



April 27, 2012

**MEMORANDUM**

**TO:** FSU Board of Trustees  
Florida Board of Governors

**FROM:** Marcy P. Driscoll, Dean  
FSU College of Education 

**RE:** Proposal for degree consolidation

Attached are documents proposing the consolidation of independent graduate programs in teacher education, each currently with its own CIP number, under a single degree authorization – Curriculum & Instruction – with a single CIP. The documents include:

- Rationale for consolidation
- Letter from FIU
- Summary of projected costs and funding sources
- Termination forms

The proposed degree title is consistent with professional education degrees offered across the country and in the state of Florida (specifically, in Colleges of Education at UF and FIU). Because an administrative change only is proposed, there will be no impact on the ability of UF and FIU to continue attracting students to their programs as they have always done. A letter from the Education Dean at FIU is included with this packet asserting no objection to this proposal.

Pending approval of this change, it would be implemented according to the following timeline.

- Suspend admissions to the existing independent programs after the Summer 2012 admission cycle.
- Begin admissions to the consolidated C&I programs in Spring 2013. This will coincide with the rollout of Campus Solutions so that application to the C&I programs will be made available when CS goes live in January, 2013.
- Phase out existing independent programs through the termination date of August 1, 2015.

# School of Teacher Education

## Proposed Consolidation of MS, EdS, & PhD Degrees

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Prepared by: Lawrence C. Scharmann, Director, School of Teacher Education

Date: April 6, 2012

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### **PROPOSAL**

The School of Teacher Education (STE) proposes to consolidate existing graduate degrees (10 independent masters; 10 independent specialist, and 9 independent doctoral) to a single masters, single specialist, and single doctoral degree respectively. The consolidated degrees would each be titled Curriculum and Instruction. Each current, independent degree (e.g., Elementary Education, English Education, Special Education) would thus be subsumed within each of the Curriculum and Instruction degrees as a major (see page 3 for relevant CIP Codes). In making this proposal, STE explicitly requests not to be subject to the approval protocols required for “new” degrees, because, through consolidation, we maintain the integrity of a majority of curricular elements associated with the current independent degrees. In addition (as will be reinforced in the rationale) STE is able to create a pool of faculty possessing graduate faculty status who would coordinate their efforts to conduct the proposed consolidated degree and its associated majors. At each degree level, a set of common core research and instructional technology program elements (sometimes with identical courses, sometimes with similar courses with slightly different emphases) would be complemented by a curricular element specific to the major.

### **RATIONALE**

A planned benefit in forming the STE as an administrative unit in 2006-2007 was to take better advantage of mutual connections among those College of Education faculty affiliated with programs leading to professional teaching certificates (primarily but not exclusively at the undergraduate level). At the graduate level, in addition, it was envisioned that these connections would extend to increased research collaborations, greater efficiency in course offerings, shared curriculum development, and ultimately degree consolidation. The STE currently administers a medley of graduate masters and doctoral degrees that have operated with moderate independence. In great measure, however, sharing expertise both within STE and across the College of Education could strengthen the curriculum in these independent programs if they were consolidated. The resulting degrees in Curriculum and Instruction would more effectively reflect the interdependent nature of contemporary professional education, with subject content and research questions that transcend single areas of concentration and demand interdisciplinary collaboration. Such consolidated degrees also eliminate problems faced by smaller, independent programs when retirements (or other consequential loss of faculty numbers) leave a shortage in critical faculty within one of the independent programs – the remaining professors with graduate

faculty status become overtaxed and, as a consequence, students underserved. Budget cuts in 2009-2010, together with faculty retirement over a span of 2-3 years and an inability to recruit new faculty, resulted in program suspensions in several independent programs. Finally, consolidated degrees permit STE as an academic unit to attain an identity that is consistent with:

- Offering graduate degrees as similarly structured by aspirational universities (among still many others) such as Indiana University, Stanford University, or the University of North Carolina;
- *Quality Enhancement Review* (external) and Graduate Program Council (internal) recommendations reported in Spring 2011;
- Accreditation standards delineated by professional associations (e.g., National Council for the Accreditation of Teacher Education – NCATE; American Association of Colleges of Teacher Education – AACTE) that demand use of a continuous improvement model. [Note: To more fully explicate this third point – since there will exist outcomes (i.e., core program elements) in common for all degree candidates, it becomes easier to collect data upon which interpretations and improvements can be made. See common core program elements below for masters, specialist, and doctoral levels.]

Features planned within this degree consolidation proposal, consistent with FSU Graduate Policy Committee recommendations include:

1. Masters level:
  - a. Core Program Elements in Curriculum and Teaching & Learning are planned to take advantage of several existing courses taught by faculty in STE (See Appendix A, Masters Outline of Studies). Note: This consolidation proposal does not impact existing curricula pursuant to graduate Masters teacher certification. Such curricula remain intact (as currently approved by the Florida State Department of Education) and are subsumed within the individual majors resulting from proposed degree consolidations.
  - b. Two additional program elements (Instructional Technology; Research and Scholarship) are planned to leverage either existing or potentially new courses taught by faculty in the College of Education but potentially external to STE.
  - c. In consolidating former independent programs and subsuming them as majors within the proposed degree structure, flexible and highly individualized programs of study are possible. For example, using the English Education major, there would exist at least two pathways to permit multiple targets for prospective recruitment – those seeking initial teacher certification from the Florida Department of Education and in possession of a baccalaureate in content English, others currently teaching English subject matter in grades 6-12 seeking advanced course content in English to complement advanced pedagogy to improve instructional effectiveness, et al. Additional variations of these two alternative pathways become unique to meet the circumstances of individual students and to better meet the needs of an increasingly diverse clientele with respect to access to our programs. This level of flexibility with major offerings would extend to each major within the overarching degree structure (see Description of majors in the Masters section of the proposal).

- d. The recruitment of graduate masters students to the Curriculum and Instruction degree structure would occur from current independent programs and reopen admission possibilities for students interested in areas currently suspended. Those suspended programs that also would be subsumed include: Foreign and second language teaching, mathematics education, and science education. A central reason for the recent declines in SCH production over the last several years in the STE can be traced directly to the suspension of programs. By reconstituting these former programs as majors within a larger, consolidated degree structure, the potential for enhanced recruitment increases.
2. Specialist level:
    - a. An interdepartmental core of courses taken in common for all STE specialist students is planned (See Appendix A for specialist outline of studies). Courses developed for this interdepartmental core represent both “opportunities for curriculum development with departments within the college” (as stated in GPC Recommendation 3 – Childhood and Secondary Education) and the “adding of core curriculum [specialist] courses” (as suggested in GPC Recommendation 4 (Special Education)).
    - b. Creation of Curriculum and Instruction seminars on a variety of topics intends to address not only the “adding of core curriculum [specialist] courses,” but also provide students with a voice in selecting those seminars of most value to their professional development [as suggested in GPC Recommendation 6 (Special Education)]. Finally, since students across various majors would elect the same seminar(s), it would provide a “mechanism to interact within the same school.”
    - c. In consolidating former independent programs and subsuming them as majors within the proposed degree structure, flexible and highly individualized programs of study are possible in a manner similarly argued at the Masters level.
    - d. The recruitment of specialist students to Curriculum and Instruction would occur from current independent programs and reopen admission possibilities for students interested in areas currently suspended. Those suspended programs that also would be subsumed include: Foreign and second language teaching, mathematics education, science education, and social sciences education. A central reason for the recent declines in graduate SCH production over the last several years in the STE can be traced directly to the suspension of programs. By reconstituting these former programs as majors within a larger, consolidated degree structure, the potential for enhanced recruitment becomes once again possible.
3. Doctoral level:
    - a. An interdepartmental core of courses taken in common for all STE doctoral students is planned (See Appendix A for doctoral outline of studies). Courses developed for this interdepartmental core represent both “opportunities for curriculum development with departments within the college” (as stated in GPC Recommendation 3 – Childhood and Secondary Education) and the “adding of core curriculum doctoral courses” (as suggested in GPC Recommendation 4 (Special Education)).

- b. Creation of Curriculum and Instruction seminars on a variety of topics intends to address not only the “adding of core curriculum doctoral courses,” but also provide students with a voice in selecting those seminars of most value to their professional development [as suggested in GPC Recommendation 6 (Special Education)]. Finally, since students across various majors would elect the same seminar(s), it would provide a “mechanism to interact within the same school.”
- c. In consolidating former independent programs and subsuming them as majors within the proposed degree structure, flexible and highly individualized programs of study are possible in a manner similarly argued at the Masters level.
- d. The recruitment of doctoral students to Curriculum and Instruction would occur from current independent programs and reopen admission possibilities for students interested in areas currently suspended. Those suspended programs that also would be subsumed include: Foreign and second language teaching, mathematics education, science education, and social sciences education. A central reason for the recent declines in graduate SCH production over the last several years in the STE can be traced directly to the suspension of programs. By reconstituting these former programs as majors within a larger, consolidated degree structure, the potential for enhanced recruitment becomes once again possible.

### Summary of Degree Consolidation

A single CIP Code (i.e., Curriculum and Instruction) would replace the following independent CIP Codes that currently represent STE masters, specialist, or doctoral degrees/programs.

<b>CIP Code</b>	<b>Program/Degree Name</b>
131001	Special Education
131009	Visual Disabilities
131202	Elementary Education
131210	Early Childhood Education
131305	English Education
131306	Foreign and Second Language Teaching
131311	Mathematics Education
131315	Reading Education
131316	Science Education
131317	Social Science Education

## Appendix A

Proposed Consolidation of MS, EdS, and PhD Degrees

School of Teacher Education

**Masters – Curriculum and Instruction – 32-36 SCH**  
Outline of Studies

The proposed Curriculum and Instruction Masters degree is individualized to meet a student’s needs and interests based on his/her career goals. The coursework for the proposed master’s degree is comprised of four core program elements and a major field of study. Note: This consolidation proposal does not impact existing curricula pursuant to graduate Masters teacher certification. Such curricula remain intact (as currently approved by the Florida State Department of Education) and are subsumed within the individual majors resulting from proposed degree consolidations.

**Core Program Elements (taken by all masters candidates) – 12-15 semester credit hours**

Program Element	SCHs	Element Description
Curriculum	3	This element addresses critical issues of PK-12 curriculum. A broad range of scope, sequence, and integration issues would include: 1) The historical, philosophical, psychological, and social foundations upon which curriculum is constructed; 2) The development and use of national and state standards; and 3) Applications in contemporary design (aims, goals, implementation, and assessment alternatives).
Teaching & Learning	3	This element addresses considerations and decisions addressing the needs of learners, selection of teaching methods, and the social interactions necessary to enhance the quality of the learning environment. Tenets of learning theory applied as best practice (e.g., Universal Design for Learning, Response to Intervention, et al.) would be represented in this core element.
Instructional Technology	3	This element addresses considerations, decisions, and critical issues relevant to enhancing instructional effectiveness and efficiency through the use of web tools, social media and immersive environments, productivity tools, project-based learning, et al. Consideration is also given to effective online/asynchronous teaching and learning best practices.
Research & Scholarship	3-6	This element broadly addresses the interpretation, use, and conduct of research. Masters candidates will design studies, collect relevant information in a field-based environment, and interpret results that lead to instructional improvement and enhanced student achievement. Candidates specifically interested in continuing studies at the doctoral level will, in addition, complete EDF 5481 (Methods of Educational Research; 3 SCH).

**Majors – 18-21 semester credit hours**

In addition to core program elements (required of all students), master’s degree candidates will complete a major that reflects an individual specialty area (e.g., Early Childhood Education, English Education, Mathematics Education etc.). Majors include:

<b>Major</b>	<b>Description of Major</b>
<i>Early Childhood Education</i>	Designed for persons aspiring to be master classroom teachers of children, birth to grade 3 (or age 8) in public and private settings, early childhood centers or similar educational institutions. The program accommodates a variety of student backgrounds including those who: a) have a degree in an area outside education but have been certified in early childhood by the Florida Department of Education (DOE); b) are certified in elementary education; and c) are certified in early childhood.
<i>Elementary Education</i>	Designed as a major with two alternatives: a) for the individual who is already certified to teach; and b) for the individual who has already completed a bachelor’s degree in a field other than elementary education and now wishes to use these experiences to enrich the elementary classroom.
<i>English Education</i>	Designed as a major for persons already certified and aspiring to be a master classroom teacher or for the individual who possesses a bachelor’s degree in English and desires to become certified.
<i>Mathematics Education</i>	Designed as a major for persons already certified and aspiring to be a master classroom teacher or for the individual who possesses a bachelor’s degree in mathematics and desires to become certified.
<i>Foreign and Second Language Teaching</i>	Designed as a major for persons already certified and aspiring to be a master classroom teacher or for the individual who possesses a bachelor’s degree in one of the modern languages and desires to become certified.
<i>Reading/Language Arts Education</i>	Designed as a major to integrate an endorsement in reading (K-12), providing knowledge and skills in reading and language arts for those teachers who seek a career as a specialist in developmental and corrective reading and language arts education or are interested in expanding their knowledge of research-based literacy instruction.
<i>Science Education</i>	Designed as a major for persons already certified and aspiring to be a master classroom teacher or for the individual who possesses a bachelor’s degree in a science discipline and desires to become certified.
<i>Social Science Education</i>	Designed as a major for persons already certified and aspiring to be a master classroom teacher or for the individual who possesses a bachelor’s degree in a social sciences discipline and desires to become certified.
<i>Special Education</i>	Designed as a major (and most appropriate) for individuals who are already certified in an area of special or general education. The major is also appropriate for individuals who wish to update or increase their knowledge of special education. While not a teacher certification program, this major provides opportunities for individuals to develop leadership and research skills. [Note: Individuals wishing to become certified in educating students with exceptionalities and endorsed in ESOL in Florida through an initial teacher certification program may apply to the 3-year combined bachelor/master’s program.]
<i>Visual Disabilities</i>	Designed as a major to allow students to plan their studies so that upon graduation they are prepared to work with adults or with children who have visual impairments, either as a public or residential school teacher, a vision rehabilitation therapist or an orientation and mobility specialist. Graduate students are expected to select an area of service to individuals with visual impairments in which they plan to specialize.

