are met for admissions. ~~Some programs may have additional admissions criteria (refer to program information).~~ Students may be required to take specific undergraduate course(s) if they do not have the necessary prerequisites for the graduate level course or program.

- Submission of three favorable recommendations from professionals in the field.
- Application deadline for the M.A. in School Counseling is March 15<sup>th</sup>. Applications may be accepted after deadline on a space available basis.
- Students who are entering an initial education certification program without prior teacher certification or eligibility or those who are adding a teaching certification area from an approved program must also have passed all subsections of the FTCE General Knowledge Test for admission. Applicants may substitute a score of 1000 or higher on the GRE for the admission score requirement on the GRE taken before September 1, 2011.
- As students entering a Florida-approved initial certification program, School Counseling applicants must adhere to state regulations for admittance. Those students seeking

admittance to the initial certification program must have passed the General Knowledge section of the Florida Teachers Certification Exam (FTCE) unless they present passing scores for all subsets of the CLAS taken prior to July 1, 2002. (Applicants may substitute a score of 1000 or higher on the GRE for the General Knowledge section of the FTCE for admission purposes.) However, all students must show evidence of passing all subsections of the FTCE, including General Knowledge, Professional Educator Examination and the Guidance and Counseling Subject Area Exam prior to graduation.

- Performance in courses taken post baccalaureate will be taken into consideration for admission to the School Counseling Program.
- Submission of a written statement of career goals will be reviewed for admission to the program.
- Participation in a personal interview, ~~if requested~~ is required by the admissions committee. Responses to the interview will be evaluated for admission.
- Counseling Criminal Record Policy Statement: All applicants are advised that in order to complete the program they must complete internships. Most internship facilities do background checks and will not permit the placement of counselor interns with criminal records. The department reserves the right to deny program admission to any applicant if it appears that applicant is unlikely to be able to complete the internship requirement due to a criminal record, thus inhibiting their ability to complete the program.

#### **Program Requirements**

The M.A. program is designed for individuals without prior teaching certification who wish to become school counselors. This initial certification program includes additional coursework and begins in the fall semester.

- **Required courses:**

- MHS 6010 Introduction to School Counseling (3)
- MHS 6051 Human Development for School Counselors (3)
- MHS 6200 Appraisal Procedures in Schools (3)
- MHS 6340 Career Development (3)
- MHS 6400 Counseling Theory for School Counselors (3)
- MHS 6401 Advanced School Counseling Methods (3)
- MHS 6500 Group Work for School Professionals (3)
- MHS 6601 Consultation & Collaboration Problem Solving (3)
- ~~MHS 6605~~ 6420 Counseling Special Populations Needs Counseling & Consultation (3)
- MHS 6700 Legal & Ethical Issues in the Counseling Profession (3)
- MHS 6710 Research & Program Evaluation (3)
- MHS 6720 Seminar in Professional Development and Supervision (1)
- MHS 6800 Practicum in Counseling (3)
- MHS 6805 Advanced Practicum in Counseling (3)
- MHS 6831 Internship I (2)
- MHS 6832 Internship II (3)
- SDS 6830 Internship in School Counseling (3)

In addition to the above required courses, the following must be completed (usually taken in the fall semester but under advisement a student may elect to take two courses in fall and the remaining course in another semester):

- EDF 56259 Classroom Mgmt & Organization (3)
- EDG 63564620 Curriculum and Instruction (3) Instructional Models and Strategies
- RED 5147 Developmental Reading (3) \*
- Note: Requires 15 hours of field observation in a school setting during the day.

**TOTAL SEMESTER HOURS REQUIRED: 57 HRS**

#### **Additional Graduation Requirements**

- Students must satisfactorily complete the minimum number of credit hours specified by the graduate degree program.
- A grade of B or higher must be earned in all School Counseling Program graduate courses used as prerequisites and each core courses.
- Overall GPA of 3.0 or higher in all work attempted.
- A cumulative GPA of 3.0 for all coursework in program.
- Students must complete and pass a culminating demonstration of learning and competence at the end of the program. These may include comprehensive examinations, portfolios, special practicum projects, or research projects. (Students seeking certification must fully demonstrate Educator Accomplished Practices.)
- Students seeking certification by graduating from a state approved program must show evidence of passing all FTCE exam components as required by the state of Florida. These may include the Professional Education examination (taken by all applicants applying for an initial teaching certificate, ~~the~~ a subject area examination (taken by all applicants in their subject area specialty: Guidance and Counseling Subject Area Exam (prior to graduation), and the General Knowledge Test (if they do not already have Florida certification or if they have not already passed all subsections of the CLAST prior to July 1, 2002.) (See individual program requirements and/or Counseling Program Leader advisers for information.)

#### **Transfer Notes and Acceptable Substitutes**

The College of Education limits the transfer of coursework into its graduate programs to a maximum of 12 credits or three courses. To be considered, courses must have been completed with a minimum grade of B and no more than seven years prior to the date of entry into the graduate program and no more than ten years prior to graduation from the graduate program.



1. Degree/Major Title:

**M. Ed. / School Counseling**

2. Contact person: Robert Kenny, Ph.D./Abbe Finn, Ph.D.

College: Education

Department/School: Leadership, Counseling, & Educational Technology

Telephone: 239-590-1147

3. Briefly describe the proposed revision(s).

The Program faculty propose to replace one course in the M.Ed. School Counseling Program with another. We wish to replace MHS 6605 Special Needs Counseling and Consultation with MHS 6420 Counseling- Special Populations. MHS 6420 Counseling Special Populations more consistently meets the requirements of the Florida Department of Education diversity requirements in their revised 2010 Florida Educator Accomplished Practices. In addition, the statement regarding admission policies and procedures are changed in the catalog to achieve greater clarity because of changes to the GRE.

The faculty also want to clarify the language of the admission policy to more clearly and accurately describe the evaluation process for the personal statement and the interview.

4. Effective date: Fall 2013

*Changes are effective in the fall of the year. Exceptions are approved only in unusual circumstances with adequate justification.*

5. Briefly explain the rationale for the proposed revision.

*Link the proposed revision to assessment and institutional effectiveness activities (feedback from students, market demands, program evaluation, resource allocation, etc.).*

The Counseling faculty propose the removal of a course from the M. Ed. School Counseling Program. The faculty want to replace MHS 6605 Special Needs Counseling and Consultation with MHS 6420 Counseling Special Populations Counseling. MHS 6420 Counseling Special Populations more consistently meets the requirements of the Florida Department of Education diversity requirements in their revised 2010 Florida Educator Accomplished Practices.

The faculty also want to clarify the language of the admission policy to more clearly and accurately describe the evaluation process for the personal statement and the interview.

The revision of the statement regarding 1000 for the GRE is based on the fact that the testing service has gone to a new scoring table and data on the value of requiring minimum scores are in the process of being established. This wording is consistent with new university policies.

6. Describe additional library resources needed to support this revision? Explain rationale for response, even if answer is None.

None. This does not change the use of the library by students.

7. Describe additional faculty resources needed to support this revision? Explain rationale for response, even if answer is None.

None. This change is consistent with the content already taught by the faculty.

The personal statement and interview are already required for admission. How they were used and evaluated, however, was less clear.

