

GEORGIA COLLEGE & STATE UNIVERSITY

DEGREE PROGRAM CHANGES
PROPOSAL COVER SHEET

DEGREE: Master of Arts in Teaching

CIP CODE: 13.1203

PROGRAM/CONCENTRATION NAME: Middle Grades Mathematics and Science

DEPARTMENT: Early Childhood and Middle Grades Education

PROPOSED EFFECTIVE DATE: Summer , 2009
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: Karynne Kleine October 7, 2008
Faculty Member Date

Recommendation:*

Recommend Not Recommend NA
Chair, Dept. Curriculum Committee Date

Recommend Not Recommend Nancy B. Mizelle 10-10-2008
Department Chair Date

Recommend Not Recommend Joseph Z. Deritis 10/13/08
Chair, School Curriculum Committee Date

Recommend Not Recommend Carol H. Baden 10/13/08
School 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:

OFFICIALLY AUTHORIZED MASTER COURSE FILE CHANGE FORM

Action <small>A-Add M-Modify D-Delete</small>	Discipline Abbr	Course Number	Course Title	Hours (L-L-C)	Repeatable NR N	Grade Type	Prerequisite	Co-Requisite
<u>A</u>	<u>EDMG</u>	<u>5212</u>	<u>Learning and the Learner</u>	<u>(3-1-3)</u>	<u>NR</u> <u>N</u>		<u>Co-requisite:EDMG 5250; EDMG 5001; and EDIT 5220</u>	
<u>A</u>	<u>EDMG</u>	<u>5250</u>	<u>Pedagogy & the Nature of the Disciplines</u>	<u>(2-2-3)</u>	<u>NR</u> <u>N</u>		<u>Co-requisite: EDMG 5212; EDMG 5001</u>	
<u>A</u>	<u>EDMG</u>	<u>5001</u>	<u>Professional Seminar and Field Studies for Middle Grades Master of Arts in Teaching</u>	<u>(1-1-1)</u>	<u>NR</u> <u>N</u>		<u>Co-requisite: EDMG 5212; EDMG 5250; EDIT 5220</u>	
<u>A</u>	<u>EDMG</u>	<u>5002</u>	<u>Professional Seminar and Field Studies for Middle Grades Master of Arts in Teaching</u>	<u>(2-1-2)</u>	<u>NR</u> <u>N</u>		<u>Prerequisite: Successful completion of all courses required during summer of the MAT program</u>	
<u>A</u>	<u>EDMG</u>	<u>5240</u>	<u>Curriculum & Instruction</u>	<u>(2-2-3)</u>	<u>NR</u> <u>N</u>		<u>Prerequisite: Successful completion of all previous courses in the Middle Grades Master of Arts in Teaching Math and Science (MG MAT M&S)</u>	
<u>A</u>	<u>EDMG</u>	<u>5245</u>	<u>Curriculum & Assessment</u>	<u>(2-2-3)</u>	<u>NR</u> <u>N</u>		<u>Prerequisite: Successful completion of all previous courses in the Middle Grades Master of Arts in Teaching Math and Science (MG MAT M&S)</u>	
<u>A</u>	<u>EDMG</u>	<u>5960</u>	<u>Internship</u>	<u>(1-5-6)</u>	<u>NR</u> <u>N</u>		<u>Prerequisite: Successful completion of all previous courses in the Middle Grades Master of Arts in Teaching Math and Science (MG MAT M&S)</u>	
<u>A</u>	<u>EDMG</u>	<u>5255</u>	<u>Family/School/Community</u>	<u>(3-1-3)</u>	<u>NR</u> <u>N</u>		<u>Prerequisite: Successful completion of all previous courses in the Middle Grades Master of Arts in Teaching Math and Science (MG MAT M&S)</u>	
<u>A</u>	<u>EDMG</u>	<u>5243</u>	<u>Capstone</u>	<u>(0-40-3)</u>	<u>NR</u> <u>N</u>		<u>Prerequisite: Successful completion of all previous courses in the Middle Grades Master of Arts in Teaching Math and Science (MG MAT M&S)</u>	

COMMENTS _____

LAB FEE INFORMATION

Effective Semester / Year Summer, 2009

Approved By Carol H. Sader
(Dean)

Date Oct 13, 2008

Approved By _____
(Academic Vice President)

Date _____



Vice President and Dean of Faculties

Campus Box 24
Milledgeville, Georgia 31061-0490
Phone (478) 445-4715
Fax (478) 445-5151

June 3, 2008

Dr. Sandra Stone
Vice Chancellor, Academic Planning and Programs
University of Georgia Board of Regents Office
270 Washington Street, SW
Atlanta, GA 30334

Dear Dr. Stone:

Please accept this letter of intent and the attached paperwork from Georgia College & State University to offer a Masters of Arts in Teaching with a Major in Mathematics and Science. In keeping with our university mission Georgia College & State University would like to address an immediate need within the Middle Georgia area. Mathematics and science areas have been identified as areas of critical need with in the State's middle grades education programs. Georgia College & State University can help fill this need.