**Specialist – Curriculum and Instruction**  
Outline of Studies (minimum of 38 SCH)

The proposed Curriculum and Instruction specialist degree is individualized to meet a student’s needs and interests based on her/his career goals. Admission to the Specialist in Curriculum and Instruction requires evidence of the completion of a master’s degree from an accredited institution. The coursework for the proposed specialist degree is comprised of four core program elements (taken in common) that accompany a major that reflects an individual’s area of expertise.

**Core Program Elements (taken by all specialist candidates) – 23 semester credit hours**

<b>Program Element</b>	<b>SCHs</b>	<b>Element Description</b>
Interdepartmental Core Curriculum Theory (3 SCH) Learning Theory (3 SCH)* Policy Studies (3 SCH)*	9	This element represents an opportunity to gain insights from department faculty external to the School of Teacher Education. Completion of this core simultaneously provides curriculum and instruction specialist candidates with a more comprehensive view of professional education theory and best practices.  *[Note: Since faculty external to the School of Teacher Education may provide instruction for courses associated with the Interdepartmental Core, the outside specialist committee member can be chosen from among these faculty.]
Curriculum & Instruction Seminars (min. of 2) Action Research (1 SCH) Grant Writing (1 SCH) Online Teaching/Learning (1 SCH) Program Evaluation (1 SCH)	2	This element would include a minimum of two curriculum and instruction seminars. [Note: This element, in part, addresses recommendations from the Graduate Program Council regarding the provision of enhanced professional development opportunities.]
Research Methods Core  Required Courses:  EDF 5400 – Basic Descriptive/Inferential Statistics (3 SCH) EDF 5481 – Methods of Educational Research (3 SCH)  Electives (6 SCH): to be selected with approval of the major professor and supervisory committee consistent with the candidate’s research goals.	12	A minimum of 12 semester hours of graduate courses must be completed in the research methods core. The student must demonstrate knowledge and competence with basic descriptive and inferential statistics and various methods of educational research.

Majors – A minimum of 15 semester credits hours

In addition to core program elements (required of all students), specialist degree candidates will complete a major that reflects an individual specialty area (e.g., Early Childhood Education, English Education, Mathematics Education etc). Majors include:

<b>Major</b>	<b>Description of Major</b>
<i>Early Childhood Education</i>	Designed to prepare persons for leadership roles in early childhood education including: a) infant/toddler; b) preschool; c) kindergarten; d) early primary education.
<i>Elementary Education</i>	Designed to prepare persons for leadership roles as: a) teacher leaders of elementary education (K-6); b) curriculum specialists at the local, state, regional, and/or national level.
<i>English Education</i>	Designed to prepare candidates for leadership roles as: a) community college instructors in English; b) curriculum specialists at the local, state, regional, and/or national level; c) lead teachers in secondary schools; and d) educational consultant/editor/writer.
<i>Mathematics Education</i>	Designed to prepare candidates for leadership roles as: a) community college instructors in Mathematics; b) curriculum specialists at the local, state, regional, and/or national level; c) lead teachers in secondary schools; and d) educational consultant/editor/writer.
<i>Foreign and Second Language Education</i>	Designed to prepare candidates for leadership roles as: a) community college instructors in Foreign and Second Language; b) curriculum specialists at the local, state, regional, and/or national level; c) lead teachers in secondary schools; and d) educational consultant/editor/writer.
<i>Reading/Language Arts Education</i>	Designed to prepare candidates aspiring to be, scholars, researchers, or educational policy-makers. The major emphasizes scholarly work in the theoretical disciplines such as psychology, linguistics, sociology, anthropology, reading, learning disabilities, intervention/instruction, and in research methods appropriate to these disciplines.
<i>Science Education</i>	Designed to prepare candidates for leadership roles as: a) community college instructors in Science disciplines (e.g., biology, chemistry); b) curriculum specialists at the local, state, regional, and/or national level; c) lead teachers in secondary schools; and d) educational consultant/editor/writer.
<i>Social Science Education</i>	Designed to prepare candidates for leadership roles as: a) community college instructors in Social Sciences; b) curriculum specialists at the local, state, regional, and/or national level; c) lead teachers in secondary schools; and d) educational consultant/editor/writer.
<i>Special Education and Visual Disabilities</i>	Designed to prepare selected individuals to serve in leadership roles in the education of individuals with disabilities. The primary purpose of the major is to prepare graduates for positions in special education (and visual disabilities). Related fields include: program administration, policy development and analysis, and research coordination.

**Doctorate – Curriculum and Instruction**  
Outline of Studies (minimum of 65 SCH)

The proposed Curriculum and Instruction doctoral degree is individualized to meet a student’s needs and interests based on her/his career goals. Admission to the doctorate in Curriculum and Instruction requires evidence of the completion of a master’s degree from an accredited institution. The coursework for the doctoral degree is comprised of four core program elements (taken in common) that accompany a major that reflects an individual’s area of expertise.

**Core Program Elements (taken by all doctoral candidates) – 50 semester credit hours**

Program Element	SCHs	Element Description
Interdepartmental Core Curriculum Theory (3 SCH) Learning Theory (3 SCH)* Policy Studies (3 SCH)*	9	This element represents an opportunity to gain insights from department faculty external to the School of Teacher Education. Completion of this core simultaneously provides curriculum and instruction doctoral candidates with a more comprehensive view of professional education theory and best practices.  *[Note: Since faculty external to the School of Teacher Education provide instruction for courses associated with the Interdepartmental Core, the outside doctoral committee member can be chosen from among these faculty.]
Curriculum & Instruction Seminars (min. of 2) Action Research (1 SCH) Grant Writing (1 SCH) Online Teaching/Learning (1 SCH) Program Evaluation (1 SCH)	2	This element would include a minimum of two curriculum and instruction doctoral seminars. [Note: This element, in part, addresses recommendations from the Graduate Program Council regarding the provision of enhanced professional development opportunities.]
Research Methods Core	15	A minimum of 15 semester hours of graduate courses must be completed in the research methods core. The student must demonstrate knowledge and competence with research design and evaluation, statistics, and basic computer use as a research tool for data analysis. In addition, students must take the research ethics training. Examples of course content include: General Linear Modeling, Multivariate Statistics, Nonparametric Statistics, and Qualitative Research Methods.
Dissertation Research	24	The minimum number of dissertation hours for completion of a doctoral degree shall be twenty-four (24) semester hours. [Note: Students must have met all requirements prior to enrollment in dissertation research.]

Majors – A minimum of 15 semester credits hours

In addition to core program elements (required of all students), doctoral degree candidates will complete a major that reflects an individual specialty area (e.g., Early Childhood Education, English Education, Mathematics Education etc). Majors include:

<b>Major</b>	<b>Description of Major</b>
<i>Early Childhood Education</i>	Designed to prepare persons for leadership roles in early childhood education including: a) infant/toddler; b) preschool; c) kindergarten; d) early primary education.
<i>Elementary Education</i>	Designed to prepare persons for leadership roles as: a) university professors of elementary education (K-6); b) curriculum specialist at the local, state, regional, and/or national level.
<i>English Education</i>	Designed to prepare candidates for leadership roles as: a) university professors of English education and/or secondary education programs; b) community college professors in English and/or teacher education programs; c) curriculum specialists at the local, state, regional, and/or national level; d) lead teacher in secondary schools; and educational consultant/editor/writer.
<i>Mathematics Education</i>	Designed to prepare candidates for leadership roles as: a) university professors of Mathematics Education and/or secondary education programs; b) community college professors in mathematics and/or teacher education programs; c) curriculum specialists at the local, state, regional, and/or national level; d) lead teacher in secondary schools; and educational consultant/editor/writer.
<i>Foreign and Second Language Education</i>	Designed to prepare candidates for leadership roles as: a) university professors of foreign and second language education and/or secondary education programs; b) community college professors in foreign and second language and/or teacher education programs; c) curriculum specialists at the local, state, regional, and/or national level; d) lead teacher in secondary schools; and educational consultant/editor/writer.
<i>Reading/Language Arts Education</i>	Designed to prepare candidates aspiring to be college professors, scholars, researchers, or educational policy-makers. The major emphasizes scholarly work in the theoretical disciplines such as psychology, linguistics, sociology, anthropology, reading, learning disabilities, intervention/instruction, and in research methods appropriate to these disciplines.
<i>Science Education</i>	Designed to prepare candidates for leadership roles as: a) university professors of science education and/or secondary education programs; b) community college professors in science and/or teacher education programs; c) curriculum specialists at the local, state, regional, and/or national level; d) lead teacher in secondary schools; and educational consultant/editor/writer.
<i>Social Science Education</i>	Designed to prepare candidates for leadership roles as: a) university professors of social sciences education and/or secondary education programs; b) community college professors in social sciences and/or teacher education programs; c) curriculum specialists at the local, state, regional, and/or national level; d) lead teacher in secondary schools; and educational consultant/editor/writer.
<i>Special Education and Visual Disabilities</i>	Designed to prepare selected individuals to serve in leadership roles in the education of individuals with disabilities. The primary purpose of the major is to prepare graduates for university faculty positions in special education (and visual disabilities). Related fields include: program administration, policy development and analysis, and research coordination.

## Appendix B

### Current Independent Programs as Mapped to Proposed Consolidated Graduate Masters Degree in Curriculum and Instruction

#### NOTES:

1. All examples provided assume that a candidate for the masters degree possesses baccalaureate level teacher certification; if not certified upon admission to the program, additional course work may be necessary to satisfy/be consistent with regulations established by the Florida Department of Education. Note: This consolidation proposal does not impact existing curricula pursuant to graduate Masters teacher certification. Such curricula remain intact (as currently approved by the Florida State Department of Education) and are subsumed within the individual majors resulting from proposed degree consolidations.
2. Degree candidates in each major will be required to demonstrate a synthesis of degree requirements through the completion of a capstone experience (e.g., action research project, written comprehensive examination, master's thesis, etc).
3. Projected numbers of Master's graduates in a major over a 5-year span is an approximate estimate based on the following: Historical data on numbers of active Master's students in a given major divided by three (estimate of average time to completion of degree = 3 years) times 5 years.

MAJOR: EARLY CHILDHOOD EDUCATION – 33 SCH (Approx. 20 graduates over 5 years)

<p style="text-align: center;"><u>Current Curriculum</u> (33 SCH)</p>	<p style="text-align: center;"><u>Curriculum as Mapped to Proposed Consolidated Masters in Curriculum and Instruction</u> (33 SCH)</p>
<p><b>For Students already Certified in Early Childhood.</b></p>	<p><b>For Students already Certified in Early Childhood.</b></p>
<p>EEC 5263 – Thematic Curriculum and Direct Instruction for Young Children (3)</p>	<p><b>Curriculum (3 SCH)</b> EEC 5263 – Thematic Curriculum and Direct Instruction for Young Children (3)</p>
<p>EEC 5305 – Methods and Experiences with Young Children and Families (3)</p>	<p><b>Teaching and Learning (3 SCH)</b> EEC 5305 – Methods and Experiences with Young Children and Families (3)</p>
<p>Computer Education – must be approved by the advisor (3)</p>	<p><b>Instructional Technology (3 SCH)</b> LAE 5867 – Enhancing Teaching with Technology (3)</p>
<p>EEC 5671 – Research in Early Childhood Education (3)</p>	<p><b>Research &amp; Scholarship (3 SCH)</b> EEC 5671 – Research in Early Childhood Education (3) EEC 8966 – Master’s Comprehensive Examination (0)</p>
<p>EEC 8966 – Master’s Comprehensive Examination (0)</p>	<p><b>Major (21 SCH)</b> EEC 5269 – Curriculum and Play for Young Children (3)</p>
<p>EEC 5269 – Curriculum and Play for Young Children (3)</p>	<p>EEC 5405 – Teachers and Parents: Partners in Education (3)</p>
<p>EEC 5405 – Teachers and Parents: Partners in Education (3)</p>	<p>EEC 5525 – Children’s Centers (3)</p>
<p>EEC 5525 – Children’s Centers (3)</p>	<p>EEC 5605 – Techniques of Classroom Management and Child Study (3)</p>
<p>EEC 5605 – Techniques of Classroom Management and Child Study (3)</p>	<p>EEC 5615 – Issues and Trends in Early Childhood Education (3)</p>
<p>EEC 5615 – Issues and Trends in Early Childhood Education (3)</p>	<p>EEC 5665 – Historical and Theoretical Bases of Early Childhood Education (3)</p>
<p>EEC 5665 – Historical and Theoretical Bases of Early Childhood Education (3)</p>	<p>EEC 5947 – Field Laboratory Internship (3)</p>
<p>EEC 5947 – Field Laboratory Internship (3) <b>Or</b> EDG 5246 – Moral Education (3)</p>	<p><b>Or</b> EDG 5246 – Moral Education (3)</p>

Summary of Changes: The current requirement in computer education, listed as an elective to be approved, is replaced by LAE 5867. All remaining current course work maps to the proposed consolidated degree program.