8. Describe additional technology, facility, laboratory, or other resources needed to support this revision? Explain rationale for response, even if answer is None.

None. No additional use of technology.

9. What impact will the proposed revision have on other colleges, units, or programs?

There should be none.

10. New courses:

☒ No new courses are required.

☐ New courses are needed. List prefix/number/title below. Complete a Course Add Form for each from the Curriculum Management System - <https://midas.fgcu.edu/acadaff/scns/>.

11. Change to existing courses:

☒ No existing courses are being changed.

☐ Existing courses are being changed. List prefix/number/title below. Complete a Course Change Form for each from the Curriculum Management System - <https://midas.fgcu.edu/acadaff/scns/>.

MHS 6420 already exists.

12. Termination of existing courses:

- ☒ No existing courses are being deleted from the FGCU course inventory.
- ☐ Courses are being terminated. List prefix/number/title below. Complete a Course Terminate Form for each course from the Curriculum Management System - <https://midas.fgcu.edu/acadaft/scns/>.

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GRADUATE PROGRAMS ONLY: Contact the Office of Graduate Studies regarding the review/approval process for proposed policy changes including changes to admission requirements.

**Reminder:** The prefix/number for a new course is handled one way in the CMS and another way in the catalog copy. In the CMS, a new course is identified by entering the suggested prefix/number. In the catalog copy, the same new course is listed with the suggested prefix, the course level, and XXX (e.g, 2XXX or 4XXX). When final approval for the course prefix/number is received from SCNS, the catalog copy will be updated.

14. Additional remarks:

**APPROVALS** (required prior to submission)

Department/Program Chair/Director

Date

10/28/12

College Curriculum Committee Chair

Date

10-23-12

College Dean

Date

10/29/12

Does another department or unit provide related expertise or offer similar courses? ☐ No ☐ Yes (If yes, have the other department complete the following. Attach a separate sheet if needed.)

Department/Unit:

☐ Supports this proposal ☐ Does not support this proposal ☐ Defers Recommendation

Authorizing signature:

Date

Comments:

FGCU Undergraduate Curriculum Team or Graduate Curriculum Team

☐ Approves ☐ Approves w/conditions ☐ Does not approve

Signature:

Date

Comments/Conditions:

## **201231-201234 Catalog Year**

The Counseling program offers an M.Ed. in School Counseling. Students take coursework in the areas of human development, legal and ethical issues of the profession, career development, appraisal methods, counseling theories, group work, practicum and research, and program evaluation. Additional specialized courses focusing on school counseling are offered in areas such as internship, special populations, consultation, and professional development.

### **Program Admission Requirements**

- A four year undergraduate degree from a regionally accredited institution.
- Any one of the following:
  1. a grade point average (GPA) of 3.0 or higher on a 4.0 scale for the last 60 semester hours attempted accruing to the undergraduate degree; or
  2. ~~a combined score of 1000 or higher on the quantitative and verbal sections of the GRE exam; or~~
  - 2.3. ~~A Minimum score is required on the GRE to be determined based upon new normative data~~ combined score of 1000 or higher on the quantitative and verbal sections of the GRE exam, if taken prior to ~~September August~~ 2011, or the equivalent score as reported on the concordance table is taken after that date or
  - 3.4. a 400 or higher on the MAT; or
  - 4.5. ~~a graduate degree from a regionally accredited institution.~~

Note: All applicants must submit GPA and graduate admission (GRE or MAT) test scores regardless of which of the above criteria are met for admissions. ~~Some programs may have additional admissions criteria (refer to program information).~~ Students may be required to take specific undergraduate course(s) if they do not have the necessary prerequisites for the graduate level course or program.

- ~~Submission of three favorable recommendations from professionals in the field.~~
- ~~Application deadline for spring admission is October 15<sup>th</sup>. Applicants may be accepted after the deadline on a space available basis.~~
- Evidence of having completed all coursework and examinations required for Florida Professional Educator Certification
- Performance in courses taken post baccalaureate will be taken into consideration for admission to the School Counseling Program.
- Submission of a written statement of career goals ~~will be reviewed for admission.~~
- Participation in a personal interview, ~~if requested by is required for admissions.~~ Responses to the interview will be ~~committee~~ evaluated for admission.
- Counseling Criminal Record Policy Statement: All applicants are advised that in order to complete the program they must complete internships. Most internship facilities do background checks and will not permit the placement of counselor interns with criminal records. The department reserves the right to deny program admission to any applicant if

it appears that applicant is unlikely to be able to complete the internship requirement due to a criminal record, thus inhibiting their ability to complete the program.

### **Program Requirements**

The M.Ed. Program in School Counseling is ~~d~~Designed for school counselors applicants who already hold or are eligible for a Florida teaching certificate at the Professional level. The M.Ed. School Counseling cohort Normally, students begins their studies in during the spring semester.

- **Required courses:**

- MHS 6010 Introduction to School Counseling (3)
- MHS 6051 Human Development for School Counselors (3)
- MHS 6200 Appraisal Procedures in Schools (3)
- MHS 6340 Career Development (3)
- MHS 6400 Counseling Theory for School Counselors (3)
- MHS 6401 Advanced School Counseling Methods (3)
- MHS 6500 Group Work for School Professionals (3)
- MHS 6601 Consultation & Collaboration Problem Solving (3)
- ~~MHS 6605~~ 6420 Counseling Special Populations Special Needs Counseling & Consultation (3)
- MHS 6700 Legal & Ethical Issues in the Counseling Profession (3)
- MHS 6710 Research & Program Evaluation (3)
- MHS 6720 Seminar in Professional Development and Supervision (1)
- MHS 6800 Practicum in Counseling (3)
- MHS 6805 Advanced Practicum in Counseling (3)
- MHS 6831 Internship I (2)
- MHS 6832 Internship II (3)
- SDS 6830 Internship in School Counseling (3)

**TOTAL SEMESTER HOURS REQUIRED: 48 HRS**

### **Additional Graduation Requirements**

- Students must satisfactorily complete 48 credit hours specified by the graduate degree program.
- A grade of B or higher must be earned in all College of Education graduate courses used as prerequisites and each core course.
- Overall GPA of 3.0 or higher in all work attempted.
- A cumulative GPA of 3.0 for all coursework in program.
- Students must complete and pass a culminating demonstration of learning and competence at the end of the program. These may include comprehensive examinations, portfolios, special practicum projects, or research projects. (Students seeking certification must fully demonstrate Educator Accomplished Practices.)
- Students seeking certification by graduating from a state approved program must show evidence of passing all FTCE exam components as required by the state of Florida. These may include the Professional Education examination (taken by all applicants applying for

an initial teaching certificate, the Florida Guidance and Counseling Subject Area Examination, and the General Knowledge Test (if they do not already have Florida certification or if they have not already passed all subsections of the CLAST prior to July 1, 2002.) (See individual program requirements and/or advisors for information.)

**Transfer Notes and Acceptable Substitutes**

The College of Education limits the transfer of coursework into its graduate programs to a maximum of 12 credits or three courses. To be considered, courses must have been completed with a minimum grade of B and no more than seven years prior to the date of entry into the graduate program and no more than ten years prior to graduation from the graduate program.