If approved, Georgia College & State University would like to proceed with a formal proposal. This request is also in keeping with the long history of Georgia College & State University as a leader in providing excellent educator preparation programs.

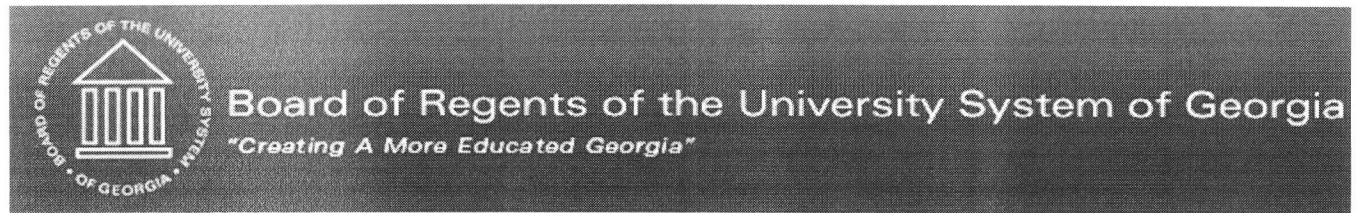
This proposal has the full support of our University Governance and Administration. The attached documentation illustrates the program intent and detail associated with our request. I would like to thank you in advance for your consideration of this request and I would be happy to help answer any questions you may have.

Sincerely,

Anne V. Gormly
Vice President and Dean of Faculties

Milledgeville • Macon • Warner Robins

*Georgia College & State University, established in 1889, is Georgia's Public Liberal Arts University.
University System of Georgia*



Academic Program Proposal Review Status Record

Programs Under Active Review | Last update: October 14, 2008

Institution	Program Name	Status	Next Action By:	Comparator Institutional Program Comments Due by:
Abraham Baldwin Agricultural College	Bachelor of Science and Bachelor of Arts degrees with a major in Rural Studies	October Board Recommendation	Board of Regents	
Armstrong Atlantic State University	Associate of Science in Engineering Studies	Formal Proposal Review	System Office	
Clayton State University	Bachelor of Applied Science with a major in Homeland Security/Emergency Management	Letter of Intent Review	System Office	
Clayton State University	Master of Arts in Teaching (with majors in English and Mathematics Education)	October Board Recommendation	Board of Regents	
Clayton State University	Bachelor of Science in Computer Science	October Board Recommendation	Board of Regents	
College of Coastal Georgia	Bachelor of Business Administration (Revised Proposal Submission)	October Board Recommendation	Board of Regents	
College of Coastal Georgia	Bachelor of Science in Nursing (Revised Proposal Submission)	October Board Recommendation	Board of Regents	
College of Coastal Georgia	Bachelor of Science in Early Childhood Education (Revised Proposal	October Board Recommendation	Board of Regents	

	Engineering Technology, BSW - Social Work, MPH - Environmental Health, MS - Mental Health Counseling, MS - Rehabilitation Counseling; BA - Psychology; BS - Computer Science		
Gainesville State College	Bachelor of Fine Arts in Design and Technology for Theatre	October Board Recommendation	Board of Regents
Georgia College & State University	Master of Arts in Teaching with a major in Middle Grades Education (Mathematics and Science Concentration)	Institution Invited to Submit Formal Proposal	Institution
Georgia College & State University	Master of Education with a major in School Counseling	Institution Invited to Submit Formal Proposal	Institution
Georgia College & State University	Master of Arts in Teaching with a major in Kinesiology / Physical Education	Institution Invited to Submit Formal Proposal	Institution
Georgia College & State University	Bachelor of Arts with a major in Geography	Institution Invited to Submit Formal Proposal	Institution
Georgia College & State University	Bachelor of Science in Physics	Institution Invited to Submit Formal Proposal	Institution
Georgia Institute of Technology	Master of Science in Supply Chain Engineering	Letter of Intent Review	System Office
Georgia Perimeter College	Associate of Science in Radiologic Technology (collaboration with DeKalb Medical Center)	Institution Invited to Submit Formal Proposal	Institution

Letter of Intent

Institution: Georgia College & State University Date: January 10, 2008

School/Division: John H. Lounsbury School of Education

Department: Early Childhood and Middle Grades Education

Name of Proposed Program:

Master of Arts in Teaching in Middle Grades Education (Mathematics/Science)

Degree: Master of Arts Major: Middle Grades Education

CIP Code: _____

Starting Date: Fall Semester 2008

Institutional Mission

1. Does this program further the mission of your institution?

Yes. The university's mission includes "*a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the university's scope of influence.*" This program will prepare middle level mathematics and science teachers as leaders who can provide quality education to students in Georgia schools. Moreover, the university is to address workforce needs and Georgia, and middle grades mathematics and science are critical fields. (See below- data to support need for program.)

