

GEORGIA COLLEGE & STATE UNIVERSITY

DEGREE PROGRAM CHANGES
PROPOSAL COVER SHEET

DEGREE: Master of Arts in Teaching (M.A.T.)

CIP CODE: 13120400

PROGRAM/CONCENTRATION NAME: Master of Arts in Teaching in Early Childhood Education

DEPARTMENT: Early Childhood and Middle Grades

PROPOSED EFFECTIVE DATE: Spring , 2013
Semester Year

Check One or More of the Following and Attach the Appropriate Forms

- New Program Proposal
- New Concentration Proposal
- Change in Program/Concentration/Degree Requirements
- Deactivate/Discontinue Degree Program/Concentration

Submitted by: Holley Roberts 9/6/11
Faculty Member Date

Recommendation:*

Recommend Not Recommend _____
Chair, Dept. Curriculum Committee Date

Recommend Not Recommend Nancy B. Mizelle 9/7/11
Department Chair Date

Recommend Not Recommend Virginia Duke 9/7/11
Chair, College Curriculum Committee Date

Recommend Not Recommend Jane Skrim 11/15/11
Chair, Educator Preparation Council Date

Recommend Not Recommend Carol H. Bader 11/15/11
College Dean Date

Recommend Not Recommend _____
Vice President for Academic Affairs Date

Recommend Not Recommend _____
Chair, University Curriculum & Assessment Cmt. Date

*A "Not Recommend" recommendation should include reviewer rationale and recommended action here:

* We'd like to suggest that in the long run this program be housed in Macon at the center for Graduate Studies.

GEORGIA COLLEGE & STATE UNIVERSITY

DEGREE PROGRAM CHANGES
PROPOSAL COVER SHEET

DEGREE: Master of Arts in Teaching (MAT)

CIP CODE: 13120400

PROGRAM/CONCENTRATION NAME: Master of Arts in Teaching in Early
Childhood Education

DEPARTMENT: ECMG

PROPOSED EFFECTIVE DATE: Spring, 2013
Semester Year

Check One or More of the Following and Attach the Appropriate Forms

- * New Program Proposal
- New Concentration Proposal
- Change in Program/Concentration/Degree Requirements
- Deactivate/Discontinue Degree Program/Concentration

Submitted by: Holley Roberts August 15, 2011
Faculty Member Date

Recommendation:*

Recommend Not Recommend _____
Chair, Dept. Curriculum Committee Date

Recommend Not Recommend Nancy B. Mizelle 8/15/11
Department Chair Date

Recommend Not Recommend Virginia B. Wiley 9/7/11
Chair, College Curriculum Committee Date

Recommend Not Recommend _____
Chair, Educator Preparation Council Date

Recommend Not Recommend _____
College Dean Date

Recommend Not Recommend _____
Vice President for Academic Affairs Date

Recommend Not Recommend _____
Chair, University Curriculum & Assessment Cmt. Date

*A "Not Recommend" recommendation should include reviewer rationale and recommended action here:

BACCALAUREATE AND MASTER'S DEGREES

NEW PROPOSAL FORM: ONE-STEP PROCESS
(Submit One Copy)

REVISED FORMAL PROPOSAL

Institution: Georgia College & State University

Institutional Contact (President or Vice President for Academic Affairs): Dr. Sandra Jordan, Provost

Date: August 15, 2011

School/Division: John H. Lounsbury College of Education

Department: Early Childhood and Middle Grades Education

Departmental Contact: Dr. Nancy Mizelle, Department Chairperson

Name of Proposed Program/Inscription: Master of Arts in Teaching in Early Childhood Education

Degree: Master of Arts in Teaching (M.A.T.)

Major: Early Childhood Education

CIP Code: 13120400

Anticipated Starting Date: Spring 2013

Indication of Whether the Program is New and Online: New Program/Partially Online
Indication of whether the program should be listed with the SREB Electronic Campus: No

1. Program Description and Objectives:

a. Objectives of the program

This program aims to serve post-baccalaureate early childhood education students in attaining teacher certification and a graduate level degree.

b. Needs the program will meet

This program will meet the needs of post-baccalaureate students who are seeking a teaching certificate and graduate level degree from an accredited state institution. These students include a combination of recent graduates and those seeking to enter the teaching profession as a second career from the Middle Georgia area.

c. Brief explanation of how the program is to be delivered

The program will be delivered in a mixture of face to face, evening, Saturday, and online courses and include a rigorous field placement and internship component. Additionally, it will utilize the *Architects of Change* mentor leader model, which the JHL COE developed, and is a nationally recognized model for effective teacher development (http://www.unm.edu/~spe/spe_wisniewski.html). This model also led to the department in which it will be housed, to be recognized by the University System of Georgia Board of Regents with the award for Teaching Excellence in 2010. This rigorous program provides active coaching and mentoring during the field experiences throughout the degree program by a professor specifically assigned to the cohort from admission to graduation. This professor also teaches her/his cohort students in at least one course per semester. The combination of mentoring students in the field as well as extending their content knowledge in the higher education classroom has led to a 92% teacher retention rate of our graduates after 5 years in the classroom, compared to the nearly 50% national attrition rate for beginning teachers in the first 3-5 years. For this reason, the Early Childhood MAT program would be delivered utilizing this unique and effective method to ensure that graduates of the program would be well prepared to teach students in a developmentally appropriate manner in Georgia's public school elementary classrooms.

Until the program has an established track record for recruitment, we anticipate that the program will accept new students every other year to allow one cohort of students to graduate prior to a new one matriculating. This will allow for comprehensive program assessment as well as quality field placement assignments without compromising the quality of any other program within the department.

d. Prioritization within the institution's strategic plan

Several areas within the institution's strategic plan will be met through the development and implementation of this M.A.T. program. First, the Early Childhood M.A.T promotes Strategic Direction Two to "*Strengthen the university's graduate mission, which is to deliver graduate programs responsive to regional workforce needs.*" This part of the strategic plan is supported by a recent study, the Carnegie Occupation Projection Analysis (2011), which projects that "at 37% the [Workforce Investment Area- the labor market within the contiguous counties served by GCSU] are poised to far outstrip the state's growth rate of 17% and add 630 openings annually... almost 74% of all new jobs" (p. 10) in Early Childhood Education. In other words, the demand for teachers in the area of Early Childhood within Georgia College's workforce area are projected to increase at over double the state's growth rate of 17%. This is likely to add 630 openings each year (in our target area) in comparison to 1,650 across the state. Unfortunately, many of our baccalaureate graduates who become certified in Early Childhood do not choose to stay in the Middle Georgia area upon graduation, leaving a shortage of qualified applicants for positions in local school systems. Additionally, the economic situation in middle Georgia has left a number of people seeking teaching certification as a means to a second career. This program, which would allow initial certification at the graduate level, would be responsive to regional workforce needs.

Strategic Direction Four, to "*Strengthen community and regional ties through programs, partnerships, research, and service that enhances economic, educational, and cultural opportunities,*" will be met through enhanced partnerships with local schools. These local

collaborations are strongly utilized by our undergraduate programs in scheduling quality field placements, and have led to professional learning opportunities for faculties of local elementary schools and GCSU faculty alike. With a greater potential for second career initial certification graduates, community and regional relationships could be strengthened, as more local students, who have deep community connections and experiences, are able to take advantage of a quality alternative route to a career in Early Childhood education. This program also has the potential to strengthen the current partnership with Oconee RESA as the institutions work together to prepare high quality teachers for early childhood classrooms in the Middle Georgia area.

Further, Strategic Direction Three to “*Enhance the academic reputation of Georgia College based on recognition of exemplary academic programs and the distinctive qualities and achievements of its academic colleges and units*” will also be addressed. The Department of Early Childhood and Middle Grades Education already has an excellent reputation for teacher preparation within the state as the recipient of the 2010 Board of Regents Teaching Excellence Award. This award recognizes the outstanding work that the department does in teacher education preparation. While this award recognizes our work, it is crucial that we continue to strive to improve the educational experiences of Georgia’s children through providing quality teacher education programs that are designed for non-traditional students seeking a career in education. Therefore, adding an Early Childhood MAT program enhances the educational opportunities available at GCSU through opening the door for more to take advantage of the quality teacher education program in the field of Early Childhood education.

2. Description of the program’s fit with the institutional mission and nationally accepted trends in the discipline.

Due to the focus on extending a quality graduate program to potential non-traditional students in multiple forms, the M.A.T. in Early Childhood Education relates well with the GCSU mission which states that *Georgia College also provides, at multiple locations, graduate and professional studies that support the needs of the region and create pathways to individual success and personal fulfillment.* Additionally, the proposed Early Childhood M.A.T. meshes well with the JHL COE conceptual framework, “Educators as Architects of Change,” which promotes our graduates as mentors and leaders in educational improvement throughout Georgia.

Nationally, teacher education programs for all disciplines are utilizing multiple pathways to teacher education as opposed to the traditional student model to fill the needs of classrooms. Alternate certification programs, M.A.T. programs, Troops to Teacher, Teach for America – all of these are ways that have helped to fill needs within the teaching ranks. Due to our geographic location, as well as our proven mentor leader model for teacher education, the most logical avenue for our program to explore for alternate methods of certification is the M.A.T. program.

Within the discipline itself, a need for teachers skilled in developmentally appropriate pedagogy is high. The trend towards standardized testing and the focus on cognitive development without regard for the nourishment of creativity, social, emotional, and physical development is a detriment toward individual growth of a child. This program is developed around a set of academic and field experiences that keep central the idea that understanding child development and theory prior to applying it in the classroom is a crucial aspect in creating developmentally appropriate classrooms and teachers. Students will utilize the NAEYC standards in their own professional development, while gaining experience with children across a range of

developmental levels (birth-5th grade), collaboration, advocacy, curriculum development, as well as an inquiry project to help them develop into a Master in the Art of Teaching in developmentally appropriate ways.

3. Description of how the program demonstrates demand and a justification of need in the discipline and geographic area and is not unnecessary program duplication.

As a beginning benchmark regarding the need for this program, the most requested program in the Early Childhood and Middle Grades Department is a M.A.T. in Early Childhood Education. In addition, the Graduate Admissions Advisor for the College of Education fields a significant amount of calls inquiring about an initial certification program on the graduate level for Early Childhood Education. The Early Childhood and Middle Grades chair and faculty often recommend other M.A.T programs in the state to those students who are not accepted to the Early Childhood undergraduate program, because of the limited amount of space, but would like to remain at Georgia College to complete their baccalaureate degree. With an M.A.T program in place these students could remain at Georgia College to complete their undergraduate degree, then apply for the M.A.T program to fulfill their desire to be an early childhood educator. Further, through our work with local school districts, paraprofessionals, through either individual contact or through administrator advocacy, have requested a route to certification that is accessible to them. This program has potential to meet that need. Within the state, a handful of USG institutions offer the M.A.T. in Early Childhood Education. None of these are within the Middle Georgia region, and consequently are not accessible for potential candidates.

While our current undergraduate program is a highly effective teacher education program, we are limited in enrollment due to faculty availability, space availability, and field placement possibilities. Further, our enrollment profiles for our undergraduate programs are typically traditional college students; consequently, undergraduate demand for courses is highest during the day, while graduate demand is after the school day. The size of our institution dictates that we offer coursework at times that student demand indicates – as such, undergraduate courses get priority for daytime slots while graduate courses get priority for other times and delivery methods. While we would like to think that we are meeting the needs of local school systems with our pool of graduates each year, very few stay in the area, opting to move “back home” frequently to Metro Atlanta or other areas that are not in middle Georgia, an area of the state that traditionally has difficulty recruiting quality teachers.