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1. Degree/Major Title:

**MA/ Mental Health Counseling**

2. Contact person: Robert Kenny, Ph.D./Abbe Finn, Ph.D.

College: Education

Department/School: Leadership, Counseling, & Educational Technology

Telephone: 239-590-1147

3. Briefly describe the proposed revision(s).

The Program faculty propose a name change from Mental Health Counseling to "Clinical Mental Health Counseling" to be consistent with the profession and the degree nomenclature by CACREP, the accrediting body for counseling programs. Statement regarding admission policies and procedures are changed in the catalog to achieve greater clarity.

4. Effective date: Fall 2013

*Changes are effective in the fall of the year. Exceptions are approved only in unusual circumstances with adequate justification.*

5. Briefly explain the rationale for the proposed revision.

*Link the proposed revision to assessment and institutional effectiveness activities (feedback from students, market demands, program evaluation, resource allocation, etc.).*

The Counseling faculty propose to change the name of the Mental Health Counseling Program to the "Clinical Mental Health Counseling". This name more accurately describes the future profession of the graduates and is also consistent with nomenclature used by CACREP, the counseling accrediting organization.

The faculty also wish to clarify the language of the admission policy to more clearly and accurately describe the evaluation process of the personal statement and the interview.

In addition, the faculty are removing the statement regarding minimum 1000 score for the GRE.

6. Describe additional library resources needed to support this revision? Explain rationale for response, even if answer is None.

None. This does not change the use of the library by students.

7. Describe additional faculty resources needed to support this revision? Explain rationale for response, even if answer is None.

None. This change is for clarification purposes. The personal statement and interview are already required for admission. How they were used and evaluated, however, was less clear.

8. Describe additional technology, facility, laboratory, or other resources needed to support this revision? Explain rationale for response, even if answer is None.

None. No additional use of technology.

9. What impact will the proposed revision have on other colleges, units, or programs?

There should be none.

10. New courses:

☒ No new courses are required.

☐ New courses are needed. List prefix/number/title below. Complete a Course Add Form for each from the Curriculum Management System - <https://midas.fgcu.edu/acadaff/scons/>.

11. Change to existing courses:

☒ No existing courses are being changed.

☐ Existing courses are being changed. List prefix/number/title below. Complete a Course Change Form for each from the Curriculum Management System - <https://midas.fgc.edu/acadaff/scns/>.



12. Termination of existing courses:

- ☒ No existing courses are being deleted from the FGCU course inventory.
- ☐ Courses are being terminated. List prefix/number/title below. Complete a Course Terminate Form for each course from the Curriculum Management System - <https://midas.fgcu.edu/acadaff/scns/>.

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GRADUATE PROGRAMS ONLY: Contact the Office of Graduate Studies regarding the review/approval process for proposed policy changes including changes to admission requirements.

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14. Additional remarks:

**APPROVALS** (required prior to submission)

Department/Program Chair/Director

Date

10/25/12

College Curriculum Committee Chair

Date

10-23-12

College Dean

Date

10/29/12

Does another department or unit provide related expertise or offer similar courses? ☐ No ☐ Yes (If yes, have the other department complete the following. Attach a separate sheet if needed.)

Department/Unit:

☐ Supports this proposal ☐ Does not support this proposal ☐ Defers Recommendation

Authorizing signature:

Date

Comments:

FGCU Undergraduate Curriculum Team or Graduate Curriculum Team

☐ Approves ☐ Approves w/conditions ☐ Does not approve

Signature:

Date

Comments/Conditions:

# **Clinical Mental Health Counseling (M.A.)**

## **College of Education**

<http://coe.fgcu.edu/mentalhealthma/index.asp>

### **2013-2014 2011-2012 Catalog Year**

The Counseling program is CACREP accredited and offers an M.A. degree in Clinical Mental Health Counseling. Students take common coursework in the areas of human development, legal and ethical issues of the profession, career development, appraisal methods, counseling theories, groupwork, practicum and research, and program evaluation. Additional specialized courses focusing on mental health counseling in areas such as internship, human sexuality, addictions, special populations, consultation, organization, administration and supervision, and professional development. Students are engaged in field-based activities during almost every enrollment.

#### **Program Admission Requirements**

- A four year undergraduate degree from a regionally accredited institution.
- Any one of the following:
  1. a grade point average (GPA) of 3.0 or higher on a 4.0 scale for the last 60 semester hours attempted accruing to the undergraduate degree; or
  2. a combined score of 1000 or higher on the quantitative and verbal sections of the GRE exam if taken before September 2011; Minimum score on the GRE is required to be determined by a later date based upon new normative data if taken after September 1, 2011, or
  3. a 400 or higher on the MAT; or
  4. a graduate degree from a regionally accredited institution.

Note: All applicants must submit GPA and graduate admission (GRE or MAT) test scores regardless of which of the above criteria are met for admissions.

- Submission of three favorable recommendations from professionals in the field.
- Submission of a written statement of career goals will be reviewed for admission.
- Participation in a personal interview is required. Responses to the interview will be evaluated for admission.
- Application deadline for fall admission is March 15th. Applicants may be accepted after the deadline on a space available basis.
- Performance in courses taken post baccalaureate will be taken into consideration for admission to the Clinical Mental Health Counseling Program.
- Counseling Criminal Record Policy Statement: All applicants are advised that in order to complete the program, they must complete internships. Most internship facilities do background checks and will not permit the placement of counselor interns with criminal records. The Department reserves the right to deny program admission to any applicant if it appears that applicant is unlikely to be able to complete the internship requirement due to a criminal record, thus inhibiting their ability to complete the program.

#### **Program Requirements**

- MHS 6021 Introduction to Community Mental Health (3)

- MHS 6482 Lifespan Development (3)
- MHS 6070 Mental Disorders (3)
- MHS 6200 Appraisal Procedures (3)
- MHS 6340 Career Development (3)
- MHS 6404 Introduction to Counseling Theory and Technique (3)
- MHS 6405 Advanced Counseling Theory (3)
- MHS 6428 Cross-Cultural Counseling (3)
- MHS 6450 Issues in Addictions and Abuse (3)
- MHS 6470 Human Sexuality (3)
- MHS 6500 Intro to Group Dynamics (3)
- MHS 6621 Organizations, Administration, and Supervision (3)
- MHS 6710 Research & Program Evaluation (3)
- MHS 6700 Legal & Ethical Issues for the Counseling Profession (3)
- MHS 6800 Practicum in Counseling (3)
- MHS 6805 Advanced Practicum in Counseling (3)
- MHS 6881 Clinical Internship I (2)
- MHS 6882 Clinical Internship II (2)
- MHS 6883 Clinical Internship III (3)
- MHS 6888 Clinical Internship and Professional Development Seminar in Mental Health Counseling (3-4)
- MHS 6886 Clinical Internship V (2)

**TOTAL SEMESTER HOURS REQUIRED: 60 HRS**

#### **Additional Graduation Requirements**

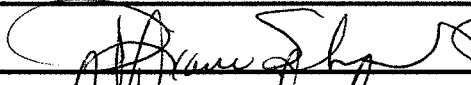
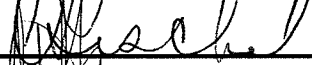
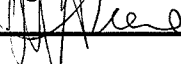
- Students must satisfactorily complete the minimum number of credit hours specified by the graduate degree program.
- A grade of B or higher must be earned in all College of Education graduate courses used as prerequisites and each core course.
- Overall GPA of 3.0 or higher in all work attempted.
- A cumulative GPA of 3.0 for all coursework in program.
- Students must complete and pass a culminating demonstration of learning and competence at the end of the program. These may include comprehensive examinations, portfolios, special practicum projects, or research projects.