2. Will the proposed program require a significant alteration of the institutional mission?

No alteration will be required.

3. Will the program require the addition of a new organizational unit to the institution (e.g. college, school, division or department)?

No. The program will be administered by the Early Childhood and Middle Grades department and implemented by faculty who are housed in the department.

4. Is it likely that a SACS visit for substantive change will be necessary?

No. This is consistent with existing programs in middle grades education and the secondary education MAT.

5. How does the proposed program help meet the priorities/goals of your strategic plan?

Our strategic plan, and that of the university system, includes increasing the number and the quality of teachers. Creation of this program will allow us to graduate 16 new teachers per year by 2013. Our graduates have a firm foundation in the liberal arts and have engaged in extensive service learning experiences in the regions public schools as part of their field-based cohort program. They are also retained in the field at much higher rates than the national averages, thus contributing to workforce needs. The proposed new MAT program would follow the same model and thus be consistent with our strategic goals and conceptual framework.

6. Will this proposal require an addition or change in your institution's strategic plan?

No. This program is designed to help us meet the goals of the existing strategic plan- to increase the number and quality of teachers in middle grades classrooms, particularly mathematics and science teachers. This proposal also addresses the Chancellor's goal of increasing graduates and teachers in STEM fields.

7. Will the program require an increase in state appropriation within the next five years?

This program will require a new faculty line, however this position is being funded through the USG STEM Initiative.

8. If this is a baccalaureate program, will you be asking for an exception to the one hundred twenty hour expectation or to the core curriculum?

Not applicable; this is a graduate program.

9. Are there program delivery formats that will be new or different for your institution?

The program will follow the same delivery cohort models used in our middle grades undergraduate program and secondary MAT program.

Need

Provide brief justification for why the state needs graduates from this program and for why the University System needs this program. Give a brief justification for why your institution should offer the program.

In June 2007, the chancellor said, "Georgia must respond to the increasing state and national crises in the education of mathematicians, scientists, technicians and engineers, *and to the preparation of science and mathematics teachers.*" He called addressing this need "one of the highest priorities of the University System

of Georgia.” Our proposal for the MAT in Middle Grades Education (Concentration in mathematics and science) is in direct response to the chancellor’s challenge and is a component of our success STEM proposal through the university system’s Math + Science = Success initiative.

Our institution has a history of high quality teacher preparation using a tested field-based cohort model. Retention rates among our graduates far exceed national averages five years after graduation (53% vs 91%) and are among the highest in the university system. Our successful proposal through the USG STEM initiative (Math + Science = Success) provides us with funding for the position needed to create the program.

If the program is applied or professional in nature, describe the kind of data you will use to support the need for the program.

As part of our proposal to participate in the USG STEM initiative (Math + Science = Success), GCSU made a commitment to increase the number of middle grades mathematics and science teachers from 14 in 2007 to 38 by 2013. One approach to meeting this goal is to increase the number of math and science concentration students in our existing baccalaureate program. A second approach in our STEM proposal was to create a new initial certification program at the graduate level, designed for students completing their BS degrees in mathematics and science. This new program (graduating 16 MAT students per year by 2013) is needed to meet our institutional STEM graduation goals.

We will also be able to provide data related to needs for mathematics and science teachers in middle Georgia schools. For example, The Georgia Educator Workforce 2006 (Georgia Professional Standards Commission- PSC) reports alarming figures related to need for science and mathematics teachers. From 2005 to 2006 there were dramatic increases in the number of mathematics and science teacher hires (mathematics 29.2%; life science 40.2%; physical science 20.8%; general science 122.6%). According to the 2007 Interim Workforce report mathematics and science continue to be in the top four highest percentages of newly hired teachers.

Provide a brief description of whether and why students will enroll in the program. What kinds of data do you intend to use to show student demand for the program?

Currently our middle grades program is not designed to serve students who finish their undergraduate degrees in a STEM field, but want to teach middle grades. Likewise, without a graduate level initial certification program for middle grades, we are unable to serve career changers (individual who are working in a STEM field but now want to teach middle grades). These are the individuals who will be attracted to this program. In addition, our secondary MAT program is at maximum enrolled and unable to absorb new STEM students. A number of these students would have selected middle grades certification rather than secondary

certification given the opportunity. Through PSC, we will be able to demonstrate need in these areas in our full proposal.

Students

Estimate the number of students who will graduate annually from the program in the steady state. What percentage will likely be from other existing programs? Which programs will the students come from?

According to our STEM proposal to BOR, our goal is to graduate 10 students in 2009 and by 2013 to graduate 16 students annually.