Nationally, the trend for people who are entering the teaching field shows a movement away from the traditional student towards the older, non-traditional student (<http://www.edutopia.org/node/803>). This M.A.T. has been designed, then, keeping in mind non-traditional students within our geographic region returning to school for teaching certification who already hold baccalaureate degrees as well as recent college baccalaureate degree holders seeking teacher certification. Therefore, this program is not a duplication of our undergraduate program, yet it builds upon what we do well while responding to current needs within the community. It has further been designed to allow for mentoring and coaching with students in the M.Ed. program as well as the mentoring and coaching inherent in our undergraduate programs that includes the host teachers we partner with for field placement purposes.

4. Brief description of institutional resources that will be used specifically for the program (e.g., personnel, library, equipment, laboratories, supplies & expenses, capital expenditures)

at program start-up and when the program undergoes its first comprehensive program review.

While we are proposing that only one cohort of students begin every other year, we believe that the implementation of this program hinges upon the addition of two faculty members to provide a quality educational experience for those who are accepted into the program. The proposed program will include a significant amount of work to ensure the course offerings and field experiences are connected in such a way that graduates gain a deep understanding of developmentally appropriate practice as well as acquire the necessary knowledge, skills, and dispositions required for certification of Early Childhood educators. We are proposing that the two faculty members would work very closely together, as we believe collaboration is the key to innovative program development. We envision one faculty member would serve as the Mentor Leader who would be responsible for teaching all field placement courses and the internship (EDEC 5001, EDEC 5002, EDEC 5003, EDEC 5004). In addition to the field placement courses the Mentor Leader would be responsible for developing and teaching new courses and/or teaching additional sections of existing courses within the program, planning and coordinating a variety of public school placements for each of the students, completing field observations in surrounding counties for each of the students in each placement, completing individual debriefings to offer pedagogical support following these observations, completing assessments such as the Capstone, GSTEP and pre-determined data points, and supporting each of the students' research projects as they move through the program.

The second faculty member would be responsible for developing and teaching new courses and/or teaching additional sections of existing courses within the program as well as a majority of the administration of the program. The administrative pieces that this faculty member would be responsible consist of the following: data analysis, program assessment through the writing of necessary SPA, PAR, and various university reports, recruitment of potential students, and the supervision of students in the field. This faculty member would collaborate with the Mentor Leader to develop eight new courses (EDEC 5001, EDEC 5010, EDEC 5002, EDEC 5020, EDEC 5003, EDEC 5030, EDEC 5004, EDEC 5040) that will be offered as part of the program. Course development will include creating syllabi, establishing course activities that build upon each of the courses within the program, and the selection and reading of potential texts. In addition to course development, the planning of field experience activities that correlate with the content taught in the courses, and supporting these connections through individual teacher candidate observations would occur.

We also envision that the second faculty member could be nurtured and developed into the Mentor Leader role if the enrollment dictates the potential growth of the program. Some of the existing course offerings within the College of Education may be taught by current faculty, however, with the anticipated number of students who are accepted into the program being 15, this could cause existing courses to need additional sections to be taught each semester. Travel reimbursement is added for the Mentor Leader and the second faculty member due to the amount of the field supervision that would be required in the area's public schools. Due to the current location and saturation of other GCSU teacher candidates in placements in the middle Georgia area, placements for the Early Childhood M.A.T students may need to occur at a greater distance from the Milledgeville campus. In addition, library funding is being requested for research materials in the early childhood field to support teacher educator research as well as student research projects. Marketing of the program will be an in-kind contribution from the College of

Education. The M.A.T program could be included as the Graduate Admissions Advisor markets other College of Education programs as well as through Early Childhood and Middle Grades faculty connections to local school administrators and faculty. No additional funding would be necessary for facilities.

5. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student.

a. Clearly differentiate which courses are existing and which are newly developed courses. Include the course titles as well as acronyms and credit hour requirements associated with each course.

The course of the study for the M.A.T. in Early Childhood Education has been derived by assessing what works well in our undergraduate initial certification program as well as analyzing our current graduate offerings for courses that provide necessary skills for early childhood teacher development.

New courses:

One of the hallmarks of our initial certification programs can be found in field placements and seminars across the developmental span of early childhood education prior to an internship period at the end of a course of study. This field placement and seminar on the M.A.T. level is represented in the new courses EDEC 5001, EDEC 5002, EDEC 5003; the Internship, or traditional student teaching, in EDEC 5004. Additionally, these field placements are supported by separate courses that purposefully weave in field components as a means for developing teachers. EDEC 5010 – Developmentally Appropriate Pedagogy, EDEC 5020 – Creative Expressions & Management for Developmentally Appropriate Classrooms, and EDEC 5030 – Curriculum Design & Assessment for Developmentally Appropriate Teaching are the courses that are intentionally paired with each field placement and represent the thread through which theory and pedagogy meet practice. Work completed in EDEC 5003, as well as EDEC 5040 – Capstone: Teacher Inquiry for Critical Change, supports an Action Research/Inquiry project that is completed during the Internship period. These new courses have been created and have gone through required governance processes for GCSU.

EDEC 5001 – Field Placement & Seminar I (2 hours)

EDEC 5002 – Field Placement & Seminar II (2 hours)

EDEC 5003 – Field Placement III & Research Design (3 hours)

EDEC 5004 – Internship (6 hours)

EDEC 5010 – Developmentally Appropriate Pedagogy (3 hours)

EDEC 5020 – Creative Expressions & Management for Developmentally Appropriate Classrooms (3 hours)

EDEC 5030 – Curriculum Design & Assessment (6 hours)

EDEC 5040 – Capstone: Teacher Inquiry for Critical Change (3 hours)

Existing Courses:

Ten existing courses in the College of Education are utilized in this new program. These courses have been chosen because they represent content appropriate for Early Childhood Education practitioners as well as appropriate for graduate level students. EDFS 5209 is currently used to introduce other M.A.T. students to sociological and diversity issues within schools, and EDEX

6111 is also utilized to ensure that students are familiar with the talents and need of exceptional children; both are critical for the M.A.T. in Early Childhood Education. Reading and literacy content specific courses are EDRD 6000, EDRD/EDEC 6112, as well as an additional EDRD elective. As we know that reading instruction is critical in P-5 settings, we feel strongly that three courses are necessary to provide adequate background knowledge in appropriate reading and writing pedagogy. Math content and pedagogy are taught in MAED 6020 Number Sense as well as EDIS 6030 – Math Pedagogy. These math courses focus on the content of math and the developmental ways in which children understand mathematical concepts. As Early Childhood Educators are typically generalists and need opportunities to develop content and pedagogical strategies across the disciplines, EDEC 6211 – Social Studies and EDEC 6266 – Science, round out the content areas addressed in the GACE for Early Childhood Education. One additional course, EDEC 6255 – Family & Schools, is a course included in the program of study to help candidates recognize the reciprocal role families and schools play in the education of children, as well as recognize how the NAEYC standards intersect within their development as professionals.

EDRD 6000 – Reading Process & Pedagogy (3 hours)

EDRD/EDEC 6112 – Young Children’s Language & Literacy (3 hours)

Choose one:

EDRD 6151 – Literature in the Schools (3 hours) OR

EDRD 6165 – Multicultural literature (3 hours) OR

EDEC/EDRD 6260 – Writing Instruction in Early Childhood Education (3 hours)

EDEC 6211 – Social Studies (3 hours)

EDEC 6266 – Life Science (3 hours)

EDEC 6255 – Family & Schools (3 hours)

EDFS 5209 – Culture & Schooling (3 hours)

EDEX 6111 - Exceptional Individuals in Regular Classes (3 hours)

EDIS 6030 – Math Pedagogy (3 hours)

MAED 6020 – Number Sense (3 hours)

See Appendix A for program of study and Appendix B for course sequence and delivery methods.

Students must successfully complete all courses each semester with a C or better before being allowed to proceed to the following semester. Students must maintain a 3.0 GPA for continued enrollment.

b. Append course descriptions for all courses (existing and new courses).

See Appendix C: Course Descriptions and Details

c. When describing required or elective courses, list all course prerequisites.

See Appendix C: Course Description and Details for course prerequisites.

d. Provide documentation that all courses in the proposed curriculum have met all institutional requirements for approval.

All courses have been approved by the College of Education and University Senate Committees. Final approval of all new courses and addition to catalog is pending program approval from the BOR and PSC. New Course approval forms are included in Appendix F.

e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.

See Appendix D - NAEYC Standards for Initial Certification.

f. Indicate ways in which the proposed program is consistent with national standards.

The proposed program is consistent with NCATE guidelines, and utilizes NAEYC Standards for Initial Certification. Data points have already been determined within the course structure to ensure that NAEYC standards are met and intentionally woven throughout the program. These standards have been used as the guide for all new courses developed. See Appendix E for data point information.

g. If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned and supervised.

Field experiences and internships are woven into the program. Four placements in a variety of grade levels will be made over the course of the first year, and one placement will be made during the second year. The procedure for scheduling, supervising and evaluating the field placements will resemble the undergraduate initial certification program and primarily rest on the mentor leader with support from the second faculty member.

As a part of their instructional load the Mentor Leader and additional faculty member for the M.A.T. will supervise students in their field experiences.

h. Indicate the adequacy of core offerings to support the new program.

As this is a graduate program, core offerings are not applicable.

6. Admissions criteria. Please include required minima scores on appropriate standardized tests and grade point average requirements.

Admission criteria for the M.A.T. in Early Childhood Education would align with admissions to other M.A.T. programs in the College of Education and include:

- (a) admission to Georgia College & State University Graduate School;
- (b) three letters of recommendation;
- (c) passing score on GCSU writing assessment;
- (d) pass (or exempt) GACE Basic Assessment;
- (e) Meet minimal Grade Point Average of 2.5;
- (f) Early Childhood Education M.A.T. program application

7. Availability of assistantships (if applicable).

Although unlikely due to the M.A.T. program structure, graduate assistantships are available within the College of Education. Applicants that are accepted to the new M.A.T. in Early Childhood Education would be eligible to apply to stipends for assistantships. Eligibility requirements are admission to a graduate degree program in the College of Education and a completed application for graduate assistantship. Approval is granted by chairperson or director

of the hiring department, the student's graduate coordinator, and the Assistant Dean of the College of Education. Students must maintain good academic standing (3.0 GPA) to continue approved assistantships.

8. Student learning outcomes and other associated outcomes of the proposed program.

Learning outcomes are identical to the NAEYC standards for initial certification. Students who complete the M.A.T. in Early Childhood Education will be well versed in the real world application of the National Association for the Education of Young Children (NAEYC) standards. See Appendix C for NAEYC standards.

9. Administration of the program:

a. Indicate where the program will be housed within the academic units of the institution.

The M.A.T. in Early Childhood Education will be housed in the Department of Early Childhood and Middle Grades Education of the John H. Lounsbury College of Education.

b. Describe the administration of the program inclusive of coordination and responsibility.

The program will be administered by the Mentor Leader for the M.A.T. in Early Childhood Education in concert with the second faculty member requested. The Early Childhood MAT would be a part of the Early Childhood and Middle Grades Education department and supervised by the Chair of Early Childhood & Middle Grades. The Mentor Leader would be responsible for all placements and advising of students, as well as collecting data required for accreditation and other reporting. The second faculty member, could potentially be considered the Program Coordinator, and would be responsible for all data analysis, report writing (SPA, PAR, and university), and on-going assessment of the program.

10. Waiver to Degree-Credit Hour (if applicable): If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase in hours (Note: The maximum for bachelor's degrees is 120-semester credit hours and the maximum for master's degrees is 36-semester credit hours).

This M.A.T. would be 58 credit hours. Most other M.A.T.s in Early Childhood Education across the state of Georgia also exceed the 36 semester credit hour maximum for Master's Degrees (University of Georgia – 51 semester credit hours; Georgia State University – 44 semester credit hours; Augusta State University – 39 semester credit hours; Columbus State University – 51-67 semester credit hours).