#### **Transfer Notes and Acceptable Substitutes**

The College of Education limits the transfer of coursework into its graduate programs to a maximum of 12 credits or three courses. To be considered, courses must have been completed with a minimum grade of B and no more than seven years prior to the date of entry into the graduate program and no more than ten years prior to graduation from the graduate program.

**CHANGE COURSE EDF 5259 CLASSROOM MGT AND ORG****From: EDF 6259 CLASSROOM MANAGEMENT AND ORGANIZATION**

Entered into System on:	10/11/2012 By Diane Schmidt	
What programs/majors/concentrations utilize this course?	Teacher Immersion Program, Non-degree Teacher certification, and School Counseling (M.A.)	
Is this course a requirement or an elective?	Required	
Explain why the change is being requested:	This course is required for Teacher Certification. Content is introductory and better aligned to a 5000 level course number	
Will there be an impact on other courses or programs? Explain:	Only students seeking Teacher Certification through non-degree routes or as a certification requirement for School Counseling M.A. would take this course. Other graduate education programs can accept the course as an elective if appropriate.	
Additional Remarks:		
<b>Course Information</b>	<b>Before Change</b>	<b>After Change</b>
Discipline:	EDUCATION: FOUNDATIONS AND POLICY STUDIES	EDUCATION: FOUNDATIONS AND POLICY STUDIES
Honors:	No	No
Effective Date:	06/17/2008	Fall 2013
Credit Hours:	3.0	3.0
Type of Credit:	College Credit	College Credit
Description:	DEVELOPMENT OF INSTRUCTIONAL, ORGANIZATIONAL, AND MANAGEMENT KNOWLEDGE AND SKILLS INTEGRATING COMPONENTS OF CLASSROOM ORGANIZATION AND SCHOOL SAFETY, PROFESSIONAL ETHICS, AND EDUCATIONAL LAW NECESSARY TO CREATE A POSITIVE LEARNING ENVIRONMENT.	DEVELOPMENT OF INSTRUCTIONAL, ORGANIZATIONAL, AND MANAGEMENT KNOWLEDGE AND SKILLS INTEGRATING COMPONENTS OF CLASSROOM ORGANIZATION AND SCHOOL SAFETY, PROFESSIONAL ETHICS, AND EDUCATIONAL LAW NECESSARY TO CREATE A POSITIVE LEARNING ENVIRONMENT.
General Education:	No	No Requirement
Gordon Rule:	No	No
Degree Type:		Graduate
Prerequisites:		No
Is there a minimum grade requirement?		No
Can prerequisites be taken concurrently?		No
Corequisites:		No
Resources Needed:	<b>Library:</b> <b>Faculty:</b> <b>Other:</b>	<b>Library:</b> None. This is an existing course. <b>Faculty:</b> None. This is an existing course. <b>Other:</b> None. This is an existing course.
Student Learning Outcomes:		1. Identify and explain the components of effective classroom and instructional management. 2. Demonstrate knowledge of

		<p>motivational theory and factors or conditions which encourage students to be achievement oriented and goal directed. 3. Demonstrate skills which will enhance students' feelings of dignity and self-worth and the worth of others and that support individual differences of ethnicity, race, language, culture, gender, and ability. 4. Identify feedback procedures that give information to students about the appropriateness of their responses and actions. 5. Identify and explain strategies for anticipating and avoiding classroom problems. 6. Explain, compare, and analyze strategies for preventing, intervening, and resolving instructional and behavioral problems. 7. Identify, describe, explain, compare, and analyze strategies for managing and arranging the classroom environment, instruction, and student behavior to facilitate learning and ensure student safety. 8. Explain strategies for organizing classroom environments and learning experiences that promote effective whole class, small group, and individual work. 9. Identify strategies for using school, neighborhood, and home resources in the ESOL curriculum. 10. Identify ESOL-specific classroom management techniques. 11. Identify strategies and materials for promoting conflict resolution, violence prevention, peer mediation, and peaceable classrooms and schools. 12. Observe and analyze elements of classroom and instructional management in classroom situations.</p>
Materials:		Jones, V., & Jones, L. (2010). Comprehensive classroom management: creating communities of support and solving problems. (9th edition) Upper Saddle River, NJ: Merrill. ISBN 0205625487
Faculty Credentials:		Yes
<b>APPROVALS (Enter names and the dates approved)</b>		
Department/Program Chair/Director:	Date: 10/23/12	
College Curriculum Committee Chair:	Date: 10-23-12	
College Dean:	Date: 10/29/12	
Does <b>another department</b> or unit provide related expertise or offer similar courses?	No	If Yes, have the other department complete the following:
Department/Unit:		
Authorized by:	Date:	

Comments:	
<b>University Curriculum Team Authorization:</b>	Date:

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**CHANGE COURSE EDF 5443 Classroom Assessment & Eval****From: EDF 5443 MEASUREMENT & EVALUATION FOR TEACHERS**

Entered into System on:	4/15/2011 By Diane Schmidt	
What programs/majors/concentrations utilize this course?	Teacher Immersion Program	
Is this course a requirement or an elective?	Required	
Explain why the change is being requested:	Course title is being changed to better reflect content and to match the Department of Education expectations for teacher certification.	
Will there be an impact on other courses or programs? Explain:	This course will be accepted as a substitution for EDF 6482 Foundations of Measurement in the C & I masters program.	
Additional Remarks:		
<b>Course Information</b>	<b>Before Change</b>	<b>After Change</b>
Discipline:	EDUCATION: FOUNDATIONS AND POLICY STUDIES	EDUCATION: FOUNDATIONS AND POLICY STUDIES
Honors:	No	No
Effective Date:	08/01/2010	Fall 2013
Credit Hours:	3.0	3.0
Type of Credit:	College Credit	College Credit
Description:	RESEARCH BASED STRATEGIES TO ASSESS STUDENT LEARNING, COLLECT AND EVALUATE CLASSROOM DATA, MAKE DATA-DRIVEN DECISIONS TO IMPROVE INSTRUCTION AND INCREASE STUDENT LEARNING.	RESEARCH BASED STRATEGIES TO ASSESS STUDENT LEARNING, COLLECT AND EVALUATE CLASSROOM DATA, MAKE DATA-DRIVEN DECISIONS TO IMPROVE INSTRUCTION AND INCREASE STUDENT LEARNING.
General Education:	No	No Requirement
Gordon Rule:	No	No
Degree Type:	Graduate	Graduate
Prerequisites:	NONE	No NONE
Is there a minimum grade requirement?		No
Can prerequisites be taken concurrently?		No
Corequisites:	NONE	No NONE
Resources Needed:	<b>Library:</b> <b>Faculty:</b> <b>Other:</b>	<b>Library:</b> None. This course already exists. <b>Faculty:</b> None. This course already exists. <b>Other:</b> None. This course already exists.
Student Learning Outcomes:	1. ANALYZE AND EVALUATE STUDENT ACHIEVEMENT DATA.  2. INTERPRETING STANDARDIZED ACHIEVEMENT DATA FOR THE PURPOSE OF COMMUNICATING TO STUDENTS, PARENTS, AND ADMINISTRATORS.  3. USE	1. ANALYZE AND EVALUATE STUDENT ACHIEVEMENT DATA.  2. INTERPRETING STANDARDIZED ACHIEVEMENT DATA FOR THE PURPOSE OF COMMUNICATING TO STUDENTS, PARENTS, AND ADMINISTRATORS.  3. USE