MAJOR: ELEMENTARY EDUCATION – 33 SCH (Approx. 65 graduates over 5 years)

<p style="text-align: center;"><u>Current Curriculum</u> (32-33 SCH)</p> <p><b>Core Curriculum (9 SCH)</b></p> <p><i>Required</i> EDE 5225 – The Elementary School, K-6 (3)</p> <p><i>Elective</i> (6 hours from among the following) EDE 5227 – The Integrated Curriculum in Elementary and Middle School (3) EDE 5266 – Current Issues and Trends in Elementary Education (3) EDE 5324 – Promoting Thinking in the Elementary School (3) EDE 5327 – Differentiating Instruction (3) EDE 5511 – Organization for Classroom Instruction in the Elementary School (3)</p> <p>EDE 8966 – Master’s Comprehensive Examination (0)</p> <p><b>Education Specialization (20-21 SCH)</b></p> <p>Students are required to take a concentration of at least nine hours in one content area such as language, mathematics, social studies, science, middle school, technology, gifted, early childhood or other exceptionalities. In rare cases, a concentration that fits a student’s needs may be designed and approved by the student’s committee. Courses remaining in the Core Curriculum may be included in this section.</p> <p><b>Foundational Area (3 SCH) – see website for choices (<a href="http://www.coe.fsu.edu/Academic-Programs/Departments/School-of-Teacher-Education-STE/Degree-Programs/Elementary-Education">http://www.coe.fsu.edu/Academic-Programs/Departments/School-of-Teacher-Education-STE/Degree-Programs/Elementary-Education</a>)</b></p>	<p style="text-align: center;"><u>Curriculum as Mapped to Proposed Consolidated Masters in Curriculum and Instruction</u> (33 SCH)</p> <p><b>Curriculum (3 SCH)</b> EDE 5225 – The Elementary School, K-6 (3)</p> <p><b>Teaching and Learning (3 SCH)</b> EDE 5327 – Differentiating Instruction (3)</p> <p><b>Instructional Technology (3 SCH)</b> LAE 5867 – Enhancing Teaching with Technology (3)</p> <p><b>Research &amp; Scholarship (3 SCH)</b> EDE 5511 – Organization for Classroom Instruction in the Elementary School (3) <b>or</b> EDE 5931r – Special Topics in Elementary or Middle School Education (3) <b>or</b> EDF 5481 – Introduction to Educational Research (3)</p> <p>EDE 8966 – Master’s Comprehensive Examination (0)</p> <p><b>Major (21 SCH)</b></p> <p><i>Required</i> EDP 5216 – Theories of Learning and Cognition in Instruction (3)</p> <p>Students will complete a minimum of 18 semester credit hours in specialization courses in Elementary Education, Educational Foundations, and other academic areas consistent with candidate interest and with approval from the Supervisory Committee (e.g., Graduate courses with the following prefixes: EDE, ECE, LAE, RED, SSE, SCE, EEX, MAE, EDF, etc). <b>See website for choices (<a href="http://www.coe.fsu.edu/Academic-Programs/Departments/School-of-Teacher-Education-STE/Degree-Programs/Elementary-Education">http://www.coe.fsu.edu/Academic-Programs/Departments/School-of-Teacher-Education-STE/Degree-Programs/Elementary-Education</a>)</b></p>
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Summary of Changes: Add LAE 5867 (or demonstrate substantial instructional technology infusion into a specific designated course in graduate course in EDE common to all candidates); Add EDP 5216 as a required course for all candidates in the major; all remaining current course work maps to the proposed consolidated degree program.

MAJOR: ENGLISH EDUCATION – 33 SCH (Approx. 45 graduates over 5 years)

<p style="text-align: center;"><u>Current Curriculum</u> (33 SCH)</p>	<p style="text-align: center;"><u>Curriculum as Mapped to Proposed Consolidated Masters in Curriculum and Instruction</u> (33 SCH)</p>
<p><b>Core Requirements (12 SCH)</b></p>	<p><b>Curriculum (3 SCH)</b></p>
<p>LAE 5637 – Problems and Trends in Secondary English (3)</p>	<p>LAE 5637 – Problems and Trends in Secondary English (3)</p>
<p>LAE 5064 – Reader Response to Literature: Research and Practice (3)</p>	<p><b>Teaching and Learning (3 SCH)</b> LAE 5064 – Reader Response to Literature: Research and Practice (3)</p>
<p>LAE 5932 – Reading Instruction for Teachers of Secondary English (or an approved LAE alternative in teaching reading) (3)</p>	<p><b>Instructional Technology (3 SCH)</b> LAE 5867 – Enhancing Teaching with Technology (3)</p>
<p>LAE 5736 – Written Composition in the Secondary School: Theory and Research (3)</p>	<p><b>Research &amp; Scholarship (3 SCH)</b> LAE 5736 – Written Composition in the Secondary School: Theory and Research (3)</p>
<p>LAE 8966 – Master’s Comprehensive Examination (0)</p>	<p>LAE 8966 – Master’s Comprehensive Examination (0)</p>
<p>Note: If you choose this track, you will be able to select the English courses that best meet your needs and interests. You may also elect to write a thesis in lieu of 3-6 hours of coursework.</p>	<p>Note: Candidate may elect to write a Master’s thesis in lieu of 3-6 hours course work in the major.</p>
<p><b>English Courses</b> (9-21 hours literature, rhetoric or writing)</p>	<p><b>Major (18-21 SCH)</b></p>
<p><b>Elective Courses:</b> 6-12 hours in a collateral field such as higher education, reading, special education, multilingual/multicultural education, rhetoric and composition, speech, film, theatre, humanities, adolescent psychology (with advisor’s approval)</p>	<p>Specialization courses in English Education, Reading/Language Arts, English (minimum of 9 hours, 18 required for community college teaching), or other courses approved by the candidate’s advisor/advisory committee.</p>

Summary of Changes: Reading Instruction for Teachers of Secondary English (LAE 5932) is inactive and replaced by Enhancing Teaching with Technology (LAE 5867).

MAJOR: FOREIGN & SECOND LANGUAGE EDUCATION – 34 SCH (Approx. 50 graduates over 5 years)

<p style="text-align: center;"><u>Former Curriculum</u> (33 SCH)</p> <p>Students in this program are required to take a minimum of thirty-three (33) semester hours in course work. One additional linguistics course must also be taken. Remaining semester hours may be electives inside or outside the College of Education as relevant to the student’s goals.</p> <p><b>Required Courses (28 SCH)</b>  TSL 5005 – Methodologies for Teaching Foreign and Second Languages (4)  TSL 5142 – Curriculum and Materials for Teaching Foreign and Second Languages (3)  TSL 5250 – Applied Linguistics for Language Teachers (3)  TSL 5377 – Reading in Foreign Language Education (3)  TSL 5440 – Foreign/Second Language Testing and Evaluation (3)  TSL 5525 – Cross-cultural Communication for Foreign/ Second Language Teachers (3)  TSL 5640 – Research and Second Language Acquisition (3)  TSL 5930r – Seminar: Current Issues in Teaching TSL (3)  TSL 5940 – Field Laboratory Internship (3)  TSL 8966 – Master’s Comprehensive Examination (0)</p> <p><b>Other Required Courses (5-6 SCH)</b>  EDF 5481 – Methods of Educational Research (3)  LIN 5706 – Psycholinguistic Perspectives on Language Acquisition and Development (3)</p> <p style="text-align: center;"><u>Or</u></p> <p>Elective approved by advisory committee (min. 2 SCH)</p>	<p style="text-align: center;"><u>Curriculum as Mapped to Proposed Consolidated Masters in Curriculum and Instruction</u> (34 SCH)</p> <p><b>Curriculum (3 SCH)</b>  TSL 5142 – Curriculum and Materials for Teaching Foreign and Second Languages (3)</p> <p><b>Teaching and Learning (4 SCH)</b>  TSL 5005 – Methodologies for Teaching Foreign and Second Languages (4)</p> <p><b>Instructional Technology (3 SCH)</b>  LAE 5867 – Enhancing Teaching with Technology (3)</p> <p><b>Research &amp; Scholarship (6 SCH)</b>  EDF 5481 – Methods of Educational Research (3)  TSL 5640 – Research and Second Language Acquisition (3)  TSL 8966 – Master’s Comprehensive Examination (0)</p> <p><b>Major (18 SCH)</b></p> <p>Specialization courses in TESOL and foreign language education consisting of the following:</p> <p>TSL 5250 – Applied Linguistics for Language Teachers (3)  TSL 5377 – Reading in Foreign Language Education (3)  TSL 5440 – Foreign/Second Language Testing and Evaluation (3)  TSL 5525 – Cross-cultural Communication for Foreign/ Second Language Teachers (3)  TSL 5930r – Seminar: Current Issues in Teaching TSL (3)  TSL 5940 – Field Laboratory Internship (3)</p>
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Summary of Changes: This represents a reconstitution of a former independent program as a major within the proposed consolidation degree in Curriculum and Instruction; all proposed course work maps to the consolidated degree program.

MAJOR: MATHEMATICS EDUCATION – 33-35 SCH (Approx. 30 graduates over 5 years)

<p style="text-align: center;"><u>Former Curriculum</u> (32-36 SCH)</p>	<p style="text-align: center;"><u>Curriculum as Mapped to Proposed Consolidated Masters in Curriculum and Instruction</u> (33-35 SCH)</p>
<p>Programs of study are designed based on student goals. To complete a masters degree, students may take either the thesis (24 SCH + 6 SCH thesis) or non-thesis option (a minimum of 32 semester hours of course work).</p>	<p><b>Curriculum (3 SCH)</b> MAE 5146 – School Mathematics Curriculum (3)</p>
<p><b>Required Courses (18 SCH)</b> MAE 5146 – School Mathematics Curriculum (3) MAE 5658 – Using Technology in the Teaching of Mathematics (3) MAE 5690 – Ethnomathematics (3) MAE 5691 – Mathematics Teaching and Learning (3) MAE 5795 – Seminar on Research in Mathematics Education (3) MAE 5865 – Using History in the Teaching of Mathematics (3)</p>	<p><b>Teaching and Learning (3 SCH)</b> MAE 5691 – Mathematics Teaching and Learning (3)</p> <p><b>Instructional Technology (3 SCH)</b> LAE 5867 – Enhancing Teaching with Technology (3)</p> <p><b>Research &amp; Scholarship (6 SCH)</b> EDF 5481 – Methods of Educational Research (3) SCE 5745 – Statistical Applications (3) MAE 8966r – Master’s Comprehensive Examination (0)</p>
<p><b>Research and Scholarship (0-6 SCH)</b></p> <p>MAE 8966r – Master’s Comprehensive Examination (0) <u>or</u> MAE 5971 – Thesis (6 SCH)</p>	<p><b>Major (18-20 SCH)</b></p> <p><i>Required</i> MAE 5795 – Seminar on Research in Mathematics Education (2)</p>
<p><b>Specialization Courses (8-18 SCH)</b> Specialization courses in Mathematics Education, Mathematics (minimum of 6 hours; 18 required for eligibility for community college teaching), Educational Statistics, and Educational Foundations (e.g., Graduate courses with the following prefixes: EDF, EDH, EDP, MAA, MAD, MAE, MAP, MAS, MAT, MHF, MTG).</p>	<p>Specialization courses in Mathematics Education, Mathematics (minimum of 6 hours; 18 required for eligibility for community college teaching), Educational Statistics, and Educational Foundations (e.g., Graduate courses with the following prefixes: EDF, EDH, EDP, MAA, MAD, MAE, MAP, MAS, MAT, MHF, MTG).</p>

Summary of Changes: This represents a reconstitution of a former independent program as a major within the proposed consolidation degree in Curriculum and Instruction; all proposed course work maps to the consolidated degree program. LAE 5867 added to the curriculum as a curricular element.