While this program proposal is over the minimum 36 semester credit hour maximum for a masters degree, it is critical that Early Childhood Educators have a firm understanding of content and pedagogy across all subject areas as well as child development in being effective educators in any environment. Due to the depth and breadth of knowledge needed to effectively meet the needs of all students across multiple subject areas and developmental levels, more than 36 semester credit hours are needed. Certification alone would not provide the opportunity for beginning teachers to acquire the expertise needed, and would only qualify candidates for a T-4 certificate from the Professional Standards Commission. While we recognize that Georgia College offers other M.A.T. programs that can be completed with 36 hours of credit (i.e. Secondary and Middle Grades M.A.T.) these students come to the graduate program with an

undergraduate degree in a specific content area. This would not be true the students admitted to the Early Childhood M.A.T. due to the general nature of the elementary school teaching requirements. As this program utilizes NAEYC standards as its backbone, the program of study has been developed to ensure that a thorough understanding of developmentally appropriate practice is achieved by our graduates. It is our belief that the field experience and seminar component (EDEC 5001, EDEC 5002, EDEC 5003, EDEC 5004) with a total of thirteen hours, in concert with content knowledge and pedagogy knowledge and acquisition, are critical in helping initial certification candidates understand the connections between the theoretical perspectives of early childhood and the actual practice. Based on GCSU COE's 92% retention rate of teachers in the profession after five years, the field based component plays a substantial role in our work to alleviate the current national trend of high new teacher attrition rates. It should also be noted that in comparison to the University of Georgia's Early Childhood M.A.T. program that can be completed in 51 hours, several prerequisites are needed for admission. The proposed Georgia College's MAT program would be 58 hours with no prerequisites. We believe in the rigor of the program as well as the value of the cohort model in meeting requirements within professional learning communities.

A waiver is requested for this program in order to more fully prepare pre-service teachers to meet the needs of students in all school contexts.

11. Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable).

The M.A.T. in Early Childhood Education will be accredited through the Georgia Professional Standards Commission and National Council for the Accreditation of Teacher Education, the accrediting agency for the College of Education. Additionally, SPA accreditation will come from the National Association for the Education of Young Children. Appendix D discusses accreditation data points embedded within the program.

Additionally, the following chart indicates how PSC requirements are addressed in the M.A.T. Early Childhood Education program:

PSC Requirement	How Addressed
Admissions	Minimum of Bachelor's Degree obtained
Reading Methods	Three EDRD Courses
Identification and Education of Children with Special Needs	EDEX course; differentiation/modification through curriculum & assessment course
Use, Application, and Integration of Instructional Technology	infused throughout coursework
Georgia P-12 curriculum	Creative Expressions, Content Courses, Curriculum & Assessment
Ethical standards	Discussed as part of field experience, coursework
Field Experiences	PK-K; 1-3: 4-5 field experiences included in coursework <i>Additional 10 hours Birth-3 experience included in coursework for NAEYC accreditation</i>

12. Projected enrollment for the program especially during the first three years of implementation. Please indicate whether enrollments will be cohort-based.

In order to ensure the quality of the program is commensurate with other programs offered within the Department of Early Childhood & Middle Grades Education, the program will be limited to one cohort every two years for the first four years. At that point, the Early Childhood Education Program faculty will determine if enrollment, placement options, and facility limitations warrant a cohort beginning at the start of every academic year.

Enrollment is projected at 15 students for the first cohort; 20 students for the second cohort. While it is anticipated that the majority of students will pursue this degree on a full-time basis, the program is committed to meeting the needs of non-traditional students to adjust the program of study to extend past the 5 semesters outlined on an as needed basis.

13. Faculty

a. Provide an inventory of faculty directly involved with the administration of the program. For each faculty member, provide the following information:

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Current Workload
Lucy Kachmarik	Assistant Professor	Ph.D.	Ph.D.- Early Childhood Education/Early Childhood Special Education Ed.S.-Special Ed. & Elementary Administration, M.Ed. Special Education, B.S. – Special Ed and Elementary Ed.	Early Childhood Education/Special Education	12 credit hours instructional load
Lyndall Muschell	Associate Professor	Ed.D.	Ed.D.- Curriculum Studies, Ed.S.- Early Childhood, M.Ed.-Home Economics Ed, B.S- Home Economics Ed.	Early Childhood Education	12 credit hours instructional load
Holley Roberts	Assistant Professor	Ed.D.	Ed.D.- Curriculum Studies, M.Ed.- Early Childhood, B.S.-Early Childhood	Early Childhood Education	12 credit hours instructional load
Stacy Schwartz	Associate Professor	Ph.D.	Ph.D.-Elementary Education, M.Ed.- Early Childhood, B.S.- Early Childhood	Early Childhood Education	12 credit hours instructional load
Virginia Wilcox	Assistant Professor	Ph.D.	Ph.D.-Elementary Math/Science Integrated Curriculum, M.Ed., B.S.	Early Childhood Education	12 credit hours instructional load
Linda Bradley	Associate Professor	Ph.D.	Ph.D.- Elementary Ed	Literacy	12 credit hours

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Current Workload
			with focus in Literacy Instruction, M.A., B.S		instructional load
Carol Christy	Associate Professor	Ph.D.	Ph.D., M.A., B. Mus.	Ed Theory Into Practice, Literacy, Language, & ESOL	12 credit hours instructional load
Sandy Webb	Associate Professor	Ph.D.	Ph. D., M.Ed., M.A.T., B.A.	Literacy, Curriculum & Instruction, Teacher Dev., Elementary Ed.	12 credit hours instructional load
Carla Hutchings	Temporary Instructor			Early Childhood Education	12 credit hours instructional load
Nicole Evans	Temporary Instructor				
Math Ed. Faculty	Assistant/Assoc. professor	Doctorate	Relevant degrees	Math Education	12 credit hours instructional load

Explanation of how workload will be impacted by the new program: The new program would result in a significant increase in work-load for the Early Childhood & Middle Grades Department. The program calls for an increase of 2 new courses per semester per year, plus the addition of supervision for 15 students in field placement within the program (equivalent of 2 additional courses per semester, equaling a 12 credit hour instructional load that needs to be met). Existing courses are already taught by faculty members listed above, however, due to the number of proposed students who would be admitted into this program, additional sections would most likely be needed. Field placement supervision would be completed by the two faculty members requested in the proposal. In addition, course development, student advisement, recruiting, data collection, data analysis, reporting and on-going assessment would significantly impact the work-load within the program. The successful development and sustainability of this program depends upon the support of the requested faculty positions.

Expected responsibilities in the program: All faculty will continue to instruct courses that are already offered which support the M.A.T. program. The additional faculty member as well as the Department Chair will provide administrative oversight, while the Mentor Leader for the program will be responsible for teaching classes, coordinating placements, advising, some of the supervision, as well as collecting program data for accreditation and review purposes. The additional faculty member will also teach new or existing courses within the M.A.T. program in addition to supervision of field experiences, data analysis, report writing, recruitment, and on-going assessment of the program.

Total Number of Faculty: 13 [(11 existing faculty) + 2 new faculty lines]

b. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added, with a timetable for adding new faculty and plan for funding new positions.

One additional new faculty line needed

Rank: Tenure Track Assistant Professor or Associate Professor

Highest Degree: Doctorate (in order to serve on graduate faculty)

Degrees: Ed.D. or Ph.D. in Early Childhood Education or related field. ABD will be considered with completion within one calendar year of hiring.

Experience: A minimum of 3 years P-5 teaching experience required. University teaching experience preferred.

Responsibilities: Serve as a Mentor Leader for M.A.T. Cohort. As such, act as a liaison between local schools, regional service agencies; supervise students in field placements; arrange field placements; teach courses to students in M.A.T. cohort; complete assessment data and reports related to M.A.T. program; maintain research and service agenda.

Timeline: Prior to academic year that program starts.

Plans for funding position: Request for new faculty position in FY 2012 Budget Request.

14. Fiscal, Facilities, Enrollment Impact, and Estimated Budget

a. Provide a narrative that explains how current institutional resources will be expended specifically for this program. Provide a narrative that explains how the institution will fiscally support the establishment of the new program through the redirection of existing resources and acquisition of new resources. Indicate whether the institution will submit a request for new funds as part of its budget request. The narrative also needs to explain the basis of the institution’s projections with regard to anticipated EFT, head count, student enrollment, estimated expenditures, and projected revenues.

Current institutional resources support the program as far as facilities are concerned. Funding for the two new faculty lines will be supported by the increased revenue that the program would bring to the College of Education. The faculty hired to be the Mentor Leader of the program would be responsible for teaching 2 courses, conducting field supervision, and completing other administrative and advisement duties of the Mentor Leader each semester. The additional faculty member would be responsible for teaching 2 courses, conducting field supervision, and completing various administrative tasks needed to assess the program. Funds to travel to and from the schools for field supervision is being requested in the travel budget to account for the reimbursement of the Mentor Leader and the additional faculty’s travel expenses. Current advertising methods utilized for graduate programs will be an in-kind donation from the College of Education.

	First Year FY	Second Year FY	Third Year FY	Fourth Year FY
I. ENROLLMENT PROJECTIONS				
Student Majors	15		20	
Shifted from other programs	8		10	

New to the institution	7		10	
Total Majors	15		20	
Course Sections Satisfying Program Requirements				
Previously existing	4	4		
New	4	4		
Total Program Course Sections	8	8		
Credit Hours Generated by Those Courses				
Existing enrollments				
New enrollments				
Total Credit Hours				
DEGREES AWARDED	0	15	0	20
II. EXPENDITURES	EFT Dollars	EFT Dollars	EFT Dollars	EFT Dollars
Personnel – reassigned or existing positions				
Faculty				
Part-time Faculty				
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits				
Other Personnel Costs				
Total Existing Personnel Costs				

EXPENDITURES (Continued)				
Personnel – new positions				
Faculty – 2 additional faculty	115,544			
Part-time Faculty				
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits	40,466			
Other personnel costs				
Total New Personnel Costs	\$156,010.00			
Start-up Costs (one-time expenses)				
Library/learning resources	1,000			
Equipment				

Other				
Physical Facilities: construction or major renovation				
Total One-time Costs	\$1,000.00			
Operating Costs (recurring costs – base budget)				
Supplies/Expenses				
Travel	4,000	4000	4000	4000
Equipment				
Library/learning resources	500	500	500	500
Other				
Total Recurring Costs	4500			
GRAND TOTAL COSTS	\$161,510			

III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds				
New student workload				
New Tuition				
Federal funds				
Other grants				
Student fees				
Other				
New state allocation requested for budget hearing				
Nature of Funds				
Base budget				
One-time funds				
GRAND TOTAL REVENUES				

References:

Carnegie (June 9, 2011). Environmental Scan: Occupation Projection Analysis - Georgia College.

NAEYC (2010). 2010 NAEYC Standards for Initial & Advanced Early Childhood Professional Preparation Programs. Retrieved from http://www.naeyc.org/files/ncate/file/NAEYC%20Initial%20and%20Advanced%20Standards%2006_2011-final.pdf

Edutopia (2011). C. Emily Feistritzer: Thoughts on Teacher Preparation. Retrieved from <http://www.edutopia.org/node/803>

Facilities Information for New Academic Programs

Proposed Location for the Program: Milledgeville campus

Floor area required for the program (gross and net square feet): _____

Type of spaces required:

- Number of classrooms 1
- Number of labs _____
- Number of offices 1 (new faculty)
- Other spaces _____

Place an "X" beside the appropriate selection:

X Existing facility will be used as is (area square footage):

_____ Existing facility will require modification (area square footage):

Projected renovation cost:

Estimated relocation cost:

Total funding required:

Source of Funding:

_____ Construction of new facilities will be required (area square footage):

Estimated construction cost:

Estimated total project cost:

Proposed source of funding:

List any infrastructure impacts that the program will have (i.e., parking, power, HVAC, etc.) and indicated estimated cost and source of funding.