	STUDENT DATA FOR MAKING DECISIONS TO IMPROVE INSTRUCTION.  4. EVALUATING CLASSROOM ASSESSMENTS FOR VALIDITY AND RELIABILITY.	STUDENT DATA FOR MAKING DECISIONS TO IMPROVE INSTRUCTION.  4. EVALUATING CLASSROOM ASSESSMENTS FOR VALIDITY AND RELIABILITY.
Materials:	POPHAM, J. W. (2008). CLASSROOM ASSESSMENT, 5TH EDITION. BOSTON: ALLYN & BACON.	POPHAM, J. W. (2008). CLASSROOM ASSESSMENT, 5TH EDITION. BOSTON: ALLYN & BACON.
Faculty Credentials:		Yes
<b>APPROVALS (Enter names and the dates approved)</b>		
Department/Program Chair/Director:	Date: 10/23/12	
College Curriculum Committee Chair:	Date: 10-23-12	
College Dean:	Date: 10/29/12	
Does <b>another department</b> or unit provide related expertise or offer similar courses?	No If Yes, have the other department complete the following:	
Department/Unit:		
Authorized by:	Date:	
Comments:		
<b>University Curriculum Team Authorization:</b>	Date:	

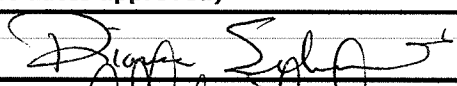
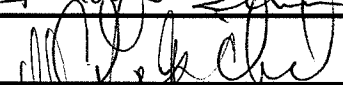
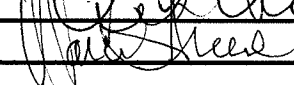


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**CHANGE COURSE SSE 6617 TRENDS IN SOC SCIENCE INSTRU****From: SSE 6617 TRENDS IN SOCIAL STUDIES INSTRUCTION**

Entered into System on:	10/11/2012 By Diane Schmidt	
What programs/majors/concentrations utilize this course?	Curriculum & Instruction (M.Ed.) concentrations in Social Science Science Education, Elementary Education, and Secondary Education	
Is this course a requirement or an elective?	Required in the C & I Social Science Education concentration. Elective in Elementary or Secondary Education concentrations	
Explain why the change is being requested:	The course name is changed from Trends in Social Studies Education to Trends in Social Science Education to match the current state certification title. The new course description is being changed to provide graduate students with an opportunity to develop more depth of understanding of current trends related to the specific content they teach.	
Will there be an impact on other courses or programs? Explain:	This course is also appropriate for students seeking teacher certification through the Teacher Immersion Program.	
Additional Remarks:		
<b>Course Information</b>	<b>Before Change</b>	<b>After Change</b>
Discipline:	SOCIAL STUDIES EDUCATION	SOCIAL STUDIES EDUCATION
Honors:	No	No
Effective Date:	08/25/1997	Summer 2013
Credit Hours:	3.0	3.0
Type of Credit:	College Credit	College Credit
Description:	Blank	Students investigate the implications of current theory, research, and issues related to a topic of their choice in the field of social science education and communicate their findings through appropriate web-based media.
General Education:	No	No Requirement
Gordon Rule:	No	No
Degree Type:		Graduate
Prerequisites:		No
Is there a minimum grade requirement?		No
Can prerequisites be taken concurrently?		No
Corequisites:		No
Resources Needed:	<b>Library:</b> <b>Faculty:</b> <b>Other:</b>	<b>Library:</b> None. This is an existing course. <b>Faculty:</b> None. This is an existing course. <b>Other:</b> None. This is an existing course.
Student Learning Outcomes:		1. Demonstrate knowledge of integrated content and methodology for teaching elementary, middle, and/or high school social science 2. Integrate national, state, and local

		reform in Social Science education using the National Council for Social Studies recommendations and the Florida Sunshine State Standards in social science 3. Understand and communicate the application of current trends, such as the use of inquiry, collaboration, authentic assessment, and technology 4. Justify instruction that focuses on both the process and conceptual content of social science 5. Adapt the social science program to provide for individual differences in special needs and ESOL students. 6. Demonstrate professional communication practices and contribute to the professional community
Materials:		Student Membership in the National Council for Social Studies.
Faculty Credentials:		No
<b>APPROVALS (Enter names and the dates approved)</b>		
Department/Program Chair/Director:	Date: 10/23/12	
College Curriculum Committee Chair:	Date: 10-23-12	
College Dean:	Date: 10/29/12	
Does <b>another department</b> or unit provide related expertise or offer similar courses?	No If Yes, have the other department complete the following:	
Department/Unit:		
Authorized by:	Date:	
Comments:		
<b>University Curriculum Team Authorization:</b>	Date:	

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## CHANGE COURSE SCE 6455 TRENDS IN SCIENCE INSTRUCTION

Entered into System on:	10/11/2012 By Diane Schmidt	
What programs/majors/concentrations utilize this course?	Curriculum & Instruction (M.Ed.) concentrations in Science Education, Elementary Education, and Secondary Education	
Is this course a requirement or an elective?	Required in the C & I Science Education concentration. Elective in Elementary or Secondary Education concentrations	
Explain why the change is being requested:	The new course description is being changed to provide graduate students with an opportunity to develop more depth of understanding of current trends related to the specific content they teach.	
Will there be an impact on other courses or programs? Explain:	This course is also appropriate for students seeking teacher certification through the Teacher Immersion Program.	
Additional Remarks:		
<b>Course Information</b>	<b>Before Change</b>	<b>After Change</b>
Discipline:	SCIENCE EDUCATION	SCIENCE EDUCATION
Honors:	No	No
Effective Date:	08/02/2009	Summer 2013
Credit Hours:	3.0	3.0
Type of Credit:	College Credit	College Credit
Description:	ANALYSIS OF MODERN CURRICULAR METHODS, MATERIALS AND STRATEGIES USED TO PRESENT SCIENCE AS A PROCESS OF INQUIRY.	Students investigate the implications of current theory, research, and issues related to a topic of their choice in the field of science education and communicate their findings through appropriate web-based media.
General Education:	No	No Requirement
Gordon Rule:	No	No
Degree Type:	Graduate	Graduate
Prerequisites:		No
Is there a minimum grade requirement?		No
Can prerequisites be taken concurrently?		No
Corequisites:		No
Resources Needed:	<b>Library:</b> <b>Faculty:</b> <b>Other:</b>	<b>Library:</b> None. This is an existing course. <b>Faculty:</b> None. This is an existing course. <b>Other:</b> None. This is an existing course.
Student Learning Outcomes:	1) DEMONSTRATE KNOWLEDGE OF CONTENT AND METHODOLOGY FOR TEACHING SCIENCE; 2) PLAN INSTRUCTION TO INCLUDE BOTH PROCESS AND CONTENT OF SCIENCE; 3) ADAPT THE SCIENCE PROGRAMS TO SERVE THE INDIVIDUAL DIFFERENCES AND	1. Demonstrate knowledge of integrated content and methodology for teaching elementary, middle, and/or high school science 2. Integrate national, state, and local reform in science using the National Science Teachers Association recommendations and the Florida