Budget

1. **Estimate the steady-state cost of the program (in current dollars) and indicate the percentage from reallocation, student fees, grants, and outside dollars.**

We estimate the additional steady-state cost of the program to be approximately \$110,000 per year. The bulk of the expense (\$100,000) will be for a new faculty position to coordinate and serve as mentor leader for the program. Through 2013 this position will be funded through the USG STEM initiative, Math + Science = Success. Another \$10,000 will be reallocated within the School of Education in order to provide education foundations courses for the program.

2. **Estimate start-up costs for the program and indicate possible fund sources.**

Start-up expenses will focus primarily on marketing the program (\$2,000) and on acquisition of mathematics and science classroom supplies and equipment (\$20,000). These funds have been allocated this year (FY 08) through the school and through external funding.

Facilities

If additional facilities are needed, how they will be acquired.

No new facilities will be needed.

Curriculum and Delivery

1. Are there special characteristics of the curriculum (as compared to similar programs)?

The program is an intensive three-semester cohort program with considerable field experiences in the fall and spring. However, this model is similar to our current secondary MAT program, which has proven to be very successful.

2. Will the program require new or special student services?

No.

3. Will the program be attractive to underserved populations?

Yes. Under-served populations will be a focus of our recruitment efforts. As described earlier, the program will also appeal to career changers, another potential pool for under-served populations.

Collaboration

1. If there are similar programs in your service area, how will the proposed program affect them?

There are no similar programs in our service area. The nearest USG institutions offering middle grades MAT programs are in Atlanta (90 miles), Augusta (100 miles) and Statesboro (130 miles).

2. Do you plan a collaborative arrangement with another institution or entity?

There is no collaboration planned with other institutions of higher education. We will work with Oconee RESA to recruit students for the program.

Other

Are there other elements of the proposed program that might give the staff greater insight into the overall value of this program to the University System strategic plan?

Training of more teachers in mathematics and science, particularly at the middle grades level, is a critical component of the University System's strategic plan to meet the needs of Georgia. The importance of this effort can be seen in the recent statements by the chancellor and by the launching of the USG STEM initiation, Math + Science = Success. Our success proposal, which included the creation of the MAT program detailed in the letter of intent, indicates the alignment of our approach and the value of our ideas to the System's strategic plan.

PROPOSED MG MAT COURSE OVERVIEW										
Term	Course	New or Existing Course	Hours	NMSA Standards Assessed ¹						
				1	2	3	4	5	6	7
Summer	Learning & the Learner EDMG 5212	New*	3	◇						
	Pedagogy & the Nature of the Disciplines EDMG 5250	New*	3				◇			
	Technology EDIT 5202##	Existing	3	◇	◇				◇	◇
	Seminar & Field Studies 1 EDMG 5001	New**	1							
Fall	Reading in the Content Areas EDRD 5210	Existing	3			◇	◇	◇		
	Special Education EDEX 6111	Existing	3							
	Curriculum & Instruction EDMG 5240	New*	3			◇	◇	◇		
	Curriculum & Assessment EDMG 5245	New#	3			◇	◇	◇		
	Seminar & Field Studies 2 EDMG 5002	New*	2	◇	◇					◇
Spring	Internship EDMG 5960	New**	6							◇
	Family/School/Community EDMG 5255	New#	3						◇	
	Capstone EDMG 5243	New*	3							◇
			36							

¹ These are standards that will be formally assessed for program evaluation purposes. Courses may address additional standards.

* Based on existing course in undergraduate program

** Based on existing course in Secondary MAT program

Based on existing graduate course

Considering dividing into 3, one-hour courses to be offered each semester.

Table 1: Assessments Aligned with NMSA Performance-Based Standards

NMSA Standards	Assessments
<p>Standard 1: Young Adolescent Development Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.</p>	<ul style="list-style-type: none"> • Adolescent Life History Paper* • Shadow a Student Case Study* • Case Study • Young adult short story • Parent Handbook/Web Site • Adolescent Characteristics Checklist • Team & Individual Web Site Development • Practicum Reflection Journal • NMSA Standards Pre/Post Self-Evaluation • Team Data Report • Young Adolescent Advocacy Project
<p>Standard 2: ML Philosophy & School Organization Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.</p>	<ul style="list-style-type: none"> • Design of the Ideal Middle School* • Beginning of the Year Case Study* • Advisory Simulation • Flexible/Block Scheduling Simulation • Observation Modules • Interdisciplinary Field Trip Plan • Interdisciplinary Community Service Plan • Interdisciplinary Advisory Plan • Middle School Floor Plan Design • Practicum Reflection Journal • NMSA Standards Pre/Post Self-Evaluation • Team Data Report • Team Building • Middle School Advisory Project
<p>Standard 3: ML Curriculum & Assessment Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.</p>	<ul style="list-style-type: none"> • Interdisciplinary Thematic Unit* • Position Paper* • Curriculum Unit (development & implementation)* • National/State Standards Report • AEIS Report • Interdisciplinary Curriculum Unit (development) • Mid-Term & Final Student Teaching Evaluation • NMSA Standards Pre/Post Self-Evaluation • Team Data Report • Understanding by Design Unit (development) • Integrated, Interdisciplinary, Thematic Unit (development) • Teacher Work Sample
<p>Standard 4: ML Teaching Fields Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.</p>	<ul style="list-style-type: none"> • Interdisciplinary, Internship Field Experience Evaluation*+ • State and National Website Evaluation* • Book Review* • Content Analysis • Website Evaluation • Lesson Plans from Methods and Content courses • Website Evaluation • Lesson Plans (development & implementation) • Mid-Term & Final Student Teaching Evaluation