Other comments:

Note: A system office Facilities Project Manager(through the Office of Facilities) may contact you with further questions separate from the review of the new academic program.

Appendix A:
M.A.T. in Early Childhood Education Program of Study

Field Experience (13 hours)

- EDEC 5001 – Field Placement I & Seminar (2)
- EDEC 5002 – Field Placement II & Seminar (2)
- EDEC 5003 – Field Placement III & Seminar (3)
- EDEC 5004 – Internship in Early Childhood Education (6)

Foundational Courses (9 hours)

- EDFS 5209 – Culture & Schooling (3)
- EDEX 6111 - Exceptional Individuals in Regular Classroom
- EDEC 6255 – Family & Schools (3)

Pedagogy & Content Courses (27 hours)

- EDEC 5010 – Developmentally Appropriate Pedagogy (3)
- EDEC 5020 – Creative Expressions & Management for Developmentally Appropriate Classrooms (3)
- EDEC 5030 – Curriculum Design & Assessment (6 hours)
- EDEC 5040 – Capstone: Teacher Inquiry for Critical Change (3)
- EDEC 6211 – Social Studies (3)
- EDEC 6266 – Science (3)
- MAED 6020 – Number Sense (3)
- EDIS 6030 – Math Pedagogy (3)

Literacy (9 hours)

- EDRD 6000 – Reading Process & Pedagogy (3)
- EDRD/EDEC 6112 – Young Children’s Language & Literacy (3)
- Choose one (3 hours)
 - EDRD 6151 – Literature in the Schools (3)
 - EDRD 6165 – Multicultural Literature (3)
 - EDEC/EDRD 6260 – Writing Instruction in Early Childhood Education (3)

Program Total: 58 hours

Appendix B: Proposed Course Sequence and Delivery Methods

Fall I	Spring I	Summer I
<ul style="list-style-type: none"> • EDEC 5001 - Field Placement I & Seminar (2) • EDRD 6000 – Reading Process & Pedagogy online (3) • EDFS 5209 – Culture and Schooling (3) • EDEC 5010 – Developmentally Appropriate Pedagogy (3) • EDEX 6111 – Exceptional Individual in Regular Classroom (3) 	<ul style="list-style-type: none"> • EDEC 5002 - Field Placement II & Seminar (2) • EDRD/EDEC 6112 – Young Children’s Language & Literacy (3) • EDEC 5020 - Creative Expressions & Management (3) • EDEC 6211 - Social Studies (3) 	<ul style="list-style-type: none"> • MAED 6020 Number Sense (3) • EDEC 6226 Science – [Maymester] (3) • EDEC 6255 Family & Schools (3) Choose one: (3) <ul style="list-style-type: none"> • EDRD 6151 - Literature in the Schools OR • EDRD 6165 – Multicultural Literature OR • EDEC/EDRD 6260 – Writing Instruction in Early Childhood Education
Fall II	Spring II	
<ul style="list-style-type: none"> • EDEC 5003 - Field Placement III & Research Design (3) • EDEC 5030 - Curriculum Design & Assessment (6) • EDIS 6030 – Math Pedagogy (3) 	<ul style="list-style-type: none"> • EDEC 5004 - Internship (6) • EDEC 5040 – Capstone: Teacher Inquiry for Critical Change – (blended) – (3) 	

Delivery Methods

Semester	Evenings	Daytime	Online/Blended/Evening/Saturday
Fall I	EDFS 5209 EDEX 6111	Field Placement I	EDRD 6000 EDEC 5010 – Developmentally Appropriate Pedagogy
Spring I	EDRD/EDEC 6112 Creative Expressions	Field Placement II	Social Studies
Summer I		MAED 6020 EDEC Family & Schools	EDEC 6226 Science EDRD course
Fall II	EDIS 6030-Math Pedagogy	Field Placement III	Curriculum & Assessment
Spring II		Internship	Capstone: Teacher Inquiry for Critical

			Change
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Appendix C: Course Descriptions and Details

Course Number	Course Title & Credit Hours	New or Existing	Graduate Catalog Description	NAEYC Standards Met	Prereqs	GCSU Approval
EDEC 5010	Developmentally Appropriate Pedagogy	New	This course is required of initial certification candidates in the early childhood educator preparation programs designed for initial certification and is offered to prepare students to meet INTASC standards. Course content supports the COE/Department mission by focusing the core concepts of our conceptual framework: foundation in the liberal arts, foundation in professional preparation, foundation for addressing human relationships and diversity issues, and development of dynamic leadership abilities. Specifically, this course focuses on content and pedagogy related to: 1) the cognitive, social and emotional development of children; 2) building relationships between the school and, families and communities; and 3) using assessment techniques to measure student progress and to reflect on practice.	1,2,3,4,6,7	Admission to M.A.T.	In governance process
EDEC 5020	Creative Expressions & Management for Developmentally Appropriate Classrooms	New	This course is designed to prepare initial certification students to understand the importance of creative and artistic development as well as methods and strategies for integrating the arts across the curriculum utilizing effective classroom management. To accomplish this level of understanding, candidates will know, understand, and use a wide array of developmentally appropriate approaches, instructional and	1,2,3,4,5,6,7	EDEC 5010	In governance process

Course Number	Course Title & Credit Hours	New or Existing	Graduate Catalog Description	NAEYC Standards Met	Prereqs	GCSU Approval
			management strategies, and tools to connect with children and families and positively influence each child's development and learning.			
EDEC 5030	Curriculum Design & Assessment	New	The focus of this course is designed to prepare initial certification candidates to promote meaningful and critical curriculum design, implementation, and assessment of student learning.	1,2,3,4,5,6,7	EDEC 5020	In governance process
EDEC 5040	Capstone: Teacher Inquiry for Critical Change	New	<p>This course serves as the culminating course in the Early Childhood MAT Program, and as such brings together theory, research, and pedagogy related to developmentally appropriate practice. Students will investigate the intersection of topics relating to:</p> <ul style="list-style-type: none"> • Developmentally appropriate practice • Inquiry • Practitioner Research • Service learning and evaluation of academic, affective, and social implications of community engagement <p>Central to the course, a practitioner research project will be developed that serves to advance understanding of NAEYC standards within the contexts of their field experiences in schools. Projects will aim to bring about changes in classroom practice, communities, and the lives of P-5 students and their families. The goal of this course is for students to</p>	1,2,3,4,5,6,7	EDEC 5003 EDEC 5030	In governance process

Course Number	Course Title & Credit Hours	New or Existing	Graduate Catalog Description	NAEYC Standards Met	Prereqs	GCSU Approval
			become teacher-researchers who understand why and how collaborative inquiry among teachers and school community members (including families, pupils, and others) can work toward the mitigation of educational and systemic inequities. The project developed will be implemented and completed and presented at the student research conference.			
EDEC 5001	Field Placement & Seminar I	New	As part of the teacher education program, the student demonstrates in public school classrooms the abilities to draw on deep content knowledge in order to plan, implement and evaluate curriculum; to foster and to assess student learning; to identify and plan for the needs of diverse learners; to contribute to the educational life of the school and community. This course uses the lens of developmental learning as it focuses on the continued development of reflexive and reflective practice for teacher growth and pupil learning, and as such, a combination of focused seminars and observations and coaching in a range of P-5 settings are utilized to ensure candidate preparedness.	1,2,3,4,5,6,7	Admission to M.A.T. program	In governance process
EDEC 5002	Field Placement & Seminar II	New	As part of the teacher education program, the student demonstrates in public school classrooms the abilities to draw on deep content knowledge in order to plan, implement and	1,2,3,4,5,6,7	EDEC 5001	In governance process

Course Number	Course Title & Credit Hours	New or Existing	Graduate Catalog Description	NAEYC Standards Met	Prereqs	GCSU Approval
			evaluate curriculum; to foster and to assess student learning; to identify and plan for the needs of diverse learners; to contribute to the educational life of the school and community. This course uses the lens of creative expression and classroom management as it focuses on the continued development of reflexive and reflective practice for teacher growth and pupil learning, and as such, a combination of focused seminars and observations and coaching in a range of P-5 settings are utilized to ensure candidate preparedness.			
EDEC 5003	Field Placement & Seminar III	New	As part of the teacher education program, the student demonstrates in public school classrooms the abilities to draw on deep content knowledge in order to plan, implement and evaluate curriculum; to foster and to assess student learning; to identify and plan for the needs of diverse learners; to contribute to the educational life of the school and community. This course uses the lens of Research Design as it focuses on the continued development of reflexive and reflective practice for teacher growth and pupil learning, and as such, a combination of focused seminars and observations and coaching in a range of P-5 settings are utilized to ensure candidate preparedness.	1,2,3,4,5,6,7	EDEC 5002	In governance process

Course Number	Course Title & Credit Hours	New or Existing	Graduate Catalog Description	NAEYC Standards Met	Prereqs	GCSU Approval
EDEC 5004	Internship in Early Childhood Education (M.A.T.)	New	As part of the teacher education program, the student demonstrates in public school classrooms the abilities to draw on deep content knowledge in order to plan, implement and evaluate curriculum; to foster and to assess student learning; to identify and plan for the needs of diverse learners; to contribute to the educational life of the school and community while the candidate becomes the "teacher of record" in the classroom. This course focuses on the continued development of reflexive and reflective practice for teacher growth and pupil learning, and as such, a combination of focused seminars and observations and coaching in a range of P-5 settings are utilized to ensure candidate preparedness.	1,2,3,4,5,6,7	EDEC 5003	In governance Process
EDEX 6111	Exceptional Individuals in the Regular Classroom	Existing	Focuses on the identification of and basic techniques for working with the exceptional individual in the regular classroom. Meets requirements of House Bill 671.			Yes
EDFS 5209	Culture and Schooling	Existing	A field-based study of the cultural dimensions of schooling and how they affect teaching and learning and a study of theories and practices that foster meaningful learning experiences for culturally diverse student populations. Students will apply their knowledge of culture and	2,6	Admission to M.A.T. program	Yes

Course Number	Course Title & Credit Hours	New or Existing	Graduate Catalog Description	NAEYC Standards Met	Prereqs	GCSU Approval
			schooling to classroom practices.			
EDRD 6000	Reading Process & Pedagogy	Existing	Foundations of literacy instruction in grades K-12. Topics include reading theory, reading process, language development and pedagogy. A comparison of current trends and approaches in reading instruction.	1,3,4,5,6	None	Yes
EDRD/EDEC 6112	Young Children's Language & Literacy	Existing	This course will focus on the development of language and literacy within multiple contexts and settings. Students will explore the nature, function, and use of literacy in the development of young children. The course focuses on developmental stages of reading, writing, and spelling and addresses the influence of families and communities in developing supportive literacy learning environments.	1,3,4,5,6	None	Yes
EDEC 6211	Social Studies	Existing	This course is an elective for graduate majors in early childhood Education who have had a social studies methods course on the undergraduate level. It is required for a T-5 Certificate if the student has no undergraduate equivalent. Because of a special component in map and globe skills, it satisfies the State Department requirement for coverage in geography. This course is designed to develop or enhance the participants' knowledge of the conceptual structure of each of the social studies disciplines, as well as	2,4,5	None	Yes