	NEEDS IN A DIVERSE STUDENTS; 4) DEMONSTRATE AN AWARENESS OF WAYS TO INTEGRATE AUTHENTIC ASSESSMENT, PROBLEM SOLVING, COOPERATIVE LEARNING STRATEGIES.	Sunshine State Standards in science 3. Understand and communicate the application of current trends, such as the use of inquiry, collaboration, authentic assessment, and technology 4. Justify instruction that focuses on both the process and conceptual content of science 5. Adapt the science program to provide for individual differences in special needs and ESOL students. 6. Demonstrate professional communication practices and contribute to the professional community
Materials:	MOLTZ, L. L., BIEHLE, J. T., WEST, S. S. (2007) CURRENT TRENDS AND FUTURE DIRECTIONS IN SCIENCE EDUCATION: BREAKING DOWN THE WALLS. NATIONAL SCIENCE TEACHERS ASSOCIATION.    RHOTON, J. & SHANE, P. (2006). TEACHING SCIENCE IN THE 21ST CENTURY. NATIONAL SCIENCE TEACHERS ASSOCIATION.	Student Membership in the National Science Teachers Association
Faculty Credentials:		Yes
<b>APPROVALS (Enter names and the dates approved)</b>		
Department/Program Chair/Director:	Date: 10/23/12	
College Curriculum Committee Chair:	Date: 10-23-12	
College Dean:	Date: 10/29/12	
Does <b>another department</b> or unit provide related expertise or offer similar courses?	No	If Yes, have the other department complete the following:
Department/Unit:		
Authorized by:	Date:	
Comments:		
<b>University Curriculum Team Authorization:</b>	Date:	

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## CHANGE COURSE MAE 6115 TRENDS IN MATH INSTRUCTION

Entered into System on:	10/11/2012 By Diane Schmidt	
What programs/majors/concentrations utilize this course?	Curriculum & Instruction (M.Ed.) concentrations in Mathematics Education, Elementary Education, and Secondary Education	
Is this course a requirement or an elective?	Required in the C & I Mathematics Education concentration. Elective in Elementary or Secondary Education concentrations	
Explain why the change is being requested:	The new course description is being changed to provide graduate students with an opportunity to develop more depth of understanding of current trends related to the specific content they teach.	
Will there be an impact on other courses or programs? Explain:	This course is also appropriate for students seeking teacher certification through the Teacher Immersion Program.	
Additional Remarks:		
<b>Course Information</b>	<b>Before Change</b>	<b>After Change</b>
Discipline:	MATHEMATICS EDUCATION	MATHEMATICS EDUCATION
Honors:	No	No
Effective Date:	08/02/2009	Summer 2013
Credit Hours:	3.0	3.0
Type of Credit:	College Credit	College Credit
Description:	STUDENTS INVESTIGATE THE IMPLICATIONS OF CURRENT THEORY, SIGNIFICANT RESEARCH, AND ISSUES IN THE FIELD OF MATHEMATICS EDUCATION AS THEY RELATE TO STUDENT LEARNING AND THE RECOMMENDATIONS OF THE NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS.	Students investigate the implications of current theory, research, and issues related to a topic of their choice in the field of mathematics education and communicate their findings through appropriate web-based media.
General Education:	No	No Requirement
Gordon Rule:	No	No
Degree Type:	Graduate	Graduate
Prerequisites:		No
Is there a minimum grade requirement?		No
Can prerequisites be taken concurrently?		No
Corequisites:		No
Resources Needed:	<b>Library:</b> <b>Faculty:</b> <b>Other:</b>	<b>Library:</b> None. This is an existing course. <b>Faculty:</b> None. This is an existing course. <b>Other:</b> None. This is an existing course.
Student Learning Outcomes:	1) DEMONSTRATE KNOWLEDGE OF INTEGRATED CONTENT AND METHODOLOGY FOR TEACHING ELEMENTARY, MIDDLE, AND/OR HIGH SCHOOL MATHEMATICS; 2) INTEGRATE NATIONAL, STATE, AND	1) DEMONSTRATE KNOWLEDGE OF INTEGRATED CONTENT AND METHODOLOGY FOR TEACHING ELEMENTARY, MIDDLE, AND/OR HIGH SCHOOL MATHEMATICS; 2) INTEGRATE NATIONAL, STATE, AND

	LOCAL REFORM WITH THE MATHEMATICS CURRICULUM USING THE PRINCIPLES AND STANDARDS FOR SCHOOL MATHEMATICS (NCTM, 2000), AND THE FLORIDA SUNSHINE STATE STANDARDS IN MATHEMATICS; 3) UNDERSTAND THE USE OF MANIPULATIVES, COOPERATIVE LEARNING, AND AUTHENTIC ASSESSMENT; 4) PLAN INSTRUCTION TO INCLUDE BOTH THE PROCESS AND CONTENT OF MATHEMATICS; 5) ADAPT THE MATHEMATICS PROGRAM TO PROVIDE FOR INDIVIDUAL DIFFERENCES IN SPECIAL NEEDS AND ESOL STUDENTS.	LOCAL REFORM WITH THE MATHEMATICS CURRICULUM USING THE PRINCIPLES AND STANDARDS FOR SCHOOL MATHEMATICS (NCTM, 2000), AND THE FLORIDA SUNSHINE STATE STANDARDS IN MATHEMATICS; 3) UNDERSTAND THE USE OF MANIPULATIVES, COOPERATIVE LEARNING, AND AUTHENTIC ASSESSMENT; 4) PLAN INSTRUCTION TO INCLUDE BOTH THE PROCESS AND CONTENT OF MATHEMATICS; 5) ADAPT THE MATHEMATICS PROGRAM TO PROVIDE FOR INDIVIDUAL DIFFERENCES IN SPECIAL NEEDS AND ESOL STUDENTS; 6. Demonstrate professional communication practices and contribute to the professional community.
Materials:	MARTIN, T (2007). MATHEMATICS TEACHING TODAY: IMPROVING PRACTICE, IMPROVING STUDENT LEARNING. RESTON, VA: NCTM  NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. (2000). PRINCIPLES AND STANDARDS FOR SCHOOL MATHEMATICS. RESTON, VA: NCTM.	Student Membership in the National Council of Teachers of Mathematics (NCTM).
Faculty Credentials:		Yes
<b>APPROVALS (Enter names and the dates approved)</b>		
Department/Program Chair/Director:	Date: 10/23/12	
College Curriculum Committee Chair:	Date: 10-23-12	
College Dean:	Date: 10/29/12	
Does <b>another department</b> or unit provide related expertise or offer similar courses?	No If Yes, have the other department complete the following:	
Department/Unit:		
Authorized by:	Date:	
Comments:		
<b>University Curriculum Team Authorization:</b>	Date:	