<p>Standard 5: <i>ML Instruction & Assessment</i> Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.</p>	<ul style="list-style-type: none"> • NMSA Standards Pre/Post Self-Evaluation • Curriculum Unit (development & implementation)*+ • Lesson Videotape and Reflection* • Website Evaluation • Case Study • Lesson Plan (development & implementation) • Interdisciplinary Advisory Plan • Lesson Plans (development & implementation) • Mid-Term & Final Student Teaching Evaluation • NMSA Standards Pre/Post Self-Evaluation • Team Data Report • Understanding by Design Unit (implementation) • Instruction and Assessment Log
<p>Standard 6: <i>Family & Community Involvement</i> Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.</p>	<ul style="list-style-type: none"> • Team & Individual Web Site Development*+ • Interactive Homework* • Design of the Ideal Middle School* • Parent Involvement Project • Parent Handbook/Web Site • Service Learning Projects • Interdisciplinary Field Trip Plan • Interdisciplinary Community Service Plan • NMSA Standards Pre/Post Self-Evaluation • Team Data Report • Parent Support Program • Service Learning Projects
<p>Standard 7: <i>ML Professional Roles</i> Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.</p>	<ul style="list-style-type: none"> • Book Review* • Conference Presentation* • Position Paper* • Standards for Professional Practice • Journal Entries • CMLA participation • Log of professional experiences • Electronic Portfolio • Mid-Term & Final Student Teaching Evaluation • Practicum Reflection Journal • State & National Website Evaluation • CMLA membership • MMSA membership • NMSA Standards Pre/Post Self-Evaluation • Team Data Report