MAJOR: READING AND LANGUAGE ARTS – 33 SCH (Approx. 25 graduates over 5 years)

<p style="text-align: center;"><u>Current Curriculum (SCH)</u></p>	<p style="text-align: center;"><u>Curriculum as Mapped to Proposed Consolidated Masters in Curriculum and Instruction (SCH)</u></p>
<p><b>Core Courses (18 SCH)</b></p>	<p><b>Curriculum (3 SCH)</b></p>
<p>RED 5337 – Supervision and Instruction in Secondary School Reading (3)                      RED 5546 – Diagnosis of Reading Disabilities (3)                      RED 5548 – Correction of Reading Disabilities (3)                      RED 5947 – Seminar and Practicum in Reading and Language Arts (3)                      LAE 5738 – Linguistic Research in Language Arts and Reading (3)                      LAE 5515 – Language and Literacy Assessment (3)                      RED 8966 – Master’s Comprehensive Examination (0)</p>	<p>RED 5147 – Foundations of Developmental Reading (3)</p> <p><b>Teaching and Learning (3 SCH)</b>                      EEX 5258 – Advanced Reading Instruction for Students with Disabilities (3)</p> <p><b>Instructional Technology (3 SCH)</b>                      LAE 5867 – Enhancing Teaching with Technology (3)</p>
<p><b>Language-Related Courses (9 SCH)</b></p>	<p><b>Research &amp; Scholarship (3 SCH)</b></p>
<p>Students will choose 9 SCH from among the following:</p>	<p>LAE 5738 – Linguistic Research in Language Arts and Reading (3)                      RED 8966 – Master’s Comprehensive Examination (0)</p>
<p>LAE 5319 – Teaching Oral and Written Expression in the Elementary School (3)                      LAE 5349 – Language and Literacy Development through Storytelling/Story Writing (3)                      LAE 5415 – Investigation in Children’s Literature (3)                      RED 5109 – Development and Assessment of Emergent Reading and Writing (3)                      RED 5147 – Foundations of Developmental Reading (3)                      RED 5385 – Teaching Reading to Adult Illiterates (3)                      RED 5646 – Trends and Issues in Reading (3)                      RED 5695 – Policy Issues in Reading (3)                      RED 5744 – Using Literacy Research to Inform Practice (3)                      RED 5865 – Leadership Practicum in Reading and Language Arts (3)                      See website at (<a href="http://www.coe.fsu.edu/Academic-Programs/Departments/School-of-Teacher-Education-STE/Degree-Programs/Reading-and-Language-Arts/">http://www.coe.fsu.edu/Academic-Programs/Departments/School-of-Teacher-Education-STE/Degree-Programs/Reading-and-Language-Arts/</a>) for additional options</p>	<p><b>Major (21 SCH)</b></p> <p><i>Required (6 SCH)</i></p> <p>RED 5546 – Diagnosis of Reading Disabilities (3)                      RED 5947 – Seminar and Practicum in Reading and Language Arts (3)</p> <p><i>Area of Concentration (15 SCH) – Course selections must be approved by the Supervisory Committee</i></p> <p>Options for areas of concentration are:</p> <p>English as a Second Language (endorsement is possible)</p> <p>Secondary Literacy</p> <p>Exceptional Student Education</p>
<p><b>Elective Courses (6 SCH):</b> Must be approved by the Supervisory Committee</p>	

Summary of Changes: Courses selected for the Core Program Elements of Curriculum, Teaching and Learning, Research and Scholarship, and the 6 hours required within the 21 SCH major provide Florida DOE Reading Endorsement; RED 5337 and RED 5548 are replaced by EEX 5258; LAE 5515 subsumed within RED 5546; Enhancing Teaching with Technology (LAE 5847) is added to the curriculum as identified through curriculum mapping as a disparity between the current and proposed consolidated curriculum.

MAJOR: SCIENCE EDUCATION – 33 SCH (Approx. 15 graduates over 5 years)

<p style="text-align: center;"><u>Former Curriculum</u> (33-36 SCH)</p>	<p style="text-align: center;"><u>Curriculum as Mapped to Proposed Consolidated Masters in Curriculum and Instruction</u> (33 SCH)</p>
<p>The program of studies is planned with the student’s major professor and supervisory committee to meet the specific needs and goals of the student. To complete the master’s degree, students must write a thesis or complete a specified portfolio and a minimum of thirty-three (33) semester hours of course work with a GPA of 3.0.</p>	<p><b>Curriculum (3 SCH)</b> SCE 5140 – Curriculum in Science Education (3)</p> <p><b>Teaching and Learning (3 SCH)</b> SCE 5340 – Teaching and Learning in Science (3)</p>
<p><b>Suggested Courses</b> SCE 5140 – Curriculum in Science Education (3) SCE 5340 – Teaching and Learning in Science (3) EDF 5481 – Methods of Educational Research (3) SCE 5745 – Statistical Applications (3)</p>	<p><b>Instructional Technology (3 SCH)</b> LAE 5867 – Enhancing Teaching with Technology (3)</p>
<p><b>Research and Scholarship (0-6 SCH)</b>  SCE 8966r – Master’s Comprehensive Examination (0) or SCE5791r – Thesis (1-6 SCH)</p>	<p><b>Research &amp; Scholarship (6 SCH)</b> EDF 5481 – Methods of Educational Research (3) SCE 5745 – Statistical Applications (3) SCE 8966r – Master’s Comprehensive Examination (0)</p>
<p><b>Major (15-21 SCH)</b>  Specialization courses in Science Education, Science Content [minimum of 6 hours in a single discipline (biology, chemistry, earth/space sciences, or physics); 18 hours required for eligibility of community college teaching), Educational Statistics, and Educational Foundations].</p>	<p><b>Major (18 SCH)</b>  Specialization courses in Science Education, Science Content [minimum of 6 hours in a single discipline (biology, chemistry, earth/space sciences, or physics); 18 hours required for eligibility of community college teaching), Educational Statistics, and Educational Foundations].</p>

Summary of Changes: This represents a reconstitution of a former independent program as a major within the proposed consolidation degree in Curriculum and Instruction; all proposed course work maps to the consolidated degree program. LAE 5867 added to the curriculum as a curricular element.

MAJOR: SOCIAL SCIENCE EDUCATION – 36 SCH (Approx. 30 graduates over 5 years)

<p style="text-align: center;"><u>Current Curriculum</u> (33 SCH)</p>	<p style="text-align: center;"><u>Curriculum as Mapped to Proposed Consolidated Masters in Curriculum and Instruction</u> (36 SCH)</p>
<p>SSE 6933 – History of the Social Studies/Social Science Education (3)</p>	<p><b>Curriculum (3 SCH)</b> SSE 6933 – History of the Social Studies/Social Science Education (3)</p>
<p>SSE 5195 – Developing a Global Perspective (3)</p>	<p><b>Teaching and Learning (3 SCH)</b> SSE 5195 – Developing a Global Perspective (3)</p>
<p>SSE 5391 – Teaching Global Issues/Simulating the United Nations (3)</p>	<p><b>Instructional Technology (3 SCH)</b> LAE 5867 – Enhancing Teaching with Technology (3)</p>
<p>SSE 5144 – Models of Research (3) SSE 5915 – Supervised Research (3) SSE 8966 - Master’s Comprehensive Examination (0 SCH)</p>	<p><b>Research &amp; Scholarship (3 SCH)</b> EDF 5481 – Research Methods (3) SSE 8966 - Master’s Comprehensive Examination (0 SCH)</p>
<p><b>Field of Concentration Courses (18 SCH)</b></p>	<p><b>Major (24 SCH)</b></p>
<p>These courses include <i>graduate-level</i> courses taken in a content area of choice including but not limited to history, economics, government, geography, psychology, sociology, and anthropology. Other social science-related fields may be selected in consultation with the graduate advisor. These eighteen graduate content hours along with the Master of Science also provides eligibility to teach in that content area in most community colleges.</p>	<p><u>Required</u> (6 SCH) SSE 5391 – Teaching Global Issues/Simulating the United Nations (3)</p> <p>One elective (3 SCH) from the following:</p> <p>EDF 5887 – Multicultural Education or EDG 6221 – Curricular Theory</p>
	<p><u>Field of Concentration</u> (18 SCH)</p> <p>These courses include <i>graduate-level</i> courses taken in a content area of choice including but not limited to history, economics, government, geography, psychology, sociology, and anthropology. Other social science-related fields may be selected in consultation with the graduate advisor. These eighteen graduate content hours along with the Master of Science also provides eligibility to teach in that content area in most community colleges.</p>

Summary of Changes: Models of Research (SSE 5144) is replaced by Research Methods (EDF 5481); Supervised Research (SSE 5915) is inactive and not replaced; Enhancing Teaching with Technology (LAE 5867) is added to the curriculum as identified through curriculum mapping as a disparity between the current curriculum and proposed consolidated curriculum.

MAJOR: SPECIAL EDUCATION – 33 SCH (Approx. 50 graduates over 5 years)

<p style="text-align: center;"><u>Current Curriculum</u> (33 SCH)</p>	<p style="text-align: center;"><u>Curriculum as Mapped to Proposed Consolidated Masters in Curriculum and Instruction</u> (33 SCH)</p>
<p>A total of 33 semester hours must be completed. Students select a specialization area and choose between a thesis or non-thesis track within the specialization. Required courses comprise 6 semester hours of the program; specialization courses, 27 hours.</p> <p><b>Required Coursework (6 SCH)</b> EEX 5481 – Methods of Educational Research (3) EEX 5906 – Directed Independent Study (3)</p> <p><b>Specialization Areas (27 SCH)</b> <i>Autism</i> <i>Early Childhood Special Education</i> <i>Literacy and Response to Intervention/Differentiated Instruction/High Incidence Disabilities</i> <i>Severe Disabilities</i> <i>Transition</i></p> <p>Example (Transition Specialization – 27 hours)</p> <p><b>Coursework (21 SCH)</b> EEX 5286 – Preparing Individuals for Transition (3) EEX 5708 – Middle and Secondary Curriculum for Special Educators (3) RCS 5245 – Psychosocial Aspects of Disability (3) RCS 5250 – Assessment Counseling and Rehabilitation (3) RCS 5320 – Placement Methods and Techniques (3) EEX 5943 – Practicum in Transition (3) <b>and one of the following:</b> EEX 5285 – Transition Seminar: Linking Students to Adult Services (3) RCS 5410 – Principles and Practices of Rehabilitation Counseling (3)</p> <p><b>Plus one of the following Tracks</b> <u>Thesis Track</u> EEX 5971 – Thesis (6) EEX 8976 – Master’s Thesis Defense (0) <b>or</b> <u>Non-Thesis Track</u> Six elective coursework hours in a related content field (e.g., English, Mathematics, etc.) approved by Supervisory Committee) EEX 8966 – Master’s Comprehensive Examination (0)</p>	<p><b>Curriculum (3 SCH)</b> EEX 5708 – Middle and Secondary Curriculum for Special Educators (3)</p> <p><b>Teaching and Learning (3 SCH)</b> EEX 5286 – Preparing Individuals for Transition (3)</p> <p><b>Instructional Technology (3 SCH)<sup>1</sup></b> EEX 5765 – Introduction to Special Education Technology (3) <b>or</b> EEX 5906 – Directed Independent Study (3)</p> <p><b>Research &amp; Scholarship (3 SCH)</b> EEX 5481 – Methods of Educational Research (3)</p> <p><b>Major (21 SCH)</b> RCS 5245 – Psychosocial Aspects of Disability (3) RCS 5250 – Assessment Counseling and Rehabilitation (3) RCS 5320 – Placement Methods and Techniques (3) EEX 5943 – Practicum in Transition (3) <b>and one of the following:</b> EEX 5285 – Transition Seminar: Linking Students to Adult Services (3) RCS 5410 – Principles and Practices of Rehabilitation Counseling (3)</p> <p><b>Plus one of the following Tracks</b> <u>Thesis Track</u> EEX 5971 – Thesis (6) EEX 8976 – Master’s Thesis Defense (0) <b>or</b> <u>Non-Thesis Track</u> Six elective coursework hours in a related content field (e.g., English, Mathematics, etc.) approved by Supervisory Committee) EEX 8966 – Master’s Comprehensive Examination (0)</p> <p><sup>1</sup> Note: Students entering with the equivalent of EEX 5765 should enroll in a directed independent study.</p>

Summary of Changes: NONE; all current coursework maps to the proposed consolidated degree program. Each specialization area maps similarly.