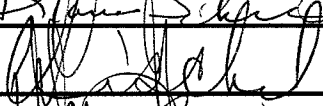
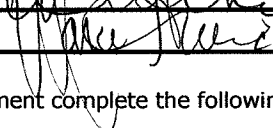
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## CHANGE COURSE LAE 6616 TRENDS IN LANG ARTS INSTRUCT

**From: LAE 6616 TRENDS IN LANGUAGE ARTS INSTRUCTION**

Entered into System on:	10/11/2012 By Diane Schmidt	
What programs/majors/concentrations utilize this course?	Curriculum & Instruction (M.Ed.) concentrations in English, Elementary Education, and Secondary Education	
Is this course a requirement or an elective?	Required in the C & I English concentration. Elective in Elementary or Secondary Education concentrations	
Explain why the change is being requested:	The new course description is being changed to provide graduate students with an opportunity to develop more depth of understanding of current trends related to the specific content they teach.	
Will there be an impact on other courses or programs? Explain:	This course is also appropriate for students seeking teacher certification through the Teacher Immersion Program.	
Additional Remarks:		
<b>Course Information</b>	<b>Before Change</b>	<b>After Change</b>
Discipline:	LANGUAGE ARTS AND ENGLISH EDUCATION	LANGUAGE ARTS AND ENGLISH EDUCATION
Honors:	No	No
Effective Date:	08/25/1997	Summer 2013
Credit Hours:	3.0	3.0
Type of Credit:	College Credit	College Credit
Description:	Blank	Students investigate the implications of current theory, research, and issues related to a topic of their choice in the field of language arts education and communicate their findings through appropriate web-based media.
General Education:	No	No Requirement
Gordon Rule:	No	No
Degree Type:		Graduate
Prerequisites:		No
Is there a minimum grade requirement?		No
Can prerequisites be taken concurrently?		No
Corequisites:		No
Resources Needed:	<b>Library:</b> <b>Faculty:</b> <b>Other:</b>	<b>Library:</b> None. This is an existing course. <b>Faculty:</b> None. This is an existing course. <b>Other:</b> None. This is an existing course.
Student Learning Outcomes:		1. Demonstrate knowledge of integrated content and methodology for teaching elementary, middle, and/or high school language arts 2. Integrate national, state, and local reform in language arts using the

		National Council of Teachers of English recommendations and the Florida Sunshine State Standards in Language Arts 3. Understand and communicate the application of current trends, such as the use of inquiry, collaboration, authentic assessment, and technology 4. Justify instruction that focuses on both the process and conceptual content of language arts 5. Adapt the language arts program to provide for individual differences in special needs and ESOL students. 6. Demonstrate professional communication practices and contribute to the professional community
Materials:		Student Membership in the National Council of Teachers of English
Faculty Credentials:		Yes
<b>APPROVALS (Enter names and the dates approved)</b>		
Department/Program Chair/Director:	Date: 10/23/12	
College Curriculum Committee Chair:	Date: 10/23/12	
College Dean:	Date: 10/29/12	
Does <b>another department</b> or unit provide related expertise or offer similar courses?	No	If Yes, have the other department complete the following:
Department/Unit:		
Authorized by:	Date:	
Comments:		
<b>University Curriculum Team Authorization:</b>	Date:	



1. Degree/Major Title:

**Curriculum & Instruction (M.Ed.)**

2. Contact person: Diane Schmidt

College: Education

Department/School: Curriculum, Instruction, & Culture

Telephone: 239-590-7741

3. Briefly describe the proposed revision(s).

There are three changes proposed here: 1) Change the name of the Social Studies Education concentration to Social Science Education concentration; 2) Change one course title and 4 course descriptions; 3) provide an allowance for students to obtain dual concentrations in the C & I degree.

4. Effective date: Fall 2012 - Requesting retroactive effective date for dual concentrations

*Changes are effective in the fall of the year. Exceptions are approved only in unusual circumstances with adequate justification.*

5. Briefly explain the rationale for the proposed revision.

*Link the proposed revision to assessment and institutional effectiveness activities (feedback from students, market demands, program evaluation, resource allocation, etc.).*

1) Teachers are required to have masters degrees or concentrations in the area of their certification. We propose to change the name of the Social Studies Education concentration to Social Science Education to match the Florida Department of Education certification title. 2) The course title changes also switch titles for Social Studies Methods and Trends in Social Studies to Social Science Methods and Trends in Social Science for the same reason. We are updating the course descriptions for all four Trends courses (language arts, mathematics, science, & social science) to allow teachers to focus their course work on the specific content and topics aligned with what they teach. 3) State statute now requires that teachers have a major or concentration on their transcript that aligns with their area of certification and the area in which they teach to be eligible to receive a salary supplement for their master's degree. Since many teachers are certified in more than one subject area, this presents problems for those who elect or are required to teach in a second certification area. Teachers do not have the option of getting a second master's degree in the areas offered under C & I concentrations (Elementary Education, Math Education, Science Education, English, and Social Science Education). Teachers would have taken all the required courses for C & I when they completed their original C & I master's degree.

6. Describe additional library resources needed to support this revision? Explain rationale for response, even if answer is None.

None, the program is fully resourced

7. Describe additional faculty resources needed to support this revision? Explain rationale for response, even if answer is None.

None, there are no additional courses required. Enrollment may increase, but current course enrollments are low enough to accommodate potential increases.

8. Describe additional technology, facility, laboratory, or other resources needed to support this revision? Explain rationale for response, even if answer is None.

None, there are no additional courses required

9. What impact will the proposed revision have on other colleges, units, or programs?

Some under-enrolled courses in the Reading M.Ed. may receive a boost from students electing to add an English concentration.

10. New courses:☒ No new courses are required.☐ New courses are needed. List prefix/number/title below. Complete a Course Add Form for each from the Curriculum Management System - <https://midas.fgcu.edu/acadaff/scns/>.11. Change to existing courses:☐ No existing courses are being changed.☒ Existing courses are being changed. List prefix/number/title below. Complete a Course Change Form for each from the Curriculum Management System - <https://midas.fgcu.edu/acadaff/scns/>.

LAE 6616 Trends in Lang Arts Inst.

MAE 6115 Trends in Math Instr.

SCE 6455 Trends in Science Inst.

SSE 6617 Trends in Social Science Instr.

12. Termination of existing courses:☒ No existing courses are being deleted from the FGCU course inventory.☐ Courses are being terminated. List prefix/number/title below. Complete a Course Terminate Form for each course from the Curriculum Management System - <https://midas.fgcu.edu/acadaff/scns/>.13. Catalog copy:Attach an edited, tracked copy in color of the catalog display for this Degree/Major showing all revisions using the online catalog copy from the current academic year - <http://www.fgcu.edu/catalog/>.

**Reminder:** The prefix/number for a new course is handled one way in the CMS and another way in the catalog copy. In the CMS, a new course is identified by entering the suggested prefix/number. In the catalog copy, the same new course is listed with the suggested prefix, the course level, and XXX (e.g, 2XXX or 4XXX). When final approval for the course prefix/number is received from SCNS, the catalog copy will be updated.

14. Additional remarks:**APPROVALS** (required prior to submission)

Department/Program Chair/Director

Date

College Curriculum Committee Chair

Date

College Dean

Date

Does another department or unit provide related expertise or offer similar courses? ☐ No ☐ Yes (If yes, have the other department complete the following. Attach a separate sheet if needed.)