**Assessments described in text*

+Rubric included

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

1. Department: Early Childhood and Middle Grades Education Discipline: Middle Grades Education
2. Number of credit hours and formula for courses requiring lab or field experience: (3-1-3)
3. Hours (L-L-C) (3-1-3) Repeatable or Nonrepeatable: Nonrepeatable
4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal
5. Prerequisite or Co-requisite: EDMG 5250 Pedagogy and the Disciplines (The Nature of Mathematics, Science, and Teaching) and EDIT 5221 Beginning Instructional Technology for Educators are co-requisites for EDMG 5212 The Adolescent Learner and Learning
6. Required or elective in what program: Required in Middle Grades Master of Arts in Teaching Math and Science (MG MAT M&S)
7. Provide rationale for this course: As this program is designed specifically to prepare teachers of math and science to young adolescents it is imperative that graduates understand the nature and needs of those learners, including their unique learning needs. This course addresses the developmental nature of young adolescents, how they learn and the consideration of adolescents' social, emotional, physical, and cognitive development for effective teaching of math and science.
8. How often is the course to be offered: Annually each summer
9. Who will teach this course: Members of the Middle Grades Education faculty
Will additional faculty members be needed: Yes. An additional faculty member is to be hired to begin May, 2008 through funds provided in the STEM grant.
10. Are there alternative faculty available to teach this course to ensure stability of the course over time: Yes; all members of the Middle Grades Education faculty are qualified to teach this course.
11. How does this course contribute to the existing or proposed program: This course aligns with the John H. Lounsbury School of Education's Conceptual Framework to provide advanced graduates with a foundation in the liberal arts, foundation in professional preparation, foundation for addressing human relationships and diversity issues, and development of dynamic leadership abilities.
12. How will an existing program of study change as a result of this course: This is a new program that parallels an existing program for MAT in secondary education so no changes are expected.
13. Does the proposed course duplicate other courses on this campus: This program parallels the existing MAT program in secondary education but as it is specific to middle grades math and science teacher preparation it does not duplicate any other courses
14. How will the demand be met for additional library and technology resources, if any: None are anticipated
15. Will any additional library or other resources be required by the student: Also all students in the teacher preparation programs at GCSU are required to have a laptop computer
16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number:
The Adolescent Learner and Learning EDMG 5212
2. Catalog Description:
As part of the teacher education program, the student demonstrates in public school classrooms the abilities to draw on deep content and pedagogical 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 positively to the educational life of the school and community.
3. Course Function:
This course is required of graduate majors in the educator preparation programs designed for initial certification and is offered to prepare students to meet NMSA standards. Course content supports the SOE/Department mission by emphasizing 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. In addition to the developmental nature of young adolescents this course focuses on content and pedagogy related to: 1) the philosophy and organization of middle schools, 2) relationships between the school and, families and communities; 3) best practices for use with young adolescents; and 4) assessment techniques to measure early adolescent student progress and to reflect on practice. Specifically this course is a required course in the Master of Arts of Teaching Middle Grades Math & Science program.
4. Course Topics:
Sections will focus on a variety of themes, such as, but not limited to, the following:
 - The intellectual, physical, psychological, social, moral, and emotional development of the early adolescent student and the relationships that exist among developmental characteristics of the young adolescent
 - The implications of early adolescent student development for effective teaching
 - The relationship between educational research and theory
 - The role of family and community involvement in early adolescent development
 - Middle school organization and philosophy
5. Expected Student Learning Outcomes:
 - a. explain how development is influenced by learning, experience, and maturation (NMSA 1).
 - b. identify, describe, and explain the leading theories in early adolescent growth and development (NMSA 1).
 - c. explain the physical, social, emotional, intellectual, and moral characteristics of the developmental period of early adolescents, ages 9-14 (NMSA 1).
 - d. know best practices for the education of young adolescents in a variety of school organizational settings e.g. teaming, flexible scheduling, advisory, service learning, differentiation (NMSA 2).
 - e. plan developmentally and culturally responsive instruction (NMSA 5).
 - f. identify the relationships between schools for young adolescents and families or community organizations (NMSA 6).
 - g. identify the implications that studying developmental learning theory has for classroom practice (NMSA 7).
 - h. explain how educational research is applied to classroom practice (NMSA 7).
 - i. describe the relationship between educational research and theory (NMSA 7).
 - j. continually reflect upon young adolescent development, the instructional process, and professional relationships (NMSA 7).
6. Grading Criteria
Students will be assigned readings, discussions, and projects to be completed in class or in the field. These will be regularly evaluated for meeting the above standards of the National Middle School Association. The depth and quality in the demonstration of meeting such standards is the basis for the grades for the course. The A – F scale will be applied with A indicating “exceeds standards” and F indicating “no meaningful progress toward meeting standard”.
7. Course work will foster collaborative and independent learning, enabling the graduate to contribute to the middle grades teaching profession. Course work might include but not be limited to such as:
readings, discussions, reflective writings, and projects to be completed in class or in the field
8. Prerequisites include admission to the Master of Arts in Teaching Middle Grades program
9. The compressed nature of the program requires graduates to demonstrate a high degree of proficiency in a short period of time. This constitutes the advanced content for this graduate course.

Date 10-10-2008

Date 10/13/2008

Signature Nancy B. Mizelle
Department Chairperson

Signature Carol H. Bader
Dean of School

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

1. Department: Early Childhood and Middle Grades Education Discipline: Middle Grades Education
2. Number of credit hours and formula for courses requiring lab or field experience: 2-2-3
3. Hours 1 Repeatable or Nonrepeatable: Nonrepeatable
4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal
5. Prerequisite or Co-requisite: Successful completion of all previous courses in the Middle Grades Master of Arts in Teaching Math and Science (MG MAT M&S)
6. Required or elective in what program: Required
7. Provide rationale for this course: This course is required of all MAT majors in Middle Grades Education and is offered to prepare students to meet NMSA standards and to meet the requirements for certification in Middle Grades Education. Course content supports the SOE/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
8. How often is the course to be offered: Annually each summer semester
9. Who will teach this course: Members of the Middle Grades Education faculty
Will additional faculty members be needed: Yes. An additional faculty member is to be hired to begin May, 2008 through funds provided in the STEM grant.
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12. How will an existing program of study change as a result of this course: This is a new program that parallels an existing program for MAT in secondary education so no changes are expected.
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14. How will the demand be met for additional library and technology resources, if any: None are anticipated
15. Will any additional library or other resources be required by the student: Also all students in the teacher preparation programs at GCSU are required to have a laptop computer
16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

5. Course Title and Proposed Number:
Pedagogy and the Disciplines EDMG 5250

6. Catalog Description:
As part of the Middle Grades MAT in mathematics and science, the student learns to study the organization and major themes of the content disciplines, and to apply this knowledge to the development of curricular themes.

3. Course Function:
This course is required of graduate majors in the educator preparation programs designed for initial certification and is offered to prepare students to meet NMSA standards. Course content supports the SOE/Department mission by emphasizing 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 is a required course in the Master of Arts in Teaching Middle Grades Math & Science.