Course Number	Course Title & Credit Hours	New or Existing	Graduate Catalog Description	NAEYC Standards Met	Prereqs	GCSU Approval
			the pedagogical content knowledge necessary for effective social studies instruction.			
MAED 6020	Number Sense	Existing	This course is designed for students who teach at the elementary school level. This course presents the fundamental topics underlying elementary school arithmetic including problem-solving, patterns, algebraic thinking, real numbers and their subsystems, and algorithms for addition, subtraction, multiplication, and division. In addition, topics in number theory will be explored and the development of algebraic thinking in elementary school mathematics will be examined.	4,5	None	Yes?
EDIS 6030	Math Pedagogy	Existing	This course focuses on preparing P-5 mathematics specialist candidates to become more adept with instructional choices within the context of mathematics education that yield more fluent mathematical thinkers. The course will enable graduate students to learn how to apply research-supported, mathematical pedagogical strategies and techniques in order to provide developmentally appropriate instruction. These best practices will be addressed within the context of authentic residency.	1,3,4,5	None	Yes
EDEC 6226	Science for Early Childhood Teachers	Existing	The early childhood teacher should understand the nature of inquiry and its implication	3,4,5	None	Yes

Course Number	Course Title & Credit Hours	New or Existing	Graduate Catalog Description	NAEYC Standards Met	Prereqs	GCSU Approval
			<p>to our lives, to students. This course is designed for the development of the hands-on/minds-on approach in teaching science where students' real lives are used as points of curriculum investigations. To accomplish this, teachers need to develop the skills as a lifelong learner in order to model and promote learning for students. Additionally, teachers must be reflective in their practice as a means to assess the authentic learning outcomes accomplished through their teaching. This course explores learning and inquiry from the perspective of scientific methodology and through purposeful processes of discovery, conceptualization, and understanding. The guiding philosophical practice will be the collaboration and sharing of professional pedagogy. The instructor will take the role of facilitator to guide the course focus towards a line of inquiry in teaching life science. The development of teaching skills, in terms of these goals, will be guided by the following tenants: A. the early childhood science teacher as scientist modeling inquiry; B. the early childhood science teacher as an active professional; C. the early childhood science teacher as an active researcher for engagement in assessment and determination of authentic science inquiry and learning; D. the early childhood</p>			

Course Number	Course Title & Credit Hours	New or Existing	Graduate Catalog Description	NAEYC Standards Met	Prereqs	GCSU Approval
			science teacher as facilitator of multiple science worldviews in the classroom.			
EDEC 6255	Family & Schools	Existing	This course examines the interactive relationships among families, schools, and communities. Students will examine recent research in order to deepen their understanding of the ways that these relationships have an impact on student learning.	2, 6	None	Yes
The above courses are required.						
The following are courses that constitute acceptable electives in Literacy Instruction. (3 credit hours)						
EDRD 6151	Literature in Schools	Existing	This course is designed to broaden an understanding of the various genre of literature for students with emphasis on the use of literature and non-print materials as an integral component of the total curriculum.	4,5	None	Yes
EDRD 6165	Multicultural Literature	Existing	Evaluating and incorporating multicultural literature into the curriculum and the effect on students' literacy learning and cultural awareness.	4,5	None	Yes
EDEC/EDRD 6260	Writing Instruction in Early Childhood Education	Existing	A study of writing as a symbolic system, development of spelling and composition. Focused on writing process, writing strategies, current approaches and programs. Topics include metacognition, evaluating and assessing writing, students with writing-learning difficulties, and preparing students for writing test-taking.	4,5	None	Yes

Appendix D: NAEYC Standards for Initial Certification

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Key elements of Standard 2

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about and using observation, documentation, and other

Appendix D: NAEYC Standards for Initial Certification

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Key elements of Standard 2

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about and using observation, documentation, and other

- appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
 - 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7

- 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Appendix E: Proposed Data Points – MAT in Early Childhood Education – Initial Certification (Using 2012 NAEYC Standards):

- Standard 1 – Promoting child development and learning
- Standard 2 – Building family and community relationships
- Standard 3 – Observing, Documenting, and Assessing to Support Young Children and Families
- Standard 4 – Using Developmentally Effective Approaches to connect with children and families
- Standard 5 – Using content knowledge to build meaningful curriculum
- Standard 6 – Becoming a Professional
- Standard 7 – Field Experience

Assessment Info	Data point	Timing	1	2	3	4	5	6	7
1. Licensure – content based assessment	GACE		X	X	X	X	X	X	
2. Content knowledge in early childhood education	TWS – Curriculum pieces (Curriculum & Assessment)	Fall II	X	X	X	X	X	X	X
3. Candidate ability to plan and implement appropriate teaching and learning experiences	Mini-unit development (Creative Expressions & Social Studies)	Spring I	X	X	X	X	X	X	X
4. Student teaching or internship	GSTEP	Spring II	X	X	X	X	X	X	X
5. Candidate effect on student learning	TWS – Assessment pieces (Curriculum & Assessment)	Fall II	X		X			X	
6. Additional assessment that addresses NAEYC standards	Developmentally Appropriate Pedagogy Learning Experiences	Fall I	X	X	X	X		X	X
7. Additional assessment that addresses NAEYC standards	Action Research Project (internship/capstone)	Spring II	X		X			X	X
8. Additional assessment that addresses NAEYC standards	Capstone Portfolio	Spring II	X	X	X	X	X	X	X

Appendix F: New Course Proposals
Georgia College & State University
Form for Proposal of New Graduate Courses

1. Department: Early Childhood & Middle Grades Education Discipline: Early Childhood Ed.
2. Number of credit hours and formula for courses requiring lab or field experience: 2
3. Hours 1-2-2 4. Repeatable or Nonrepeatable: non-repeatable
4. Grade Type: Normal or Satisfactory/Unsatisfactory: Satisfactory/Unsatisfactory
5. Prerequisite or Co-requisite: All courses are taken in the sequence as proposed in the Program of Study for the Early Childhood MAT.
6. Required or elective in what program: MAT in Early Childhood Education
7. Provide rationale for this course: This course will allow partial fulfillment of the field placement requirements in the proposed MAT in Early Childhood Education
8. How often is the course to be offered? Every other year initially.
9. Who will teach this course?_Early Childhood Education Graduate Faculty
Will additional faculty members be needed? yes
10. Are there alternative faculty available to teach this course to ensure stability of the course over time? All faculty members in the ECE program who are graduate faculty are qualified to teach this course
11. How does this course contribute to the existing or proposed program? This course provides the necessary field experience to support learning and practice within early childhood/elementary education settings.
12. How will an existing program of study change as a result of this course? No change
13. Does the proposed course duplicate other courses on this campus? If yes, explain:
no duplication
14. How will the demand be met for additional library and technology resources, if any?
_no additional resources needed
15. Will any additional library or other resources be required by the student? no
16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

- Course Title and Proposed Number: **EDEC 5001 Field Placement & Seminar I**

- Catalog Description

As part of the teacher education program, the student demonstrates in public school classrooms the abilities to draw on deep content knowledge in order to plan, implement and evaluate curriculum; to foster and to assess student learning; to identify and plan for the needs of diverse learners; to contribute to the educational life of the school and community. This course focuses on the continued development of reflexive and reflective practice for teacher growth and pupil learning, and as such, a combination of focused seminars and observations and coaching in a range of P-5 settings are utilized to ensure candidate preparedness.

- Course Function: This course counts towards the Master of Arts in Teaching in Early Childhood Education

- Course Topics:

- Knowledge of learner
- Knowledge of curriculum and knowledge of teaching methods and strategies
- Development of daily teaching plans
- Development of unit plan
- Providing for individual differences in learning rates and styles
- Conducting classes efficiently, using large and small groups
- Evaluating daily and unit plans and performances
- Evaluation of programs
- Certification
- Developmental characteristics of the assigned students
- Curriculum content of the assigned grade level
- Schedule and calendar of assigned school

5. Expected Student Learning Outcomes:

Outcomes of this course build over time - the ultimate goal is for students to apply Standards 1-6 while directly meeting NAEYC Standard 7 Field Placement, which has the following requirement:

- 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)*
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)*

Due to the scaffolded nature of the program, NAEYC Standards 1-7 are assessed in depth during EDEC 5004 -Internship as a summative assessment. The main objective of this course, then, is to provide the field experience necessary to achieve the outcomes below in supporting the coursework attached to these field placements.

Using the lens of **Child Development**, the student will focus on a variety of themes, such as, but not limited to, the following:

A. Plan instruction to facilitate, teaching and learning as evidenced by the ability to:

1. create objectives which facilitate teaching and learning (NAEYC 5).
2. plan instruction which is appropriate to the objectives and the interests, strengths,

- needs of students (NAEYC 1,3,4).
 - 3. plan activities which support strong content development (NAEYC 4,5).
 - 4. plan assessment to guide student progress during instruction (NAEYC 1,3).
 - 5. plan summative assessment of student progress to communicate results to stakeholders (NAEYC 2,3).
 - 6. use appropriate teaching strategies to meet student needs in physical, social, emotional and intellectual development (NAEYC 1,4).
- B. Demonstrate a professional standard in planning lessons, selecting related materials, and in writing and speaking in class as demonstrated by the ability to:
- 1. plan lessons in a professional manner (NAEYC 6).
 - 2. select related class materials that show a professional standard (NAEYC 6).
 - 3. use a professional standard in writing lesson plans (NAEYC 6).
 - 4. use a professional standard in oral expressions with students (NAEYC 6).
 - 5. use a professional standard in written expressions in the classrooms (NAEYC 6).
 - 6. plan lessons using state standards (NAEYC 5,6).
- C. Provide for content development as evidenced by the ability to:
- 1. organize lessons in a logical order (NAEYC 4,5).
 - 2. design instruction appropriate for students (NAEYC 1,4).
 - 3. explain content in a clear manner (NAEYC 1 & 6).
 - 4. plan ways to use emphasis and linking to make content easier to learn and remember (NAEYC 1,4,5).
 - 5. conduct student-centered activities (NAEYC 1,4,5).
 - 6. demonstrate a command of subject matter (NAEYC 5).
 - 7. provide for adequate skill development for each individual (NAEYC 1,3,4).
- D. Promote student progress as evidenced by the ability to:
- 1. use techniques to encourage on-task student behavior (NAEYC 4).
 - 2. use student contributions and responses to facilitate learning (NAEYC 3).
 - 3. give support to students in the learning environment (NAEYC 1 & 2).
 - 4. monitor student performance and learning (NAEYC 3).
 - 5. assess student progress toward course objectives (NAEYC 3 & 5).
- E. Manage the learning environment as evidenced by the ability to:
- 1. use instructional time effectively and efficiently (NAEYC 1,4,6).
 - 2. use instructional resources effectively. (NAEYC 4,5)
 - 3. organize the learning environment efficiently and effectively (NAEYC 1,4,6).
 - 4. plan ways to maintain appropriate student behavior (NAEYC 1,2,4).
 - 5. use effective intervention techniques when student behavior is inappropriate. (NAEYC 4)
 - 6. work in cooperative teaching situations, multi-disciplinary instruction and team teaching. (NAEYC 6)
 - 7. be responsive, approachable, supportive, and considerate toward others. (NAEYC 2,4,6)

6. Grading Criteria:

Student learning will be assessed through a variety of means which may include, but is not limited to:

- classroom-based data collection and analysis
- research projects
- essay, short answer, or multiple choice tests
- written responses to readings
- case studies
- book or journal article reviews
- Lesson plans or professional development plans
- Class presentations
- field-based application

Assessment will be based on the following criteria:

- * The degree to which the student has demonstrated that he or she has met the "proficiency" level for the standards that assignment was created to assess.
- * The degree to which the student demonstrates an exceptional understanding of the course content and the ability to apply that content in a clear, appropriate, and systematic manner.
- * The degree to which the student makes clear and appropriate connections between the class content and his or her work with children;
- * Regular attendance and careful reading of assigned texts; or
- * Completion of all assignments on time and in an exceptional manner.