Department/Unit:

☐ Supports this proposal ☐ Does not support this proposal ☐ Defers Recommendation

Authorizing signature:

Date

Comments:

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FGCU Undergraduate Curriculum Team or Graduate Curriculum Team

☐ Approves    ☐ Approves w/conditions    ☐ Does not approve

Signature: \_\_\_\_\_ Date \_\_\_\_\_

Comments/Conditions:



## **Curriculum & Instruction (M.Ed.)**

### **College of Education**

<http://coe.fgcu.edu/c-imed/index.asp>

### **2012-2013 Catalog Year**

#### **Concentrations**

- Elementary Education Concentration
- English Education Concentration
- Mathematics Education Concentration
- Science Education Concentration
- Secondary Education Concentration
- Social Studies-Science Education Concentration

The M.Ed. in Curriculum and Instruction program provides advanced study in education and is designed to improve the competency of teachers, to encourage research and to initiate and implement programs involving the schools and the community.

#### **Program Admission Requirements**

- A four year undergraduate degree from a regionally accredited institution.
- Any one of the following:
  1. a grade point average (GPA) of 3.0 or higher on a 4.0 scale for the last 60 semester hours attempted accruing to the undergraduate degree; or
  2. a combined score of 1000 or higher on the quantitative and verbal sections of the GRE exam; or
  3. a 400 or higher on the MAT; or
  4. a graduate degree from a regionally accredited institution.

Note: All applicants must submit GPA and graduate admission (GRE or MAT) test scores regardless of which of the above criteria are met for admissions.

- Submission of three favorable recommendations from professionals in the field.
- Professional certification or completion of certification eligibility requirements, including course work and passing scores on the required Florida Certification Exams.
- Successful performance in prior graduate coursework
- Performance in courses taken post baccalaureate will be taken into consideration for admission to the College of Education Graduate Programs
- Graduation from a baccalaureate level program or a graduate degree from a regionally accredited college or university documented by official transcripts

- Minimum score of 550 on TOEFL or 6.5 on IELTS for international students who speak English as a second language

## **Program Requirements**

### **1. Required Courses in the Major (24 hrs)**

- EDF 6215 Learning Principles Applied to Instruction (3)
- EDF 6284 Instructional Design (3)
- EDF 6432 Foundations of Measurement (3)
- EDF 6461 Introduction to Program Evaluation (3)
- EDF 6481 Foundations of Educational Research (3)
- EDG 6363 Capstone Seminar (3)\*
- EDG 6627 Foundations of Curriculum & Instruction (3)
- EDG 6356 Instructional Models and Strategies (3)

\*Candidates will design and complete a scholarly project approved by their faculty advisor that integrates the principles, theories, and concepts of the C & I program. Students should complete the capstone project in the final semester.

### **2. Concentration Requirements (12 hrs)**

#### **A. Elementary Education Concentration**

##### **1. Required Courses (6 hrs)**

- RED 6656 Instruction for Struggling Readers (3)
- Select one of the following trends in education courses:
  - LAE 6616 Trends in Language Arts Instruction (3)
  - MAE 6115 Trends in Math Instruction (3)
  - SCE 6455 Trends in Science Instruction (3)
  - SSE 6617 Trends in Social Studies-Science Instruction (3)

##### **2. Electives (6 hrs) Select from:**

- Other graduate courses within the College of Education, with advisor approval
- Other content specific courses from outside the College of Education, with advisor approval

#### **B. English Education Concentration**

##### **1. Required Courses (6 hrs)**

- LAE 6325 Language Arts Methods 6-12 (3)
- LAE 6616 Trends in Language Arts Instruction (3)

2. Electives (6 hrs)

- Graduate courses in written composition or literature from outside of the College of Education, with advisor approval
- Other graduate LAE and/or RED courses within the College of Education, with advisor approval

**C. Mathematics Education Concentration**

1. Required Courses (6 hrs)

- MAE 6336 Math Methods 6-12 (3)
- MAE 6115 Trends in Math Instruction (3)

2. Electives (6 hrs)

- Graduate courses in Mathematics content from outside of the College of Education, with advisor approval
- Other graduate MAE courses within the College of Education, with advisor approval

**D. Science Education Concentration**

1. Required Courses (6 hrs)

- SCE 6366 Science Methods 6-12 (3)
- SCE 6455 Trends in Science Instruction (3)

2. Electives (6 hrs)

- Graduate courses in Science content from outside of the College of Education, with advisor approval
- Other graduate SCE courses from within the College of Education, with advisor approval

**E. Secondary Education Concentration**

1. Required Courses (6 hrs)

Select one of the following secondary methods courses:

- LAE 6325 Language Arts Methods 6-12 (3)
- MAE 6336 Math Methods 6-12 (3)
- SCE 6366 Science Methods 6-12 (3)
- SSE 6326 Social Studies ~~Science~~ Methods 6-12 (3)

Select one of the following trends in education courses:

- LAE 6616 Trends in Language Arts Instruction (3)
- MAE 6115 Trends in Math Instruction (3)
- SCE 6455 Trends in Science Instruction (3)
- SSE 6617 Trends in Social ~~Studies~~ Science Instruction (3)

2. Electives (6 hrs)

Select from:

- Other graduate courses within the College of Education, with advisor approval
- Other content specific courses from outside the College of Education, with advisor approval

**F. Social ~~Studies~~ Science Education Concentration**

1. Required Courses (6 hrs)

- SSE 6326 Social ~~Studies~~ Science Methods 6-12 (3)
- SSE 6617 trends in Social ~~Studies~~ Science Instruction (3)

2. Electives (6 hrs)

- Graduate courses in Social Science ~~Studies~~ content from outside the College of Education, with advisor approval
- Other graduate SSE courses within the College of Education, with advisor approval

**TOTAL SEMESTER HOURS REQUIRED: 36 HRS**

**Additional Graduation Requirements**

- Students must satisfactorily complete the minimum number of credit hours specified by the graduate degree program.
- A grade of B or higher must be earned in all College of Education graduate courses used as prerequisites and each core course.
- Overall GPA of 3.0 or higher in all work attempted.
- A cumulative GPA of 3.0 for all coursework in program.

Dual Concentrations

- Students may seek dual concentrations with approval from academic advisors. No courses used to meet requirements of one concentration can be used to meet requirements for the second concentration.

**Transfer Notes and Acceptable Substitutes**

The College of Education limits the transfer of coursework into its graduate programs to a maximum of 12 credits or three courses, with the following exception: Up to 100% of the credit

hours earned from courses required in a master's degree taken at FGCU for a teaching certificate can be applied to the master's degree with the approval of the college dean or designee in conjunction with the Office of Curriculum & Instruction, and (approval from the) Office of Graduate Studies.

–All transfer courses must have been completed with a minimum grade of B and no more than seven years prior to the date of entry into the M.Ed. Curriculum & Instruction program and no more than ten years prior to graduation. Students who have earned an FGCU certificate in Elementary Teaching, Secondary Teaching, or Teacher Immersion Program (TIP) may request that additional hours, up to a maximum of 21, be applied to the M.Ed. Curriculum & Instruction