4. Course Topics:
Sections will focus on a variety of themes, such as, but not limited to, the following applications in the field:
 - a. Understanding the nature of inquiry and reflection in education generally and in the content disciplines specifically
 - b. Knowledge of the history and philosophy of the disciplines.
 - c. Formulation, and deepening and sharpening his/her individual philosophy of education in order to think critically about educational issues
 - d. Knowledge of how to apply knowledge of the disciplines to the overarching issues of curriculum design.
 - e. Development of a content map correlated with state standards for the discipline.
 - f. Analysis of curriculum using a content framework such as national standards in the discipline
 - g. To use field placements to help students become knowledgeable about the characteristics of middle level learners and their understanding of content

5. Expected Student Learning Outcomes:
Outcomes from Internship focus on participant knowledge, skills, and dispositions needed to meet NMSA standards. The expected outcomes are:
 - a. Demonstrate an understanding of the big ideas of the content disciplines;
 - b. Demonstrate a sophisticated understanding of philosophical issues of educational inquiry and inquiry in the disciplines;
 - c. Analyze and critique existing lessons and units in view of their knowledge of philosophical foundations of the disciplines;
 - d. Demonstrate an emergent understanding of how to design lessons consistent with the big ideas in the disciplines;
 - e. Develop and maintain a strong sense of community within their placement and within their cohort of fellow learners;
 - f. Extend their analytic skills and ability to engage in reflective thinking
 - g. Demonstrate advocacy, professionalism, and personal development

These outcomes are aligned with the following National Middle School Association (NMSA).

Standard 3. Middle Level Curriculum and Assessment

Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Standard 4. Middle Level Teaching Fields

Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

Standard 5. Middle Level Instruction and Assessment

Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Standard 7. Middle Level Professional Roles

Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

6. Grading Criteria:

Students will be assigned projects to be completed in the field as well as be regularly evaluated by Host Teacher and Mentor Leader for meeting three teaching standards of the National Middle School Association. The depth and quality in the demonstration of meeting such standards is the basis for the grades for the course. The A – F scale will be applied with A indicating “exceeds standards” and F indicating “no progress toward meeting standard”.

7. Course work will foster collaborative and independent learning, enabling the graduate to contribute to the middle grades teaching profession. Course work might include but not be limited to such projects as

- 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
- Unit/lesson plans with attention to theory into practice
- Class presentations
- Field-based application

8. Prerequisites:

Prerequisites include Successful completion of all previous courses in the Middle Grades Master of Arts in Teaching Math and Science (MG MAT M&S)

9. Advanced Graduate Content

The compressed nature of the program requires graduates to demonstrate a high degree of proficiency in a short period of time. This constitutes the advanced content for this graduate course.

Date 10-10-2008

Signature Nancy B. Mizelle
Department Chairperson

Date 10/13/2008

Signature Carol H. Guder
Dean of School

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EDIT 5202

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School:	School of Education
Department:	Foundations and Secondary Education
Course Title:	INSTRUCTIONAL TECHNOLOGY FOR TEACHERS. (2-2-3)
Semester Hours:	3
Course Prerequisites & Description:	An introduction to educational applications of instructional technology, including concepts, issues, systems, tools, techniques, and resources.
Course Function:	This course may serve as one of the "professional education" courses required by all the undergraduate programs in the School of Education and also the undergraduate degrees in Early Childhood and Middle Grades Education.
Course Topics:	Sections will focus on a variety of themes, such as, but not limited to, the following: An introduction to educational applications of instructional technology, including: <ul style="list-style-type: none">- concepts,- issues,- systems,- tools,- techniques, and- resources.
Expected Course Outcome:	<p>The outcomes for this course are written in terms of participants meeting those standards from the International Society for Educational Technology in Education in the form of the National Educational Technology Standards for Teachers (NETS-T). The components of these standards that address the abilities and knowledge of teacher education students at the post field-based experience level form the goals of this course</p> <p>* apply knowledge of principles of information technology integration through creation of a technology rich instructional project. The project will</p>

include evidence of Lesson Planning, Web Page designing, demonstrating an instructional use of two or more technologies, and evaluating projects using a rubric.

* reflect on and articulate changes in their Pedagogy as a result of learning about and applying principles of technology integration

* create a rubric to evaluate their technology rich instructional project before submitting for grades.

* self-evaluate their project using their rubric and peer-evaluate one other classmate's project using the classmate's rubric.

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

The evaluation of students' abilities to meet the goals of this course 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 standard 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 in the P-12 or adult classroom, media center, or computer environment.