7. Course Work that fosters independent learning, enabling the graduate to contribute to profession or field of study.

Book study/development of research skills related to topics

8. Prerequisites (if any): Admission to M.A.T. in Early Childhood Education

9. Advanced Graduate Content: Book study/research skills related to topics

Date 8/15/2011

Signature Nancy B. Mizell
Department Chairperson

Date 11/21/2011

Signature Carol H. Butler
Dean of School

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

• Course Title and Proposed Number: **EDEC 5002 Field Placement & Seminar II**

• Catalog Description

As part of the teacher education program, the student demonstrates in public school classrooms the abilities to draw on deep content knowledge in order to plan, implement and evaluate curriculum; to foster and to assess student learning; to identify and plan for the needs of diverse learners; to contribute to the educational life of the school and community. This course focuses on the continued development of reflexive and reflective practice for teacher growth and pupil learning, and as such, a combination of focused seminars and observations and coaching in a range of P-5 settings are utilized to ensure candidate preparedness.

• Course Function: This course counts towards the Master of Arts in Teaching in Early Childhood Education

• Course Topics:

- Knowledge of learner
- Knowledge of curriculum and knowledge of teaching methods and strategies
- Development of daily teaching plans
- Development of unit plan
- Providing for individual differences in learning rates and styles
- Conducting classes efficiently, using large and small groups
- Evaluating daily and unit plans and performances
- Evaluation of programs
- Certification
- Developmental characteristics of the assigned students
- Curriculum content of the assigned grade level
- Schedule and calendar of assigned school

5. Expected Student Learning Outcomes:

Outcomes of this course build over time - the ultimate goal is for students to apply Standards 1-6 while directly meeting NAEYC Standard 7 Field Placement, which has the following requirement:

- 7a. *Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)*
- 7b. *Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)*

Due to the scaffolded nature of the program, NAEYC Standards 1-7 are assessed in depth during EDEC 5004 -Internship as a summative assessment. The main objective of this course, then, is to provide the field experience necessary to achieve the outcomes below in supporting the coursework attached to these field placements.

Using the lens of **fostering creative expressions & classroom management**, the student will focus on a variety of themes, such as, but not limited to, the following:

A. Plan instruction to facilitate, teaching and learning as evidenced by the ability to:

1. create objectives which facilitate teaching and learning (NAEYC 5).
 2. plan instruction which is appropriate to the objectives and the interests, strengths, needs of students (NAEYC 1,3,4).
 3. plan activities which support strong content development (NAEYC 4,5).
 4. plan assessment to guide student progress during instruction (NAEYC 1,3).
 5. plan summative assessment of student progress to communicate results to stakeholders (NAEYC 2,3).
 6. use appropriate teaching strategies to meet student needs in physical, social, emotional and intellectual development (NAEYC 1,4).
- B. Demonstrate a professional standard in planning lessons, selecting related materials, and in writing and speaking in class as demonstrated by the ability to:
1. plan lessons in a professional manner (NAEYC 6).
 2. select related class materials that show a professional standard (NAEYC 6).
 3. use a professional standard in writing lesson plans (NAEYC 6).
 4. use a professional standard in oral expressions with students (NAEYC 6).
 5. use a professional standard in written expressions in the classrooms (NAEYC 6).
 6. plan lessons using state standards (NAEYC 5,6).
- C. Provide for content development as evidenced by the ability to:
1. organize lessons in a logical order (NAEYC 4,5).
 2. design instruction appropriate for students (NAEYC 1,4).
 3. explain content in a clear manner (NAEYC 1 & 6).
 4. plan ways to use emphasis and linking to make content easier to learn and remember (NAEYC 1,4,5).
 5. conduct student-centered activities (NAEYC 1,4,5).
 6. demonstrate a command of subject matter (NAEYC 5).
 7. provide for adequate skill development for each individual (NAEYC 1,3,4).
- D. Promote student progress as evidenced by the ability to:
1. use techniques to encourage on-task student behavior (NAEYC 4).
 2. use student contributions and responses to facilitate learning (NAEYC 3).
 3. give support to students in the learning environment (NAEYC 1 & 2).
 4. monitor student performance and learning (NAEYC 3).
 5. assess student progress toward course objectives (NAEYC 3 & 5).
- E. Manage the learning environment as evidenced by the ability to:
1. use instructional time effectively and efficiently (NAEYC 1,4,6).
 2. use instructional resources effectively. (NAEYC 4,5)
 3. organize the learning environment efficiently and effectively (NAEYC 1,4,6).
 4. plan ways to maintain appropriate student behavior (NAEYC 1,2,4).
 5. use effective intervention techniques when student behavior is inappropriate. (NAEYC 4)
 6. work in cooperative teaching situations, multi-disciplinary instruction and team teaching. (NAEYC 6)
 7. be responsive, approachable, supportive, and considerate toward others. (NAEYC 2,4,6)

6. Grading Criteria:

Student learning will be assessed through a variety of means which may include, but is not limited to:

- classroom-based data collection and analysis
- research projects
- essay, short answer, or multiple choice tests
- written responses to readings
- case studies
- book or journal article reviews
- Lesson plans or professional development plans
- Class presentations
- field-based application

Assessment will be based on the following criteria:

- * The degree to which the student has demonstrated that he or she has met the "proficiency" level for the standards that assignment was created to assess.
- * The degree to which the student demonstrates an exceptional understanding of the course content and the ability to apply that content in a clear, appropriate, and systematic manner.
- * The degree to which the student makes clear and appropriate connections between the class content and his or her work with children;
- * Regular attendance and careful reading of assigned texts; or
- * Completion of all assignments on time and in an exceptional manner.

7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.

Book study/development of research skills related to topics

8. Prerequisites (if any): All courses are taken in the sequence as proposed in the Program of Study for the Early Childhood MAT.

9. Advanced Graduate Content: Book study/research skills related to topics

Date 8/15/2011

Signature Nancy B. Mizelle
Department Chairperson

Date 11/21/2011

Signature Carol H. Bader
Dean of School

Georgia College & State University
Form for Proposal of New Graduate Courses

1. Department: Early Childhood & Middle Grades Education Discipline: Early Childhood Ed.
2. Number of credit hours and formula for courses requiring lab or field experience: 3
3. Hours (1-3-3)
4. Repeatable or Nonrepeatable: non-repeatable
4. Grade Type: Normal or Satisfactory/Unsatisfactory: Satisfactory/Unsatisfactory
5. Prerequisite or Co-requisite: All courses are taken in the sequence as proposed in the Program of Study for the Early Childhood MAT.
6. Required or elective in what program: MAT in Early Childhood Education
7. Provide rationale for this course: This course will allow partial fulfillment of the field placement requirements in the proposed MAT in Early Childhood Education
8. How often is the course to be offered? Every other year initially.
9. Who will teach this course? Early Childhood Education Graduate Faculty
Will additional faculty members be needed? yes
10. Are there alternative faculty available to teach this course to ensure stability of the course over time? All faculty members in the ECE program who are graduate faculty are qualified to teach this course
11. How does this course contribute to the existing or proposed program? This course provides the necessary field experience to support learning and practice within early childhood/elementary education settings.
12. How will an existing program of study change as a result of this course? No change
13. Does the proposed course duplicate other courses on this campus? If yes, explain:
no duplication
14. How will the demand be met for additional library and technology resources, if any?
_no additional resources needed
15. Will any additional library or other resources be required by the student? no
16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

- Course Title and Proposed Number: **EDEC 5003 Field Placement & Seminar III**

- Catalog Description

As part of the teacher education program, the student demonstrates in public school classrooms the abilities to draw on deep content knowledge in order to plan, implement and evaluate curriculum; to foster and to assess student learning; to identify and plan for the needs of diverse learners; to contribute to the educational life of the school and community. This course focuses on the continued development of reflexive and reflective practice for teacher growth and pupil learning, and as such, a combination of focused seminars and observations and coaching in a range of P-5 settings are utilized to ensure candidate preparedness.

- Course Function: This course counts towards the Master of Arts in Teaching in Early Childhood Education

- Course Topics:

- Knowledge of learner
- Knowledge of curriculum and knowledge of teaching methods and strategies
- Development of daily teaching plans
- Development of unit plan
- Providing for individual differences in learning rates and styles
- Conducting classes efficiently, using large and small groups
- Evaluating daily and unit plans and performances
- Evaluation of programs
- Certification
- Developmental characteristics of the assigned students
- Curriculum content of the assigned grade level
- Schedule and calendar of assigned school
- Planning action research within P-5 settings

5. Expected Student Learning Outcomes:

Outcomes of this course build over time - the ultimate goal is for students to apply Standards 1-6 while directly meeting NAEYC Standard 7 Field Placement, which has the following requirement:

- 7a. *Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)*
- 7b. *Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)*

Due to the scaffolded nature of the program, NAEYC Standards 1-7 are assessed in depth during EDEC 5004 -Internship as a summative assessment. The main objective of this course, then, is to provide the field experience necessary to achieve the outcomes below in supporting the coursework attached to these field placements.

Using the lens of **action research** in a P-5 setting, the student will focus on a variety of themes, such as, but not limited to, the following:

- A. Plan instruction to facilitate, teaching and learning as evidenced by the ability to:

1. create objectives which facilitate teaching and learning (NAEYC 5).
 2. plan instruction which is appropriate to the objectives and the interests, strengths, needs of students (NAEYC 1,3,4).
 3. plan activities which support strong content development (NAEYC 4,5).
 4. plan assessment to guide student progress during instruction (NAEYC 1,3).
 5. plan summative assessment of student progress to communicate results to stakeholders (NAEYC 2,3).
 6. use appropriate teaching strategies to meet student needs in physical, social, emotional and intellectual development (NAEYC 1,4).
- B. Demonstrate a professional standard in planning lessons, selecting related materials, and in writing and speaking in class as demonstrated by the ability to:
1. plan lessons in a professional manner (NAEYC 6).
 2. select related class materials that show a professional standard (NAEYC 6).
 3. use a professional standard in writing lesson plans (NAEYC 6).
 4. use a professional standard in oral expressions with students (NAEYC 6).
 5. use a professional standard in written expressions in the classrooms (NAEYC 6).
 6. plan lessons using state standards (NAEYC 5,6).
- C. Provide for content development as evidenced by the ability to:
1. organize lessons in a logical order (NAEYC 4,5).
 2. design instruction appropriate for students (NAEYC 1,4).
 3. explain content in a clear manner (NAEYC 1 & 6).
 4. plan ways to use emphasis and linking to make content easier to learn and remember (NAEYC 1,4,5).
 5. conduct student-centered activities (NAEYC 1,4,5).
 6. demonstrate a command of subject matter (NAEYC 5).
 7. provide for adequate skill development for each individual (NAEYC 1,3,4).
- D. Promote student progress as evidenced by the ability to:
1. use techniques to encourage on-task student behavior (NAEYC 4).
 2. use student contributions and responses to facilitate learning (NAEYC 3).
 3. give support to students in the learning environment (NAEYC 1 & 2).
 4. monitor student performance and learning (NAEYC 3).
 5. assess student progress toward course objectives (NAEYC 3 & 5).
- E. Manage the learning environment as evidenced by the ability to:
1. use instructional time effectively and efficiently (NAEYC 1,4,6).
 2. use instructional resources effectively. (NAEYC 4,5)
 3. organize the learning environment efficiently and effectively (NAEYC 1,4,6).
 4. plan ways to maintain appropriate student behavior (NAEYC 1,2,4).
 5. use effective intervention techniques when student behavior is inappropriate. (NAEYC 4)
 6. work in cooperative teaching situations, multi-disciplinary instruction and team teaching. (NAEYC 6)
 7. be responsive, approachable, supportive, and considerate toward others. (NAEYC 2,4,6)

6. Grading Criteria:

Student learning will be assessed through a variety of means which may include, but is not limited to:

- classroom-based data collection and analysis
- research projects
- essay, short answer, or multiple choice tests
- written responses to readings
- case studies
- book or journal article reviews
- Lesson plans or professional development plans
- Class presentations
- field-based application

Assessment will be based on the following criteria:

- * The degree to which the student has demonstrated that he or she has met the "proficiency" level for the standards that assignment was created to assess.
- * The degree to which the student demonstrates an exceptional understanding of the course content and the ability to apply that content in a clear, appropriate, and systematic manner.
- * The degree to which the student makes clear and appropriate connections between the class content and his or her work with children;
- * Regular attendance and careful reading of assigned texts; or
- * Completion of all assignments on time and in an exceptional manner.