MAJOR: VISUAL DISABILITIES – 32 SCH (Approx. 60 graduates over 5 years)

<p style="text-align: center;"><u>Current Curriculum</u> (32 SCH)</p>	<p style="text-align: center;"><u>Curriculum as Mapped to Proposed Consolidated Masters in Curriculum and Instruction</u> (32 SCH)</p>
<p>EVI 5355 – Issues of Blindness in Society (3)</p>	<p><b>Curriculum (3 SCH)</b> EVI 5355 – Issues of Blindness in Society (3)</p>
<p>EVI 5316 – Low Vision (3)</p>	<p><b>Teaching and Learning (3 SCH)</b> EVI 5316 – Low Vision (3)</p>
<p>EVI 5325 – Technology for Individuals with Visual Impairments (3)</p>	<p><b>Instructional Technology (3 SCH)</b> EVI 5325 – Technology for Individuals with Visual Impairments (3)</p>
<p>EVI 5935 – Studies in Research on Individuals with Visual Impairment (3)</p>	<p><b>Research &amp; Scholarship (3 CH)</b> EVI 5935 – Studies in Research on Individuals with Visual Impairment (3)</p>
<p>EEX 8966 – Master’s Comprehensive Examination (0 SCH)</p>	<p>EEX 8966 – Master’s Comprehensive Examination (0 SCH)</p>
<p>Individuals participating in the Program in Visual Impairment at the master’s degree level design their own program, based on their personal interests and career goals. Many students elect to specialize in one of the areas listed below:</p> <p>Area 1 – Orientation and Mobility (O &amp; M) Area 2 – Education of Young Children with Visual Impairments Area 3 – Education of Individuals with Visual Impairments in Transition Area 4 – Education of Individuals with Visual Impairments who also have severe cognitive disabilities</p>	<p><b>Major (emphasis in Area 1 – Orientation and Mobility; 20 SCH)</b></p> <p>EVI 5221 – Applied Methods of O &amp; M (3) EVI 5222 – Advanced O &amp; M (3) EVI 5226 – Developmentally Appropriate O &amp; M (3) EVI 5227 – Teaching O &amp; M to Individuals with Unique Health Characteristics (3) EVI 5346 – Aging and Vision Loss (3) EVI 5943 – Practicum in O &amp; M (2) EVI 5945 – Internship in O &amp; M (3)</p>
<p>Example (Area 1 – Orientation and Mobility; 20 SCH):</p> <p>EVI 5221 – Applied Methods of O &amp; M (3) EVI 5222 – Advanced O &amp; M (3) EVI 5226 – Developmentally Appropriate O &amp; M (3) EVI 5227 – Teaching O &amp; M to Individuals with Unique Health Characteristics (3) EVI 5346 – Aging and Vision Loss (3) EVI 5943 – Practicum in O &amp; M (2) EVI 5945 – Internship in O &amp; M (3)</p>	<p><b>Other Requirements/Notes</b></p> <p>Candidates taking this area of study may be eligible to receive the Orientation and Mobility Endorsement from ACVREP.</p>

Summary of Changes: NONE; all current course work maps to the proposed consolidated degree program. Each area of emphasis maps similarly.

## Appendix C

### Current Independent Programs as Mapped to Proposed Consolidated Graduate Specialist Degree in Curriculum and Instruction

#### NOTES:

1. Projected number of Specialist graduates over a 5-year span is an approximate estimate based on aggregated data on numbers of students actively seeking degrees in independent degree programs divided by four (estimate of average time to complete the specialist degree) times five years.
2. Degree candidates in each major will be required to demonstrate a synthesis of degree requirements through the completion of a capstone experience (e.g., action research project, written comprehensive examination, master's thesis, etc).
3. Four formerly independent programs are currently suspended. Reestablishing these programs as majors within the proposed consolidated degree structure would permit additional recruitment of specialist candidates. This would result in an increase both in the graduate SCHs produced by the School of Teacher Education and the number of graduates over a five-year period of review.

CURRICULUM & INSTRUCTION SPECIALIST – Minimum 38 SCH (Approx. 16 graduates over 5 years)

Note: Mappings between current (and suspended) independent specialist programs were not performed because they were (with minor variations) both highly similar to one another and also philosophically similar to the planned curriculum in the proposed (i.e., consolidated) degree structure. Specialist degrees, by nature, require both modest common (or core) requirements tempered with great flexibility to tailor significant experiences to develop basic research skills for individual graduate students and enhance both content expertise/background and pedagogical acumen. Each independent program therefore demanded modest research experiences as a complement to each having similar core requirements in curriculum, learning theory/instruction, a strong content major, and some form of policy studies. These facts, coupled with recommendations obtained from internal self-study and external reviews to develop stronger signature seminar requirements and interdependent collaborations within the college, lent further credibility of the need to consolidate degrees. The resulting proposed consolidated specialist degree thus maintains the inherent flexibility for developing modest research skills (within a consolidated degree), while simultaneously accounting for the self-study/external review recommendations for enhanced common requirements.

<p><u>Curricula (Degree Requirements) – Current (and Former) Independent Specialist Programs</u> (30-55 SCH)</p> <p><b><i>Early Childhood Education</i></b> The specialist in education degree program is designed to prepare persons for leadership roles in early childhood education (i.e., infancy, preschool, kindergarten, and primary education). The curriculum consists of a minimum of 30 SCH selected from the areas of research, theory base for childhood education, evaluation, curriculum, instruction, special field experience, practicum, and basic research methods.</p> <p><b><i>Elementary Education</i></b> For the specialist degree, a thirty-two (32) semester hour program of studies is individually designed by each student’s committee based on the curricular needs and career focus of the student. Areas of concentration typically include developmental learning, integrated curriculum, subject area content and pedagogy, elementary and middle school improvement, or computer education. Students are encouraged to write a thesis in lieu of a comprehensive exam, which may substitute for up to six (6) hours of course work.</p>	<p><u>Proposed Consolidated Specialist in Curriculum and Instruction</u> (Minimum 38 SCH)*</p> <p><b><u>Core Program Elements (taken by all specialist candidates) – 23 semester credit hours</u></b></p> <p>Interdepartmental Core              Curriculum Theory (3 SCH)              Learning Theory (3 SCH)**              Policy Studies (3 SCH)**</p> <p>Seminars (min. of 2; 2 SCH)              Action Research (1 SCH)              Grant Writing (1 SCH)              Online Teaching/Learning (1 SCH)              Program Evaluation (1 SCH)</p> <p>Research Methods Core (12 SCH)              EDF 5400 – Basic Descriptive/Inferential Statistics (3 SCH)              EDF 5481 – Methods of Educational Research (3 SCH)</p> <p>Electives (6 SCH): to be selected with approval of the major professor and supervisory committee consistent with the</p>
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<p><b><i>English Education</i></b> The specialist in education degree is available to experienced teachers already holding a master’s degree. Thirty (30) semester hours beyond the master’s degree are required, including work in professional education, English, educational research, and correlated fields. Candidates in consultation with their supervisory committee will decide upon program details. All candidates must pass a comprehensive examination at the completion of course work.</p> <p><b><i>Foreign and Second Language Education</i></b> The program for the specialist in education degree requires thirty (30) semester hours of work beyond the master’s degree. Students applying for this program must have teaching experience. In addition to the required course work, students will take a comprehensive examination.</p> <p><b><i>Mathematics Education</i></b> Applicants must have a master’s degree, must receive permission by the department chair, and must be approved by the program. Programs of study are designed based on student goals. To complete a specialist’s degree, students may take either the thesis or nonthesis option. In the thesis option, students must take a minimum of twenty-four (24) semester hours of course work and six (6) semester hours of thesis. Students will defend their thesis in an oral examination conducted by their supervisory committee. Students taking the nonthesis option must take thirty-two (32) semester hours of course work. These students have options for demonstrating successful completion of the program. These options are available from program faculty.</p> <p><b><i>Reading/Language Arts Education</i></b> The program of study leading to the specialist in education degree in reading education requires a minimum of thirty-three (33) semester hours of course work including fifteen to eighteen (15-18) semester hours in reading and language arts, an internship in an agency concerned with literacy education, and a course in methods of educational</p>	<p>candidate’s research goals.</p> <p>Major – A minimum of 15 semester credits hours (candidates would choose one of the following major areas of emphasis):</p> <p><i>Early Childhood Education</i> <i>Elementary Education</i> <i>English Education</i> <i>Foreign and Second Language Education</i> <i>Mathematics Education</i> <i>Reading/Language Arts Education</i> <i>Science Education</i> <i>Social Science Education</i> <i>Special Education and Visual Disabilities</i></p> <p>Capstone Project (0-6 SCH) - action research project, written comprehensive examination, specialist thesis, etc.</p> <p>* Hours taken beyond those presented for the master’s degree. ** Since faculty external to the School of Teacher Education may provide instruction for courses associated with the Interdepartmental Core, the outside specialist committee member can be chosen from among those individuals teaching these core courses.</p>
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research. Each program of study is tailored to the student's experiences and professional aims.

***Science Education***

Applicants must receive the approval of the department chair as well as the departmental admissions committee and be accepted by an advisor. In addition, applicants for the specialist degree must already have a master's degree in science, science education, or a related field, plus teaching experience or equivalent experience in science education. A minimum of thirty (30) semester hours of course work (with a GPA of 3.0) and successful completion of a thesis or portfolio are required. The program of studies is planned with student's major professor and supervisory committee to meet the specific needs and goals of the student.

***Social Science Education***

The specialist degree program is flexible to meet the special interests and varied backgrounds of students. Students have a choice of a thesis or a nonthesis program. Both require thirty (30) semester hours. The specific program of study will be developed by the student and a major professor, but the program must include fourteen (14) hours of social sciences education credit. The other credits will be taken in a field of concentration, such as an academic discipline (e.g., History, Political Science).

***Special Education and Visual Disabilities***

The specialist in education is an advanced master's degree with admission requirements identical to the master's degree. In most cases, applicants for this EdS would already hold a master's degree in an area of special education. The purpose would be to expand their skills and knowledge in their current area of preparation or to extend their skills and knowledge to another area of special education.

Summary of Changes: Early Childhood Education and Elementary Education map to two of three program elements in the Interdepartmental Core, Research Methods Core, and strong content major appropriate to the discipline. English Education, Foreign and Second Language Teaching, Reading Language Arts, Science Education, Social Sciences Education, and Special Education map directly for the Research Methods Core and strong content major; minor

modifications will need to occur to recognize proposed Interdepartmental Core and Seminars; minor variations in hours associated with the respective majors may also need to occur. Finally, the recruitment of specialist students to Curriculum and Instruction would occur from former independent programs and reopen admission possibilities for students interested in areas currently suspended. Those suspended programs that would be subsumed include: Foreign and second language teaching, mathematics education, science education, and social sciences education. A central reason for the recent declines in graduate SCH production over the last several years in the STE can be traced directly to the suspension of programs. By reconstituting these former programs as majors within a larger, consolidated degree structure, the potential for enhanced recruitment becomes once again possible.

## Appendix D

### Current Independent Programs as Mapped to Proposed Consolidated Graduate Doctoral Degree in Curriculum and Instruction

#### NOTES:

1. Projected number of Doctoral graduates over a 5-year span is an approximate estimate based on aggregated data on numbers of students actively seeking degrees in independent degree programs divided by seven (estimate of average time to complete the doctoral degree) times five years.
2. Degree candidates will be required to pass a qualifying examination at the end of their first year in residence and a preliminary examination at the completion of the program of study (prior to writing and defending a prospectus of proposed research to be conducted for the dissertation).
3. Four formerly independent programs are currently suspended. Reestablishing these programs as majors within the proposed consolidated degree structure would permit additional recruitment of doctoral candidates. This would result in an increase both in the graduate SCHs produced by the School of Teacher Education and the number of graduates over a five-year period of review.

CURRICULUM & INSTRUCTION DOCTORATE – Minimum 65 SCH (Approx. 35 graduates over 5 years)

Note: Mappings between current (and suspended) independent doctoral programs were not performed because they were (with minor variations) both highly similar to one another and also philosophically similar to the planned curriculum in the proposed (i.e., consolidated) degree structure. Doctoral degrees, by nature, require both modest common (or core) requirements tempered with great flexibility to tailor significant experiences to develop independent research skills for individual graduate students. Each independent program therefore demanded extensive individualized research experiences as a complement to each having similar core requirements in curriculum, learning theory/instruction, a strong content major, and some form of policy studies. These facts, coupled with recommendations obtained from internal self-study and external reviews to develop stronger signature seminar requirements and interdependent collaborations within the college, lent further credibility of the need to consolidate degrees. The resulting proposed consolidated doctorate thus maintains the inherent flexibility for developing individualized research skills (within a consolidated degree), while simultaneously accounting for the self-study/external review recommendations for enhanced common requirements.

