

Glassboro State College Senate Curriculum Committee

Approval Form

Proposal Title: Master's Program in Counseling

Sponsor(s) [Signature] Dept.: Psych Ext. [Signature]

- Check one:** Course Specialization Concentration Minor Achievement Certificate
 Certification Program Major Program Minor Change Deletion
(please name deletion or credit/title/catalog change)

Undergraduate Graduate 3 Credit Hours

| | | |
|---|---|---|
| <p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved <u>1/17/93</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>[Signature]</u> Dept. CC Chairperson</p> <p><input checked="" type="checkbox"/> Reviewed <u>1/17/93</u> Date</p> <p><u>[Signature]</u> Dept. Chairperson</p> | <p>Step 2 (Receipt)</p> <p><input type="checkbox"/> SCC# <u>92-93-30</u></p> <p>Proposal Received _____ Date</p> <p>_____ SCC Chairperson</p> | <p>Step 3 (School CC)</p> <p>Reviewed _____</p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments:</p> <p><u>[Signature]</u> School Curr. Comm. Chairperson</p> |
|---|---|---|

Step 4 (Academic Dean) **Comments:**

Recommend
 Not Recommend
 Conditionally Recommend (see comments)

Reviewed _____
Date

Signature, Dean of School

Step 5 (SCC)

Open Hearing 2/26/93 Approved by Senate Curriculum Committee 2/26/93
Date Date

Returned to sponsor(s) for the following reasons:

Step 6 (Senate)

Presented to Senate 3/5/93 Approved Not Approved
Date

Notification to Executive Vice-President/Provost 3/5/93 [Signature]
Date Signature, SCC Chairperson

Step 7 (Executive V.P./Provost)

Received _____
Date

Approved Yes No

If no, reasons are as follows:

Student credit hours _____

Faculty load hours _____

Equalized credit hours _____

Official copy and approval sheet filed MAR 23 1993
Date

Signature, Executive Vice-President/Provost

Registrar

Approved course description received 12 Mar 93
Date

Hegis Taxonomy and Course Number assigned new Cat. Descript.

BZ/Kekey
Signature, Registrar

12 Mar 93
Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)

MINOR CURRICULAR CHANGE

1. Details

- a. Change Requested: 1701.351 Geometry II

Old Catalog Description: This course includes similarity, area functions, circles and spheres, isometrics, constructability, metrization theory, arc length, circular area measure, Jordan measure, volume and Cavalieri's principle, hyperbolic geometry and logical foundations of Euclidean geometry.

New Catalog Description: This course continues the study of geometries begun in Geometry I with consideration of convexity, constructions, area and volume. Additional topics studied may include inversion; projective geometry; differential geometry; symmetry, polyhedra, and tilings; dynamical systems and fractals; or lattices.

- b. Sponsor(s): Janet Caldwell, Mathematics

2. Rationale

a. Statement of "need": The new catalog description more accurately reflects changing emphases in geometry and the content of current textbooks in the field. It also matches more closely what is actually taught in the course.

- b. Curricular effect: None.

3. Results of Consultation

- a. Parties consulted: Jody Blohm, Secondary Education
- b. Evidence attached.

TO: Janet Caldwell

FROM: Jody Blohm



DATE: Nov. 6th, 1992

RE: Mathematics Course Changes

Arithmetic Structures

As the mathematics educational specialist for the School of Education and Related Professional Studies, I highly recommend the inception of this course as indicated and strongly suggest that all preservice elementary school teachers be required to take this course in place of a general education course. Recommendations from NCTM and AMA include a more intensive preparation for teaching mathematics on the elementary level where the foundation for mathematics is established. This course would not only increase their knowledge of mathematical theory and improve their analytical skills but would also address the global perspective of mathematics through the use of representations, modeling, technology, and manipulatives in conjunction with the way students learn.

Geometry I, Geometry II, and Modern Geometry

The course descriptions illustrate evidence of addressing the NCTM recommendations and are clearly independent of one another in content. Clear expectations are provided for students considering enrolling in any one of the courses.

Problems in mathematics Education I & II

Description changes reflect a distinction between the two courses and establishes a continuity between the courses in terms of course requirements.