7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.

Literature review related to action research project

8. Prerequisites (if any): All courses are taken in the sequence as proposed in the Program of Study for the Early Childhood MAT.

9. Advanced Graduate Content: Literature review related to action research topic.

Date 8/15/11

Signature Nancy B. Mizelle
Department Chairperson

Date 11/21/11

Signature Carol A. Baden
Dean of School

Georgia College & State University
Form for Proposal of New Graduate Courses

1. Department: Early Childhood & Middle Grades Education Discipline: Early Childhood Ed.
2. Number of credit hours and formula for courses requiring lab or field experience: 3
3. Hours (2-2-3)
4. Repeatable or Nonrepeatable: non-repeatable
4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal
5. Prerequisite or Co-requisite: All courses are taken in the sequence as proposed in the Program of Study for the Early Childhood MAT.
6. Required or elective in what program: MAT in Early Childhood Education
7. Provide rationale for this course: This course builds on information learned during Developmental Learning and allows students the opportunities to merge theory and practice as they think through, develop, and implement activities that meet grade level specific content standards all while utilizing appropriate classroom management techniques.
8. How often is the course to be offered? Every other year initially.
9. Who will teach this course? _Early Childhood Education Graduate Faculty
Will additional faculty members be needed? yes
10. Are there alternative faculty available to teach this course to ensure stability of the course over time? All faculty members in the ECE program who are graduate faculty are qualified to teach this course
11. How does this course contribute to the existing or proposed program? This course provides the pedagogical instruction, coaching, and mentoring to support learning achieved during the co-requisite field placement.
12. How will an existing program of study change as a result of this course? No change
13. Does the proposed course duplicate other courses on this campus? If yes, explain:
no duplication
14. How will the demand be met for additional library and technology resources, if any?
_no additional resources needed
15. Will any additional library or other resources be required by the student? no
16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

- Course Title and Proposed Number: **EDEC 5020 Creative Expression & Classroom Management for Developmentally Appropriate Classrooms**
- Catalog Description
This course is designed to prepare initial certification students to understand the importance of creative and artistic development as well as methods and strategies for integrating the arts across the curriculum utilizing effective classroom management. Specifically, focusing on developing students' understanding of the connection between student development and classroom management practices; the connection between factors related to student diversity and classroom management practices; and how to meet the needs of individual students in a classroom setting. To accomplish this understanding, candidates will know, understand, and use a wide array of developmentally appropriate approaches, instructional and management strategies, and tools to connect with children and families and positively influence each child's development and learning.
- Course Function: This course counts towards the Master of Arts in Teaching in Early Childhood Education
- Course Topics:
Sections will focus on a variety of themes, such as, but not limited to, the following: Multiple Intelligences, Needs of Exceptional Learners, Art, Music, or Drama, Service Learning, Modes of Learning, Integration of Play in the Curriculum, Technology infusion, managing the classroom, and developing content specific lessons utilizing course themes and meeting NAEYC Standards.

5. Expected Student Learning Outcomes:

1. Identify the implications that creative expressions has for developmentally appropriate classroom practice (NAEYC 1 & 4).
2. Utilize educational theory in creating learning experiences that support child development and learning about content in a manner that fosters creativity (NAEYC 1,3,4,5).
3. Incorporate knowledge of developmental patterns in classroom planning (NAEYC 1,2,4,6,7).
4. Create environments and experiences to meet the individual needs of children in the field-based classroom (NAEYC 1,3,4,5,7)
5. Apply knowledge of cultural and learning diversity in planning appropriate classroom activities and developing effective management techniques (NAEYC 1,2,4)
6. Understand developmentally appropriate management practices based on the knowledge of individual children, the community, and home experiences. (NAEYC 1,2,4)

In particular, these outcomes are supported by paying specific attention to the following NAEYC standard 4 criteria throughout all assignments and discussions within this course:

- Fostering oral language and communication.
- Drawing from a continuum of teaching strategies.
- Making the most of the environment, schedule and routines
- Setting up all aspects of the indoor and outdoor environment
- Focusing on children's individual characteristics, needs, and interests.
- Linking children's language and culture to the early childhood program.
- Teaching through social interactions
- Creating support for play.
- Addressing children's challenging behaviors.
- Supporting learning through technology.
- Using integrative approaches to curriculum (NAEYC 2010, p. 35)

6. Grading Criteria: Student learning will be assessed through a variety of means which may include, but is not limited to:

- classroom-based data collection and analysis
- research projects
- essay, short answer, or multiple choice tests
- written responses to readings
- case studies
- book or journal article reviews
- Lesson plans or professional development plans
- Class presentations
- field-based application

Assessment will be based on the following criteria:

- * The degree to which the student has demonstrated that he or she has met the "proficiency" level for the standards that assignment was created to assess.
- * The degree to which the student demonstrates an exceptional understanding of the course content and the ability to apply that content in a clear, appropriate, and systematic manner.
- * The degree to which the student makes clear and appropriate connections between the class content and his or her work with children;
- * Regular attendance and careful reading of assigned texts; or
- * Completion of all assignments on time and in an exceptional manner.

7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.

Completion and implementation of a mini-unit that combines information from Social Studies content, theory, and pedagogy of creative expressions.

8. Prerequisites (if any): All courses are taken in the sequence as proposed in the Program of Study for the Early Childhood MAT.

9. Advanced Graduate Content: Completion and implementation of a mini-unit that combines information from Social Studies content, theory, and pedagogy of creative expressions.

Date 8/15/11

Signature Nancy B. Mizell
Department Chairperson

Date 11/21/11

Signature Carol H. Bader
Dean of School

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

- Course Title and Proposed Number: **EDEC 5030 Curriculum Design & Assessment**
- Catalog Description:
The focus of this course is to prepare initial certification candidates to promote meaningful and critical curriculum design, implementation and assessment of student learning.
- Course Function: This course counts towards the Master of Arts in Teaching in Early Childhood Education
- Course Topics:
Sections will focus on a variety of themes, such as, but not limited to, the following: planning and implementing a developmentally appropriate interdisciplinary curriculum unit which contains lessons that address multiple learning modalities and assessment tools (i.e. formative, summative, rubrics, performance, portfolio assessments); reflectively critique lessons implemented in the field; extend their understanding of the relationship of theorists to practice in the field; writing reflectively on certain experiences within field placements, noting the connections made between theory and practice; demonstrating the ability to construct lessons which span multiple disciplines and are relevant to the topic; identifying, critiquing, and using a variety of appropriate resources.

5. Expected Student Learning Outcomes:

- A. Plan and implement developmentally appropriate curriculum and instruction. (NAEYC 1,4,5,7)
- B. Plan and implement an integrative unit of study appropriate for the students in their field-based classroom, which takes into account the diversity of the students in the classroom. (NAEYC 1,2,3,4,5,6,7)
- C. Create, assess, and select appropriate material for use with students in the field-based classroom. (NAEYC 1,3,4,7)
- D. Demonstrate appropriate use of technology with young children. (NAEYC 4,6,7)
- E. Describe and explain basic assessment concepts (NAEYC 3)
- F. Identify characteristics and specific assessment items that detract from their validity (NAEYC 3, 6)
- G. Construct alternative assessment appropriate for early childhood classrooms (NAEYC 3,4,5)
- H. Apply effective assessment procedures in the classroom (NAEYC 3,7)
- I. Descriptive, analyze and suggest changes to classroom teachers assessment patterns and practices (NAEYC 3,6)

6. Grading Criteria:

Student learning will be assessed through a variety of means which may include, but is not limited to:

- classroom-based data collection and analysis
- research projects
- essay, short answer, or multiple choice tests
- written responses to readings
- case studies
- book or journal article reviews
- Lesson plans or professional development plans
- Class presentations
- field-based application

Assessment will be based on the following criteria:

- * The degree to which the student has demonstrated that he or she has met the "proficiency" level for the standards that assignment was created to assess.
- * The degree to which the student demonstrates an exceptional understanding of the course content and the ability to apply that content in a clear, appropriate, and systematic manner.
- * The degree to which the student makes clear and appropriate connections between the class content and his or her work with children;
- * Regular attendance and careful reading of assigned texts; or
- * Completion of all assignments on time and in an exceptional manner.

7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.

Completion and implementation of a teacher work sample that exhibits high level understanding of the correlation between theory and practice and lays the groundwork for Action Research project during Internship..

8. Prerequisites (if any): All courses are taken in the sequence as proposed in the Program of Study for the Early Childhood MAT.

9. Advanced Graduate Content: Completion and implementation of a teacher work sample that exhibits a high level understanding of the correlation between theory and practice and lays the groundwork for Action Research project during Internship.

Date 8/15/11

Signature Nancy B. Mizelle
Department Chairperson

Date 11/21/11

Signature Carol H. Bader
Dean of School

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

- Course Title and Proposed Number: **EDEC 5010 Developmentally Appropriate Pedagogy**

 - Catalog Description
This course is required of initial certification candidates in the early childhood educator preparation programs designed for initial certification and is offered to prepare students to meet INTASC standards. Course content supports the COE/Department mission by focusing the core concepts of our conceptual framework: foundation in the liberal arts, foundation in professional preparation, foundation for addressing human relationships and diversity issues, and development of dynamic leadership abilities. Specifically, this course focuses on content and pedagogy related to: 1) the cognitive, social and emotional development of children ages Birth-11; 2) building relationships between the school and, families and communities; and 3) using assessment techniques to measure student progress and to reflect on practice.

 - Course Function: This course counts towards the Master of Arts in Teaching in Early Childhood Education

 - Course Topics:
Sections will focus on a variety of themes, such as, but not limited to, the following: understanding and implementing basic tenets of theorists related to the discipline, planning and implementing effective teaching strategies and lessons in early childhood classrooms; developmentally appropriate activities and assessment in early childhood classrooms and Birth-3 environments.
5. Expected Student Learning Outcomes:
1. Identify the implications that studying developmental learning theory has for classroom practice (NAEYC 1 and 4).
 2. Explain how educational research is applied to classroom practice (NAEYC 1,4,6)
 3. Describe the relationship between educational research and theory (NAEYC 1,4,6).
 4. Explain how development is influenced by learning, experience, and maturation (NAEYC 1 & 4).
 5. Identify, describe, and explain the leading theories in early childhood growth and development (NAEYC 1).
 6. Identify, describe and explain the varying theories of intelligence (NAEYC 1).
 7. Explain the physical, social, emotional, intellectual, and moral characteristics of the developmental period of early childhood (Birth to grade 5) (NAEYC 1 & 2).
 8. Plan developmentally and culturally responsive instruction and assessment (NAEYC 1,2,3,4,6,7)
6. Grading Criteria:
- Student learning will be assessed through a variety of means which may include, but is not limited to:
- classroom-based data collection and analysis
 - research projects
 - essay, short answer, or multiple choice tests
 - written responses to readings
 - case studies
 - book or journal article reviews
 - Lesson plans or professional development plans
 - Class presentations
 - field-based application

Assessment will be based on the following criteria:

- * The degree to which the student has demonstrated that he or she has met the "proficiency" level for the standards that assignment was created to assess.
- * The degree to which the student demonstrates an exceptional understanding of the course content and the ability to apply that content in a clear, appropriate, and systematic manner.
- * The degree to which the student makes clear and appropriate connections between the class content and his or her work with children;
- * Regular attendance and careful reading of assigned texts; or
- * Completion of all assignments on time and in an exceptional manner.