<p><u>Curricula (Degree Requirements) – Current (and Former) Independent Doctoral Programs</u> (64-91 SCH)</p> <p><b><i>Early Childhood Education</i></b> Individualized programs of study are designed to incorporate courses that will be consistent with career goals and skill levels of students. Coursework emphases are selected from the areas of research, theory base for childhood education, evaluation, curriculum, instruction, special field experience, practicum, and directed research.</p> <p><b><i>Elementary Education</i></b> The program of study leading to a Doctor of Philosophy in elementary education requires a minimum of 48 semester hours of coursework, 24 semester hours of dissertation credit, and satisfactory completion of a qualifying exam, comprehensive exam, and oral defense of the dissertation. The coursework includes a 9-semester hour core of doctoral courses in elementary education; a 14-18 semester hour core in research design and qualitative and quantitative methods; and an interdisciplinary cognate specialization in two areas of elementary education. Students may substitute coursework in a content field such as language arts, mathematics, reading, science, or</p>	<p><u>Proposed Consolidated Doctorate in Curriculum and Instruction</u> (Minimum 65 SCH)*</p> <p><b><u>Core Program Elements (taken by all doctoral candidates) – 50 semester credit hours</u></b></p> <p>Interdepartmental Core              Curriculum Theory (3 SCH)              Learning Theory (3 SCH)**              Policy Studies (3 SCH)**</p> <p>Seminars (min. of 2; 2 SCH)              Action Research (1 SCH)              Grant Writing (1 SCH)              Online Teaching/Learning (1 SCH)              Program Evaluation (1 SCH)</p> <p>Research Methods Core (15 SCH)</p> <p>Dissertation Research (24 SCH) – including satisfactory completion of a qualifying exam, comprehensive exam, and oral defense of the dissertation.</p> <p>Major – A minimum of 15 semester credits hours (candidates would choose one of the following major areas of emphasis):</p>
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<p>social studies for one cognate specialization.</p> <p><b>English Education</b>  Sixty-four semester hours of coursework following admission to the program are required (including hours presented for the master’s degree), depending upon faculty evaluation of graduate work already completed. Students must also complete a minimum of 24 dissertation hours after passing the preliminary examination. At least 12 semester hours of coursework in methods of research and inquiry will be included in the doctoral student’s program. All students will take EDF 5400 (Basic Descriptive and Inferential Statistics; 4 SCH). Students may then pursue a quantitative option, which would include EDF 5481 (Methods of Educational Research; 3 SCH), and at least one additional statistics course; or a qualitative option, which would be one course approved by their major professor. The qualitative option is recommended as more appropriate for research in teaching and learning language. A minimum of thirty semester hours of English courses should be completed at the graduate level, including courses taken in a master’s program. It is recommended that the student’s selection of English courses should include work in the following areas:</p> <ul style="list-style-type: none"> <li>• Literary Criticism or Critical Theory</li> <li>• Bibliography and Research</li> <li>• Modern Rhetoric or Compositional Theory</li> </ul> <p><b>Foreign and Second Language Education</b>  Foreign and Second Language Education (formerly Multicultural/Multilingual Education) requires candidates to demonstrate oral and reading proficiency in two foreign languages. A total of thirty-six (36) to forty-eight (48) semester hours of course work is required, including a minimum of thirty (30) semester hours in the major field at the graduate level. Additional coursework is dependent on evaluation of previous graduate work. Core requirements include FLE 5195, 5365, 5595, 5775, 5795, 6776, LIN 5706, TSL 5005 and 5930r. A student’s program of studies should include work in the following:</p> <ul style="list-style-type: none"> <li>• Professional Education</li> </ul>	<p><i>Early Childhood Education</i>  <i>Elementary Education</i>  <i>English Education</i>  <i>Foreign and Second Language Education</i>  <i>Mathematics Education</i>  <i>Reading/Language Arts Education</i>  <i>Science Education</i>  <i>Social Science Education</i>  <i>Special Education and Visual Disabilities</i></p> <p>* Hours taken beyond those presented for the master’s degree.  ** Since faculty external to the School of Teacher Education provide instruction for courses associated with the Interdepartmental Core, the outside doctoral committee member can be chosen from among these faculty.</p>
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- Literature
- Civilization
- Linguistics Research Tool(13 SCH)
- Written Qualifying Examination
- Written/Oral Preliminary Examination
- A Prospectus
- A dissertation (24 SCH)

***Mathematics Education***

In general, four years will be required to complete the PhD in mathematics education. Depending on program faculty evaluation of graduate work already completed, a program of study is reviewed and approved by the student’s supervisory committee. Students typically take courses in the following domains:

- Mathematics Education
- Psychological and Social Sciences in Education
- Normative Studies
- Inquiry Skills

If a master’s degree in mathematics, or at least eighteen (18) semester hours in mathematics at the graduate level, has not been obtained, then graduate mathematics courses are taken to augment those previously completed. Course work in analysis, algebra, geometry, applications, topology, number theory, and statistics are especially relevant. All doctoral students are expected to take four doctoral seminars.

***Reading/Language Arts Education***

The Doctor of Philosophy degree in reading education emphasizes scholarly work in technical disciplines such as psychology, linguistics, sociology, or anthropology. From a disciplinary perspective, students select a content specialization such as reading theory, comprehension, children’s literature, written composition, or adult literacy and address it from the standpoint of teaching and learning, development, or policymaking. Students study key research in the selected field of study, practice appropriate inquiry methods, and demonstrate the capacity to carry out independent scholarly investigation. The program is designed for persons aspiring to be college professors,

scholars, researchers, or educational policymakers. The program of study requires 48-58 semester hours of coursework and 24 semester hours of dissertation credit. The coursework includes research design and methods courses, foundation courses, a required core of 12 semester hours, and the selection of one of the following curricular strands:

- Reading Theories and Processes
- Clinical Studies in Reading and Language Arts
- Reading in the Secondary School Curriculum
- Adult Literacy
- Children's Literature
- Language and Writing
- Integrated Curriculum Studies in Language Arts

### ***Science Education***

Applicants must receive the approval of the department chair as well as the departmental admissions committee and be accepted by an advisor. In addition, applicants for the doctoral degree must already have a master's degree in science, science education, or a related field, plus successful teaching experience or equivalent relevant experience in science education. Each candidate plans a program of studies tailored individually with a major professor and supervisory committee, but all programs include the following components:

- Science Education (min. of 18 semester hours)
- Dissertation (min. of 24 semester hours)
- Research Methods (min. of 12 semester hours)
- Educational Foundations (min. of 12 semester hours)
- Science Content (varies by individual candidate)
- Electives (9 semester hours)

Candidates are required to pass a qualifying examination at the end of their first year in residence. When the candidate has six (6) or fewer hours of course work to complete, the preliminary

examination (which covers the program of studies) may be taken.

***Social Science Education***

For admission to the doctor of philosophy program, applicants must have a master's degree from an accredited institution, a successful academic background in an appropriate social science or humanities discipline, a minimum of 1000 GRE score, successful academic and/or work experiences in an appropriate educational activity, and the approval of the graduate faculty. For completion of the program, students must fulfill twenty-four (24) semester hours in the 12-month residency requirement. Students must successfully complete EDF 5400, EDF 5481, and a graduate research/methodology course in a social science or humanities discipline. Students must successfully complete two social science doctoral seminars (SSE): 1) History of Social Studies/Social Science Education and 2) Research in Social Studies/Social Science Education. In addition, students must pass a comprehensive examination covering their program of studies and successfully defend their dissertation before a graduate supervisory committee.

***Special Education and Visual Disabilities***

The program in Special Education leading to a Doctor of Philosophy is a comprehensive curriculum designed to prepare selected individuals to serve in leadership roles in the education of individuals with disabilities. The program consists of preparing individuals in three core areas: administration, university teaching, and research. Each student is expected to develop minimum knowledge and skills in each of the three core areas, although the student can emphasize one of the three. All programs of study must reflect the following minimum coursework requirements:

- Statistics and Other Research Tools (12)
- Departmental Core Courses (12)
- Professional Content (e.g., literacy) and Supervision (12)
- Interdisciplinary Courses (e.g., psychology) (12)
- Higher Education Issues and Methods (9)

<ul style="list-style-type: none"> <li>• Supervised Teaching (5)</li> <li>• Supervised Research (5)</li> <li>• Dissertation Research (24)</li> </ul>	
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Summary of Changes: Early Childhood Education and Elementary Education map to two of three program elements in the Interdepartmental Core, Research Methods Core, and strong content major appropriate to the discipline. English Education, Foreign and Second Language Teaching, Reading Language Arts, Science Education, Social Sciences Education, and Special Education map directly for the Research Methods Core and strong content major; minor modifications will need to occur to recognize proposed Interdepartmental Core and Seminars; minor variations in hours associated with the respective majors may also need to occur. Finally, the recruitment of specialist students to Curriculum and Instruction would occur from former independent programs and reopen admission possibilities for students interested in areas currently suspended. Those suspended programs that would be subsumed include: Foreign and second language teaching, mathematics education, science education, and social sciences education. A central reason for the recent declines in graduate SCH production over the last several years in the STE can be traced directly to the suspension of programs. By reconstituting these former programs as majors within a larger, consolidated degree structure, the potential for enhanced recruitment becomes once again possible.

## APPENDIX A

**TABLE 1-A (DRAFT)  
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES  
(Baccalaureate Degree Program)**

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE								
Upper-level students who are transferring from other majors within the university**	0	0	0	0	0	0	0	0	0	0
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper	0	0	0	0	0	0	0	0	0	0
Florida community college transfers to the upper level***	0	0	0	0	0	0	0	0	0	0
Transfers to the upper level from other Florida colleges and universities***	0	0	0	0	0	0	0	0	0	0
Transfers from out of state colleges and universities***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>0</b>									

\* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.

**APPENDIX A**  
**TABLE 1-B (DRAFT)**  
**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES**  
**(Graduate Degree Program)**

Source of Students (Non-duplicated headcount in any given year)	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE								
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	150	112.5	150	112.5	150	112.5	160	120	170	127.5
Students who transfer from other graduate programs within the university**	55	46.41	40	33.75	20	16.88	10	8.44	0	0
Individuals who have recently graduated from preceding degree programs at this university	40	33.75	40	33.75	45	37.97	60	50.63	60	50.63
Individuals who graduated from preceding degree programs at other Florida public universities	25	21.1	40	33.75	45	37.97	50	42.19	60	50.63
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	0	0	10	9.4	10	9.4	10	9.4	15	9.4
Additional foreign residents***	0	0	0	0	15	15	30	30	45	45
Other (Explain)**	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>270</b>	<b>213.76</b>	<b>280</b>	<b>223.15</b>	<b>285</b>	<b>229.72</b>	<b>320</b>	<b>260.66</b>	<b>350</b>	<b>283.16</b>

\* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR category in a given COLUMN.

**APPENDIX A**

**TABLE 2 (DRAFT)  
PROJECTED COSTS AND FUNDING SOURCES**

Instruction & Research Costs (non-cumulative)	Year 1						Year 5						
	Funding Source						Funding Source						
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G
Faculty Salaries and Benefits	843,862	0	0	0	0	0	\$843,862	962,875	0	0	0	0	\$962,875
A & P Salaries and Benefits	12,169	0	0	0	0	0	\$12,169	12,169	0	0	0	0	\$12,169
USPS Salaries and Benefits	44,837	0	0	0	0	0	\$44,837	44,837	0	0	0	0	\$44,837
Other Personal Services	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Assistantships & Fellowships	77,756	0	0	0	0	0	\$77,756	85,000	0	0	0	0	\$85,000
Library	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Expenses	32,631	0	0	0	0	0	\$32,631	30,999	0	0	0	0	\$30,999
Operating Capital Outlay	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
<b>Total Costs</b>	<b>\$1,011,255</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,011,255</b>	<b>\$1,135,880</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,135,880</b>

\*Identify reallocation sources in Table 3.

\*\*Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

\*\*\*Identify if non-recurring.

**Faculty and Staff Summary**

Total Positions	Year 1	Year 5
Faculty (person-years)	6.04	7.38
A & P (FTE)	0.25	0.25
USPS (FTE)	1	1

**Calculated Cost per Student FTE**

	Year 1	Year 5
Total E&G Funding	\$1,011,255	\$1,135,880
Annual Student FTE	213.76	283.16
E&G Cost per FTE	\$4,731	\$4,011



# APPENDIX A

## TABLE 4 (DRAFT) ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Carroll, Pamela (Ph.D.) English Education	Professor	Tenure	Spring 2013	9	0.75	0.10	0.08	0	0.00	0.00	0.00
A	Clark, Kathleen (Ph.D.) Mathematics Education	Assoc. Prof	Tenure	Spring 2013	9	0.75	0.30	0.23	9	0.75	0.30	0.23
A	Davis, Angie (Ph.D.) Education	Assoc. Inst.	NT	Spring 2013	9	0.75	0.15	0.11	9	0.75	0.15	0.11
A	Davis, Nancy (Ph.D.) Science Education	Assoc. Prof	Tenure	Spring 2013	9	0.75	0.05	0.04	0	0.00	0.00	0.00
A	Edwards, Barbara (Ph.D.) Special Education	Assoc. Prof	Tenure	Spring 2013	9	0.75	0.30	0.23	9	0.75	0.30	0.23
A	Foorman, Barbara (Ph.D.) Reading Education	Professor	Tenure	Spring 2013	9	0.75	0.25	0.19	0	0.00	0.00	0.00
A	Galeano, Rebecca (Ph.D.) Foreign and Second Language Ed	Asst. Prof.	NT	Spring 2013	9	0.75	0.60	0.45	9	0.75	0.60	0.45
A	Gallard, Alejandro (Ph.D.) Science Education	Assoc. Prof	Tenure	Spring 2013	9	0.75	0.05	0.04	0	0.00	0.00	0.00
A	Guerette, Amy (Ph.D.) Disabilities	Assoc. Prof	Tenure	Spring 2013	9	0.75	0.30	0.23	9	0.75	0.30	0.23
A	Haneda, Mari (Ph.D.) Foreign and Second Language Ed	Assoc. Prof	NT	Spring 2013	9	0.75	0.30	0.23	9	0.75	0.60	0.45
A	Hanline, Mary Frances (Ph.D.) Childhood	Professor	Tenure	Spring 2013	9	0.75	0.60	0.45	9	0.75	0.60	0.45
A	Jakubowski, Elizabeth (Ph.D.) Mathematics Education	Assoc. Prof	Tenure	Spring 2013	9	0.75	0.60	0.45	9	0.75	0.60	0.45
A	Jones, Ithel (Ph.D.) Education	Assoc. Prof	Tenure	Spring 2013	9	0.75	0.60	0.45	9	0.75	0.60	0.45
A	Kim, Young-Suk (Ph.D.) Reading Education	Asst. Prof.	NT	Spring 2013	9	0.75	0.30	0.23	9	0.75	0.30	0.23
A	Lewis, Sandra (Ph.D.)	Professor	Tenure	Spring 2013	9	0.75	0.30	0.23	9	0.75	0.30	0.23



A	Existing faculty on a regular line	Current Education & General Revenue	5.57				7.08
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.47				0.30
C	New faculty to be hired on a new line	New Education & General Revenue	0.00				0.00
D	Existing faculty hired on contracts/ grants	Contracts/Grants	0.00				0.00
E	New faculty to be hired on contracts/ grants	Contracts/Grants	0.00				0.00
		<b>Overall Totals for</b>	<b>Year 1</b>			<b>Year 5</b>	<b>7.38</b>

**PROGRAM TERMINATION FORM**  
Board of Governors, State University System of Florida

**UNIVERSITY:** Florida State University  
**PROGRAM NAME:** Special Education

**DEGREE LEVEL(S):** MS, EdS, PhD  
(Ph.D., Ed.D., etc)

**CIP CODE:** 131001  
(Classification of Instructional Programs)

**ANTICIPATED TERMINATION DATE:** December 31, 2012  
(Last date that students will be accepted into program)

**ANTICIPATED PHASE-OUT DATE:** August 1, 2015  
(Last date that data will be submitted for this program)

*This is the form to be used for university requests to terminate doctoral degree programs and is recommended for use when terminating other programs. The request should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for approval. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012 (3), with notification sent to the Board of Governors, Office of Academic and Student Affairs. The issues outlined below should be examined by the UBOT in approving termination.*

**1. Provide a narrative rationale for the request to terminate the program.**

The School of Teacher Education (STE) proposes to consolidate existing graduate degrees (10 independent masters; 10 independent specialist, and 9 independent doctoral) to a single masters, single specialist, and single doctoral degree, respectively. The consolidated degrees would each be titled Curriculum and Instruction. Each current, independent degree (e.g., Elementary Education, English Education, Special Education) would thus be subsumed within each of the Curriculum and Instruction degrees as a major at the appropriate levels (Masters degree in Curriculum and Instruction; Educational Specialist Degree in Curriculum and Instruction; PhD Degree in Curriculum and Instruction). In making this proposal, STE is able to create an inclusive pool of faculty possessing graduate faculty status and thus there would exist adequate faculty to conduct the proposed consolidated degrees and their associated majors. Note: This consolidation proposal does not impact existing curricula pursuant to graduate Masters teacher certification. Such curricula remain intact (as currently approved by the Florida State Department of Education) and are subsumed within the individual majors resulting from proposed degree consolidations.

- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The program is currently being offered at the Tallahassee campus.

There will be a net increase in total enrollment/enrollment planning since, in addition to the consolidation of the independent programs currently operating, independent programs that were suspended in the fall, 2009, are also proposed to become integrated as majors within the consolidated degree structure.

In sum ... through the proposed consolidated degree structure, we can accommodate more students, increase semester credits hours, and do so with slightly fewer faculty FTE.

- 3. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?**

Students currently active in an independent program (but proposed for consolidation) would be given a choice to complete that program or be permitted to change to the proposed replacement (i.e., Curriculum and Instruction) degree. The requirements for each of the current independent programs articulate with the proposed degree so fluidly that students would not be advantaged or disadvantaged in choosing one option over the other. Students currently enrolled in (and faculty associated with) each independent program would be invited to attend one of several informational meetings designed to address concerns or questions. In addition, students would receive periodic electronic communication informing them of the status of the change in degree program. Finally, the Director of the School of Teacher Education will post a web-based announcement to answer FAQ and to invite students to visit him with specific individual questions/concerns.

The Co-Director of the Office of Academic Services and Intern Support (OASIS), with responsibility for graduate studies, will be included in discussions with faculty upon the program terminations, and will also be able to address student queries. Teach out plans will be submitted to SACS in a timely manner; enrollment in each major code will be tracked and reported to the FSU SACS office on a regular basis.

- 4. Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.**

Consistent with data aggregated across Quality Enhancement Reviews performed in Spring 2011, our gender and racial distribution of graduate students and faculty were:

	% Female	% Minority	% Resident Alien (International)
Graduate Students	79.6	35.3	12.6
Faculty	71.4	16.0	0.0

#### Affected Faculty

(Note: These individuals are not affected beyond their change of affiliation from independent degrees to the consolidated degree structure)

Faculty Name	Rank	Tenure Status
Carroll, Pamela	Professor	Tenured
Clark, Kathleen	Associate Professor	Tenured
Davis, Angie	Associate Instructor	Non-tenured
Davis, Nancy	Associate Professor	Tenured
Edwards, Barbara	Associate Professor	Tenured
Foorman, Barbara	Professor	Tenured
Galeano, Rebecca	Assistant Professor	Non-tenured
Gallard, Alejandro	Associate Professor	Tenured
Guerette, Amy	Associate Professor	Tenured
Haneda, Mari	Associate Professor	Non-tenured
Hanline, Mary Frances	Professor	Tenured
Jakubowski, Elizabeth	Associate Professor	Tenured
Jones, Ithel	Associate Professor	Tenured
Kim, Young-Suk	Assistant Professor	Non-tenured
Lewis, Sandra	Professor	Tenured
Menchetti, Bruce	Associate Professor	Tenured
Ratliffe, Thomas	Associate Professor	Tenured
Rice, Diana	Associate Professor	Tenured
Sampson, Victor	Assistant Professor	Non-tenured
Scharmman, Lawrence	Professor	Tenured
Scherff, Elisa	Associate Professor	Not-tenured
Southerland, Sherry	Professor	Tenured
Wanzek, Jeanne	Assistant Professor	Non-tenured
Witte, Shelbie	Assistant Professor	Non-tenured
White, Headley	Assistant Instructor	Non-tenured

**5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.**

There would be no negative impact because the proposal is to consolidate existing

degrees to a single degree. Demographics concerning females, minorities, faculty, and students would essentially remain intact.

**PROGRAM TERMINATION FORM (Signatures)**

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Signature of Requestor/Initiator  
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Date

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Signature of Campus EO Officer  
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Date

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Signature of College Dean  
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Date

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Signature of SACS Liaison  
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Date

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Signature of Vice President for  
Academic Affairs  
-----  
Date

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Program Termination Form.doc

**PROGRAM TERMINATION FORM**  
Board of Governors, State University System of Florida

**UNIVERSITY:** Florida State University  
**PROGRAM NAME:** Visual Disabilities Education

**DEGREE LEVEL(S):** MS, EdS  
(Ph.D., Ed.D., etc)

**CIP CODE:** 131009  
(Classification of Instructional Programs)

**ANTICIPATED TERMINATION DATE:** December 31, 2012  
(Last date that students will be accepted into program)

**ANTICIPATED PHASE-OUT DATE:** August 1, 2015  
(Last date that data will be submitted for this program)

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**1. Provide a narrative rationale for the request to terminate the program.**

The School of Teacher Education (STE) proposes to consolidate existing graduate degrees (10 independent masters; 10 independent specialist, and 9 independent doctoral) to a single masters, single specialist, and single doctoral degree, respectively. The consolidated degrees would each be titled Curriculum and Instruction. Each current, independent degree (e.g., Elementary Education, English Education, Special Education) would thus be subsumed within each of the Curriculum and Instruction degrees as a major at the appropriate levels (Masters degree in Curriculum and Instruction; Educational Specialist Degree in Curriculum and Instruction; PhD Degree in Curriculum and Instruction). In making this proposal, STE is able to create an inclusive pool of faculty possessing graduate faculty status and thus there would exist adequate faculty to conduct the proposed consolidated degrees and their associated majors. Note: This consolidation proposal does not impact existing curricula pursuant to graduate Masters teacher certification. Such curricula remain intact (as currently approved by the Florida State Department of Education) and are subsumed within the individual majors resulting from proposed degree consolidations.

- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The program is currently being offered at the Tallahassee campus.

There will be a net increase in total enrollment/enrollment planning since, in addition to the consolidation of the independent programs currently operating, independent programs that were suspended in the fall, 2009, are also proposed to become integrated as majors within the consolidated degree structure.

In sum ... through the proposed consolidated degree structure, we can accommodate more students, increase semester credits hours, and do so with slightly fewer faculty FTE.

- 3. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?**

Students currently active in an independent program (but proposed for consolidation) would be given a choice to complete that program or be permitted to change to the proposed replacement (i.e., Curriculum and Instruction) degree. The requirements for each of the current independent programs articulate with the proposed degree so fluidly that students would not be advantaged or disadvantaged in choosing one option over the other. Students currently enrolled in (and faculty associated with) each independent program would be invited to attend one of several informational meetings designed to address concerns or questions. In addition, students would receive periodic electronic communication informing them of the status of the change in degree program. Finally, the Director of the School of Teacher Education will post a web-based announcement to answer FAQ and to invite students to visit him with specific individual questions/concerns.

The Co-Director of the Office of Academic Services and Intern Support (OASIS), with responsibility for graduate studies, will be included in discussions with faculty upon the program terminations, and will also be able to address student queries. Teach out plans will be submitted to SACS in a timely manner; enrollment in each major code will be tracked and reported to the FSU SACS office on a regular basis.

- 4. Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.**

Consistent with data aggregated across Quality Enhancement Reviews performed in Spring 2011, our gender and racial distribution of graduate students and faculty were:

	% Female	% Minority	% Resident Alien (International)
Graduate Students	79.6	35.3	12.6
Faculty	71.4	16.0	0.0

#### Affected Faculty

(Note: These individuals are not affected beyond their change of affiliation from independent degrees to the consolidated degree structure)

Faculty Name	Rank	Tenure Status
Carroll, Pamela	Professor	Tenured
Clark, Kathleen	Associate Professor	Tenured
Davis, Angie	Associate Instructor	Non-tenured
Davis, Nancy	Associate Professor	Tenured
Edwards, Barbara	Associate Professor	Tenured
Foorman, Barbara	Professor	Tenured
Galeano, Rebecca	Assistant Professor	Non-tenured
Gallard, Alejandro	Associate Professor	Tenured
Guerette, Amy	Associate Professor	Tenured
Haneda, Mari	Associate Professor	Non-tenured
Hanline, Mary Frances	Professor	Tenured
Jakubowski, Elizabeth	Associate Professor	Tenured
Jones, Ithel	Associate Professor	Tenured
Kim, Young-Suk	Assistant Professor	Non-tenured
Lewis, Sandra	Professor	Tenured
Menchetti, Bruce	Associate Professor	Tenured
Ratliffe, Thomas	Associate Professor	Tenured
Rice, Diana	Associate Professor	Tenured
Sampson, Victor	Assistant Professor	Non-tenured
Scharmman, Lawrence	Professor	Tenured
Scherff, Elisa	Associate Professor	Not-tenured
Southerland, Sherry	Professor	Tenured
Wanzek, Jeanne	Assistant Professor	Non-tenured
Witte, Shelbie	Assistant Professor	Non-tenured
White, Headley	Assistant Instructor	Non-tenured

**5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.**

There would be no negative impact because the proposal is to consolidate existing

degrees to a single degree. Demographics concerning females, minorities, faculty, and students would essentially remain intact.

**PROGRAM TERMINATION FORM (Signatures)**

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Signature of Requestor/Initiator  
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Signature of Vice President for  
Academic Affairs  
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**PROGRAM TERMINATION FORM**  
Board of Governors, State University System of Florida

**UNIVERSITY:** Florida State University  
**PROGRAM NAME:** Elementary Education

**DEGREE LEVEL(S):** MS, EdS, PhD  
(Ph.D., Ed.D., etc)

**CIP CODE:** 131202  
(Classification of Instructional Programs)

**ANTICIPATED TERMINATION DATE:** December 31, 2012  
(Last date that students will be accepted into program)

**ANTICIPATED PHASE-OUT DATE:** August 1, 2015  
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- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The program is currently being offered at the Tallahassee campus.