7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.

Development and assessment of developmentally appropriate activities for children Birth to fifth grade.

8. Prerequisites (if any): All courses are taken in the sequence as proposed in the Program of Study for the Early Childhood MAT.

9. Advanced Graduate Content: Development and assessment of developmentally appropriate activities for children Birth to 5th grade.

Date 8-15-11

Signature Nancy B. Mizler
Department Chairperson

Date _____

Signature _____
Dean of School

Georgia College & State University
Form for Proposal of New Graduate Courses

1. Department: Early Childhood & Middle Grades Education Discipline: Early Childhood Ed.
2. Number of credit hours and formula for courses requiring lab or field experience: 6
3. Hours (0-40-6) 4. Repeatable or Nonrepeatable: non-repeatable
4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal
5. Prerequisite or Co-requisite: pre-requisite – EDEC 5003: Field Placement & Seminar III
6. Required or elective in what program: MAT in Early Childhood Education
7. Provide rationale for this course: This course will allow partial fulfillment of the field placement requirements in the proposed MAT in Early Childhood Education
8. How often is the course to be offered? Every other year initially.
9. Who will teach this course? _Early Childhood Education Graduate Faculty
Will additional faculty members be needed? yes
10. Are there alternative faculty available to teach this course to ensure stability of the course over time? All faculty members in the ECE program who are graduate faculty are qualified to teach this course
11. How does this course contribute to the existing or proposed program? This course provides the necessary internship required for initial teacher certification.
12. How will an existing program of study change as a result of this course? No change
13. Does the proposed course duplicate other courses on this campus? If yes, explain:
no duplication
14. How will the demand be met for additional library and technology resources, if any?
_no additional resources needed
15. Will any additional library or other resources be required by the student? no
16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

- Course Title and Proposed Number: **EDEC 5004 Internship**

- Catalog Description

As part of the teacher education program, the student demonstrates in public school classrooms the abilities to draw on deep content knowledge in order to plan, implement and evaluate curriculum; to foster and to assess student learning; to identify and plan for the needs of diverse learners; to contribute to the educational life of the school and community. This course focuses on the continued development of reflexive and reflective practice for teacher growth and pupil learning, and as such, a combination of focused seminars and observations and coaching in a range of P-5 settings are utilized to ensure candidate preparedness.

- Course Function: This course counts towards the Master of Arts in Teaching in Early Childhood Education

- Course Topics:

- Knowledge of learner
- Knowledge of curriculum and knowledge of teaching methods and strategies
- Development of daily teaching plans
- Development of unit plan
- Providing for individual differences in learning rates and styles
- Conducting classes efficiently, using large and small groups
- Evaluating daily and unit plans and performances
- Evaluation of programs
- Certification
- Developmental characteristics of the assigned students
- Curriculum content of the assigned grade level
- Schedule and calendar of assigned school
- Planning action research within P-5 settings

5. Expected Student Learning Outcomes:

Using the lens of action research in a P-5 setting (NAEYC Standard 7), the student will focus on a variety of themes, such as, but not limited to, the following:

A. Plan instruction to facilitate, teaching and learning as evidenced by the ability to:

1. create objectives which facilitate teaching and learning (NAEYC 5).
2. plan instruction which is appropriate to the objectives and the interests, strengths, needs of students (NAEYC 1,3,4).
3. plan activities which support strong content development (NAEYC 4,5).
4. plan assessment to guide student progress during instruction (NAEYC 1,3).
5. plan summative assessment of student progress to communicate results to stakeholders (NAEYC 2,3).
6. use appropriate teaching strategies to meet student needs in physical, social, emotional and intellectual development (NAEYC 1,4).

B. Demonstrate a professional standard in planning lessons, selecting related materials, and in writing and speaking in class as demonstrated by the ability to:

1. plan lessons in a professional manner (NAEYC 6).
2. select related class materials that show a professional standard (NAEYC 6).
3. use a professional standard in writing lesson plans (NAEYC 6).
4. use a professional standard in oral expressions with students (NAEYC 6).
5. use a professional standard in written expressions in the classrooms (NAEYC 6).
6. plan lessons using state standards (NAEYC 5,6).

- C. Provide for content development as evidenced by the ability to:
1. organize lessons in a logical order (NAEYC 4,5).
 2. design instruction appropriate for students (NAEYC 1,4).
 3. explain content in a clear manner (NAEYC 1 & 6).
 4. plan ways to use emphasis and linking to make content easier to learn and remember (NAEYC 1,4,5).
 5. conduct student-centered activities (NAEYC 1,4,5).
 6. demonstrate a command of subject matter (NAEYC 5).
 7. provide for adequate skill development for each individual (NAEYC 1,3,4).
- D. Promote student progress as evidenced by the ability to:
1. use techniques to encourage on-task student behavior (NAEYC 4).
 2. use student contributions and responses to facilitate learning (NAEYC 3).
 3. give support to students in the learning environment (NAEYC 1 & 2).
 4. monitor student performance and learning (NAEYC 3).
 5. assess student progress toward course objectives (NAEYC 3 & 5).
- E. Manage the learning environment as evidenced by the ability to:
1. use instructional time effectively and efficiently (NAEYC 1,4,6).
 2. use instructional resources effectively. (NAEYC 4,5)
 3. organize the learning environment efficiently and effectively (NAEYC 1,4,6).
 4. plan ways to maintain appropriate student behavior (NAEYC 1,2,4).
 5. use effective intervention techniques when student behavior is inappropriate. (NAEYC 4)
 6. work in cooperative teaching situations, multi-disciplinary instruction and team teaching. (NAEYC 6)
 7. be responsive, approachable, supportive, and considerate toward others. (NAEYC 2,4,6)

6. Grading Criteria: Student learning will be assessed through a variety of means which may include, but is not limited to:

- classroom-based data collection and analysis
- research projects
- essay, short answer, or multiple choice tests
- written responses to readings
- case studies
- book or journal article reviews
- Lesson plans or professional development plans
- Class presentations
- field-based application

Assessment will be based on the following criteria:

- * The degree to which the student has demonstrated that he or she has met the "proficiency" level for the standards that assignment was created to assess.
- * The degree to which the student demonstrates an exceptional understanding of the course content and the ability to apply that content in a clear, appropriate, and systematic manner.
- * The degree to which the student makes clear and appropriate connections between the class content and his or her work with children;
- * Regular attendance and careful reading of assigned texts; or
- * Completion of all assignments on time and in an exceptional manner.

7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.

Completion of Action Research project utilizing graduate level research skills.

8. Prerequisites (if any): All courses are taken in the sequence as proposed in the Program of Study for the Early Childhood MAT.

9. Advanced Graduate Content: Completion of Action Research project utilizing graduate level research skills.

Date 9-15-11

Signature Nancy B. Mizell
Department Chairperson

Date 11/21/11

Signature Carol H. Baden
Dean of School

Georgia College & State University
Form for Proposal of New Graduate Courses

1. Department: Early Childhood & Middle Grades Education Discipline: Early Childhood Ed.
2. Number of credit hours and formula for courses requiring lab or field experience: 3
3. Hours (3-0-3)
4. Repeatable or Nonrepeatable: non-repeatable
4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal
5. Prerequisite or Co-requisite: All courses are taken in the sequence as proposed in the Program of Study for the Early Childhood MAT.
6. Required or elective in what program: MAT in Early Childhood Education
7. Provide rationale for this course: This course will allow partial fulfillment of the field placement requirements in the proposed MAT in Early Childhood Education
8. How often is the course to be offered? Every other year, initially.
9. Who will teach this course? Early Childhood Education Graduate Faculty
Will additional faculty members be needed? yes
10. Are there alternative faculty available to teach this course to ensure stability of the course over time? All faculty members in the ECE program who are graduate faculty are qualified to teach this course
11. How does this course contribute to the existing or proposed program?
12. How will an existing program of study change as a result of this course? No change
13. Does the proposed course duplicate other courses on this campus? If yes, explain:
no duplication
14. How will the demand be met for additional library and technology resources, if any?
_no additional resources needed
15. Will any additional library or other resources be required by the student? no
16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

- Course Title and Proposed Number: **EDEC 5040: Capstone: Teacher Inquiry for Critical Change**

- Catalog Description
This course serves as the culminating course in the Early Childhood MAT Program, and as such brings together theory, research, and pedagogy related to developmentally appropriate practice.

- Course Function: This course counts towards the Master of Arts in Teaching in Early Childhood Education

- Course Topics:
Students will investigate the intersection of topics relating to:
 - Developmentally appropriate practice
 - Inquiry
 - Practitioner Research
 - Service learning and evaluation of academic, affective, and social implications of community engagementCentral to the course, a practitioner research project will be developed that serves to advance understanding of NAEYC standards within the contexts of their field experiences in schools. Projects will aim to bring about changes in classroom practice, communities, and the lives of P-5 students and their families. The goal of this course is for students to become teacher-researchers who understand why and how collaborative inquiry among teachers and school community members (including families, pupils, and others) can work toward the mitigation of educational and systemic inequities. The project developed will be implemented and completed and presented at student research conference.

- Expected Student Learning Outcomes:
Sections will focus on a variety of themes, such as, but not limited to, the following:
 - A. Self reflection and self evaluation (NAEYC 6)
 - B. The conceptual framework as it applies to the program of study (NAEYC 1,2,3,4,5,6,7)
 - C. Development of action research projects (NAEYC 1,2,3,4,5,6,7)
 - D. The value of classroom research (teacher as researcher) (NAEYC 6)
 - E. Communicate through a presentation a high level of understanding of NAEYC standards 1 through 7 (NAEYC 1,2,3,4,5,6,7).

- Grading Criteria:
 - A. Demonstrate self evaluation and reflection as evidenced by the ability to:
 - 1. Complete an assessment portfolio.
 - 2. Provide evidence that program goals outlined in the conceptual framework were addressed and met as a result of the program of study.
 - 3. Present appropriate evidence/artifacts to document achievement.
 - 4. Present oral defense of assessment portfolio including artifacts.
 - B. Conduct action research in the school setting as evidenced by the ability to:
 - 1. Design an action research study to be conducted in the assigned school setting.
 - 2. Submit a proposal for the study to be conducted.
 - 3. Conduct the action research study in the assigned school setting.
 - 4. Report the findings of the study.

Assessment will be based on the following criteria:

* The degree to which the student has demonstrated that he or she has met the "proficiency" level for the standards that assignment was created to assess.

* The degree to which the student demonstrates an exceptional understanding of the course content and the ability to apply that content in a clear, appropriate, and systematic manner.

* The degree to which the student makes clear and appropriate connections between the class content and his or her work with children.

* The degree to which the student makes applications in the field;

* Regular attendance and careful reading of assigned texts; or

* Completion of all assignments on time and in an exceptional manner.

- Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study: Completion of Action research project that chronicles growth as a researcher and connections to NAEYC standards.
- Prerequisites (if any): All courses are taken in the sequence as proposed in the Program of Study for the Early Childhood MAT.
- Advanced Graduate Content: Presentation of work at a graduate student conference

Date 8-15-11

Signature Nancy B. Mizelle
Department Chairperson

Date 11/21/11

Signature Carol H. Bader
Dean of School