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- 3. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?**

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- 4. Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.**

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Galeano, Rebecca	Assistant Professor	Non-tenured
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Haneda, Mari	Associate Professor	Non-tenured
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Lewis, Sandra	Professor	Tenured
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Ratliffe, Thomas	Associate Professor	Tenured
Rice, Diana	Associate Professor	Tenured
Sampson, Victor	Assistant Professor	Non-tenured
Scharmman, Lawrence	Professor	Tenured
Scherff, Elisa	Associate Professor	Not-tenured
Southerland, Sherry	Professor	Tenured
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Academic Affairs  
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Program Termination Form.doc

**PROGRAM TERMINATION FORM**  
Board of Governors, State University System of Florida

**UNIVERSITY:** Florida State University  
**PROGRAM NAME:** Early Childhood Education

**DEGREE LEVEL(S):** MS, EdS, PhD  
(Ph.D., Ed.D., etc)

**CIP CODE:** 131210  
(Classification of Instructional Programs)

**ANTICIPATED TERMINATION DATE:** December 31, 2012  
(Last date that students will be accepted into program)

**ANTICIPATED PHASE-OUT DATE:** August 1, 2015  
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**PROGRAM TERMINATION FORM**  
Board of Governors, State University System of Florida

**UNIVERSITY:** Florida State University  
**PROGRAM NAME:** English Education

**DEGREE LEVEL(S):** MS, EdS, PhD  
(Ph.D., Ed.D., etc)

**CIP CODE:** 131305  
(Classification of Instructional Programs)

**ANTICIPATED TERMINATION DATE:** December 31, 2012  
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**PROGRAM TERMINATION FORM**  
Board of Governors, State University System of Florida

**UNIVERSITY:** Florida State University

**PROGRAM NAME:** Foreign and Second Language Education

**DEGREE LEVEL(S):** MS, EdS, PhD  
(Ph.D., Ed.D., etc)

**CIP CODE:** 131306  
(Classification of Instructional Programs)

**ANTICIPATED TERMINATION DATE:** December 31, 2012  
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(Note: These individuals are not affected beyond their change of affiliation from independent degrees to the consolidated degree structure)

Faculty Name	Rank	Tenure Status
Carroll, Pamela	Professor	Tenured
Clark, Kathleen	Associate Professor	Tenured
Davis, Angie	Associate Instructor	Non-tenured
Davis, Nancy	Associate Professor	Tenured
Edwards, Barbara	Associate Professor	Tenured
Foorman, Barbara	Professor	Tenured
Galeano, Rebecca	Assistant Professor	Non-tenured
Gallard, Alejandro	Associate Professor	Tenured
Guerette, Amy	Associate Professor	Tenured
Haneda, Mari	Associate Professor	Non-tenured
Hanline, Mary Frances	Professor	Tenured
Jakubowski, Elizabeth	Associate Professor	Tenured
Jones, Ithel	Associate Professor	Tenured
Kim, Young-Suk	Assistant Professor	Non-tenured
Lewis, Sandra	Professor	Tenured
Menchetti, Bruce	Associate Professor	Tenured
Ratliffe, Thomas	Associate Professor	Tenured
Rice, Diana	Associate Professor	Tenured
Sampson, Victor	Assistant Professor	Non-tenured
Scharmman, Lawrence	Professor	Tenured
Scherff, Elisa	Associate Professor	Not-tenured
Southerland, Sherry	Professor	Tenured
Wanzek, Jeanne	Assistant Professor	Non-tenured
Witte, Shelbie	Assistant Professor	Non-tenured
White, Headley	Assistant Instructor	Non-tenured

**5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.**

There would be no negative impact because the proposal is to consolidate existing

degrees to a single degree. Demographics concerning females, minorities, faculty, and students would essentially remain intact.

**PROGRAM TERMINATION FORM (Signatures)**

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Academic Affairs  
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Date

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Program Termination Form.doc

**PROGRAM TERMINATION FORM**  
Board of Governors, State University System of Florida

**UNIVERSITY:** Florida State University  
**PROGRAM NAME:** Mathematics Education

**DEGREE LEVEL(S):** MS, EdS, PhD  
(Ph.D., Ed.D., etc)

**CIP CODE:** 131311  
(Classification of Instructional Programs)

**ANTICIPATED TERMINATION DATE:** December 31, 2012  
(Last date that students will be accepted into program)

**ANTICIPATED PHASE-OUT DATE:** August 1, 2015  
(Last date that data will be submitted for this program)

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**1. Provide a narrative rationale for the request to terminate the program.**

The School of Teacher Education (STE) proposes to consolidate existing graduate degrees (10 independent masters; 10 independent specialist, and 9 independent doctoral) to a single masters, single specialist, and single doctoral degree, respectively. The consolidated degrees would each be titled Curriculum and Instruction. Each current, independent degree (e.g., Elementary Education, English Education, Special Education) would thus be subsumed within each of the Curriculum and Instruction degrees as a major at the appropriate levels (Masters degree in Curriculum and Instruction; Educational Specialist Degree in Curriculum and Instruction; PhD Degree in Curriculum and Instruction). In making this proposal, STE is able to create an inclusive pool of faculty possessing graduate faculty status and thus there would exist adequate faculty to conduct the proposed consolidated degrees and their associated majors. Note: This consolidation proposal does not impact existing curricula pursuant to graduate Masters teacher certification. Such curricula remain intact (as currently approved by the Florida State Department of Education) and are subsumed within the individual majors resulting from proposed degree consolidations.

- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The program is currently being offered at the Tallahassee campus.

There will be a net increase in total enrollment/enrollment planning since, in addition to the consolidation of the independent programs currently operating, independent programs that were suspended in the fall, 2009, are also proposed to become integrated as majors within the consolidated degree structure.

In sum ... through the proposed consolidated degree structure, we can accommodate more students, increase semester credits hours, and do so with slightly fewer faculty FTE.

- 3. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?**

Students currently active in an independent program (but proposed for consolidation) would be given a choice to complete that program or be permitted to change to the proposed replacement (i.e., Curriculum and Instruction) degree. The requirements for each of the current independent programs articulate with the proposed degree so fluidly that students would not be advantaged or disadvantaged in choosing one option over the other. Students currently enrolled in (and faculty associated with) each independent program would be invited to attend one of several informational meetings designed to address concerns or questions. In addition, students would receive periodic electronic communication informing them of the status of the change in degree program. Finally, the Director of the School of Teacher Education will post a web-based announcement to answer FAQ and to invite students to visit him with specific individual questions/concerns.

The Co-Director of the Office of Academic Services and Intern Support (OASIS), with responsibility for graduate studies, will be included in discussions with faculty upon the program terminations, and will also be able to address student queries. Teach out plans will be submitted to SACS in a timely manner; enrollment in each major code will be tracked and reported to the FSU SACS office on a regular basis.

- 4. Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.**

Consistent with data aggregated across Quality Enhancement Reviews performed in Spring 2011, our gender and racial distribution of graduate students and faculty were:

	% Female	% Minority	% Resident Alien (International)
Graduate Students	79.6	35.3	12.6
Faculty	71.4	16.0	0.0

#### Affected Faculty

(Note: These individuals are not affected beyond their change of affiliation from independent degrees to the consolidated degree structure)

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Sampson, Victor	Assistant Professor	Non-tenured
Scharmman, Lawrence	Professor	Tenured
Scherff, Elisa	Associate Professor	Not-tenured
Southerland, Sherry	Professor	Tenured
Wanzek, Jeanne	Assistant Professor	Non-tenured
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Academic Affairs  
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Program Termination Form.doc

**PROGRAM TERMINATION FORM**  
Board of Governors, State University System of Florida

**UNIVERSITY:** Florida State University  
**PROGRAM NAME:** Reading Education

**DEGREE LEVEL(S):** MS, EdS, PhD  
(Ph.D., Ed.D., etc)

**CIP CODE:** 131315  
(Classification of Instructional Programs)

**ANTICIPATED TERMINATION DATE:** December 31, 2012  
(Last date that students will be accepted into program)

**ANTICIPATED PHASE-OUT DATE:** August 1, 2015  
(Last date that data will be submitted for this program)

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**1. Provide a narrative rationale for the request to terminate the program.**

The School of Teacher Education (STE) proposes to consolidate existing graduate degrees (10 independent masters; 10 independent specialist, and 9 independent doctoral) to a single masters, single specialist, and single doctoral degree, respectively. The consolidated degrees would each be titled Curriculum and Instruction. Each current, independent degree (e.g., Elementary Education, English Education, Special Education) would thus be subsumed within each of the Curriculum and Instruction degrees as a major at the appropriate levels (Masters degree in Curriculum and Instruction; Educational Specialist Degree in Curriculum and Instruction; PhD Degree in Curriculum and Instruction). In making this proposal, STE is able to create an inclusive pool of faculty possessing graduate faculty status and thus there would exist adequate faculty to conduct the proposed consolidated degrees and their associated majors. Note: This consolidation proposal does not impact existing curricula pursuant to graduate Masters teacher certification. Such curricula remain intact (as currently approved by the Florida State Department of Education) and are subsumed within the individual majors resulting from proposed degree consolidations.

- 2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.**

The program is currently being offered at the Tallahassee campus.

There will be a net increase in total enrollment/enrollment planning since, in addition to the consolidation of the independent programs currently operating, independent programs that were suspended in the fall, 2009, are also proposed to become integrated as majors within the consolidated degree structure.

In sum ... through the proposed consolidated degree structure, we can accommodate more students, increase semester credits hours, and do so with slightly fewer faculty FTE.

- 3. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?**

Students currently active in an independent program (but proposed for consolidation) would be given a choice to complete that program or be permitted to change to the proposed replacement (i.e., Curriculum and Instruction) degree. The requirements for each of the current independent programs articulate with the proposed degree so fluidly that students would not be advantaged or disadvantaged in choosing one option over the other. Students currently enrolled in (and faculty associated with) each independent program would be invited to attend one of several informational meetings designed to address concerns or questions. In addition, students would receive periodic electronic communication informing them of the status of the change in degree program. Finally, the Director of the School of Teacher Education will post a web-based announcement to answer FAQ and to invite students to visit him with specific individual questions/concerns.

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- 4. Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.**

Consistent with data aggregated across Quality Enhancement Reviews performed in Spring 2011, our gender and racial distribution of graduate students and faculty were:

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Faculty	71.4	16.0	0.0

#### Affected Faculty

(Note: These individuals are not affected beyond their change of affiliation from independent degrees to the consolidated degree structure)

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Guerette, Amy	Associate Professor	Tenured
Haneda, Mari	Associate Professor	Non-tenured
Hanline, Mary Frances	Professor	Tenured
Jakubowski, Elizabeth	Associate Professor	Tenured
Jones, Ithel	Associate Professor	Tenured
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Rice, Diana	Associate Professor	Tenured
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Scherff, Elisa	Associate Professor	Not-tenured
Southerland, Sherry	Professor	Tenured
Wanzek, Jeanne	Assistant Professor	Non-tenured
Witte, Shelbie	Assistant Professor	Non-tenured
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**5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.**

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**PROGRAM TERMINATION FORM**  
Board of Governors, State University System of Florida

**UNIVERSITY:** Florida State University  
**PROGRAM NAME:** Science Education

**DEGREE LEVEL(S):** MS, EdS, PhD  
(Ph.D., Ed.D., etc)

**CIP CODE:** 131316  
(Classification of Instructional Programs)

**ANTICIPATED TERMINATION DATE:** December 31, 2012  
(Last date that students will be accepted into program)

**ANTICIPATED PHASE-OUT DATE:** August 1, 2015  
(Last date that data will be submitted for this program)

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**PROGRAM TERMINATION FORM**  
Board of Governors, State University System of Florida

**UNIVERSITY:** Florida State University  
**PROGRAM NAME:** Social Science Education

**DEGREE LEVEL(S):** MS, EdS, PhD  
(Ph.D., Ed.D., etc)

**CIP CODE:** 131317  
(Classification of Instructional Programs)

**ANTICIPATED TERMINATION DATE:** December 31, 2012  
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PROGRAM TERMINATION FORM (PAGE 3)

Jawane C. Shannon  
Signature of Requestor/Initiator

4-27-2012  
Date

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Signature of Campus EO Officer

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Date

Kevin P. Driscoll  
Signature of College Dean

4/27/2012  
Date

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Signature of SACS Liaison

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Date

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Signature of Vice President for  
Academic Affairs

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Date

REVISED 3/2012

April 27, 2012

Dr. Marcy Driscoll  
Dean, College of Education  
Florida State University  
PO Box 3064450  
1114 W. Call Street  
Suite 1100 STB  
Tallahassee, FL 32306-4450

Dear Dean Driscoll,

After reviewing your proposal, the College of Education at Florida International University does not have any objections with what is basically an administrative request to re-classify several of your Teacher Education degree programs into one single CIP code in order to maximize programmatic efficiencies and faculty collaboration in your unit.

If you need additional information, please do not hesitate to contact me.

Sincerely,



Delia C. Garcia Ed.D.  
Dean

DCG/mdg