* Regular attendance and careful reading of assigned texts;

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

Course Taught By: Faculty teaching EDIT 5202

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

1. Department: Early Childhood and Middle Grades Education Discipline: Middle Grades Education
2. Number of credit hours and formula for courses requiring lab or field experience: 1-1-1
3. Hours 1 Repeatable or Nonrepeatable: Nonrepeatable
4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal
5. Prerequisite or Co-requisite: Entry into the MG MAT Program, enrolled in EDMG 5212, EDMG 5250, and EDIT 5202
6. Required or elective in what program: Required in Middle Grades Master of Arts in Teaching Math and Science (MG MAT M&S)
7. Provide rationale for this course: The opportunity for students to align theory with practice is the basis for this course. Field experiences are useful to pre-service teachers to the degree that they can process such experiences and hone their craft as middle level professionals.
8. How often is the course to be offered: Annually each summer semester
9. Who will teach this course: Members of the Middle Grades Education faculty
Will additional faculty members be needed: Yes. An additional faculty member is to be hired to begin May, 2008 through funds provided in the STEM grant.
10. Are there alternative faculty available to teach this course to ensure stability of the course over time: Yes; all members of the Middle Grades Education faculty are qualified to teach this course.
11. How does this course contribute to the existing or proposed program: This course aligns with the John H. Lounsbury School of Education's Conceptual Framework to provide advanced graduates with a foundation in the liberal arts, foundation in professional preparation, foundation for addressing human relationships and diversity issues, and development of dynamic leadership abilities.
12. How will an existing program of study change as a result of this course: This is a new program that parallels an existing program for MAT in secondary education so no changes are expected.
13. Does the proposed course duplicate other courses on this campus: This program parallels the existing MAT program in secondary education but as it is specific to middle grades math and science teacher preparation it does not duplicate any other courses
14. How will the demand be met for additional library and technology resources, if any: None are anticipated
15. Will any additional library or other resources be required by the student: Also all students in the teacher preparation programs at GCSU are required to have a laptop computer
16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number:
Professional Seminar for Middle Grades Master of Arts in Teaching EDMG 5001
2. 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 positively to the educational life of the school and community.
3. Course Function:
This course is required of graduate majors in the educator preparation programs designed for initial certification and is offered to prepare students to meet NMSA standards. Course content supports the SOE/Department mission by emphasizing 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 is a required course in the Master of Arts in Teaching Middle Grades Math & Science.
4. Course Topics:
Sections will focus on a variety of themes, such as, but not limited to, the following applications in the field:
 - A. Theory/Practice Connection
 - B. Effective Teaching
 - C. A Teacher's Many Roles
5. Expected Student Learning Outcomes:
Outcomes from Internship focus on participant knowledge, skills, and dispositions needed to meet NMSA standards. The expected outcomes are:
 - A. Provide instruction to facilitate teaching and learning as evidenced by the ability to:
 1. select or design objectives which facilitate teaching and learning.
 2. plan instruction which is appropriate to the objectives and the students.
 3. plan activities which support content development and skill acquisition.
 4. plan assessment to guide student progress during instruction.
 5. plan summative assessment of student progress.
 6. use appropriate teaching strategies to meet student needs for physical, social, emotional and intellectual development.
 - B. Demonstrate a professional standard in planning lessons, selecting related materials, and in writing and speaking in class and in the field as demonstrated by the ability to:
 1. plan lessons in a professional manner.
 2. select related class materials that show a professional standard.
 3. use a professional standard in writing lesson plans.
 4. use a professional standard in oral expressions with students and community.
 5. use a professional standard in written expressions in the classroom and community.
 6. plan lessons using state GPS objectives.
 - C. Provide for content development as evidenced by the ability to:
 1. organize lessons in a logical order.
 2. design instruction appropriate for students.
 3. explain content in a clear manner.
 4. plan ways to use emphasis and linking to make content easier to learn and remember.
 5. conduct student-centered activities.
 6. demonstrate a command of subject matter.
 7. provide for adequate skill development for each individual.
 - D. Promote student progress as evidenced by the ability to:
 1. use techniques to encourage on-task student behavior.
 2. use student contributions and responses to facilitate learning.
 3. give support to students in the learning environment.
 4. monitor and communicate student performance and learning.
 5. assess student progress toward course objectives.
 - E. Manage the learning environment as evidenced by the ability to:
 1. use instructional time effectively and efficiently.

2. use instructional resources effectively.
3. organize the learning environment efficiently and effectively.
4. plan and implement ways to maintain appropriate student behavior.
5. use effective intervention techniques when student behavior is inappropriate.
6. work in cooperative teaching situations, multi-disciplinary instruction and team teaching.
7. be responsive, approachable, supportive, and considerate toward others.

These outcomes are aligned with the following National Middle School Association (NMSA) Standards for Initial Certification

Standard 1. Young Adolescent Development

Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Standard 2. Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Standard 7. Middle Level Professional Roles

Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

6. Grading Criteria:
Students will be assigned projects to be completed in the field as well as be regularly evaluated by Host Teacher and Mentor Leader for meeting three teaching standards of the National Middle School Association. The depth and quality in the demonstration of meeting such standards is the basis for the grades for the course. The A – F scale will be applied with A indicating “exceeds standards” and F indicating “no progress toward meeting standard”.
7. Course work will foster collaborative and independent learning, enabling the graduate to contribute to the middle grades teaching profession. Course work might include but not be limited to such projects as
Completing field observations and reflective writings
Reading and discussing texts especially as they relate to the socio-cultural aspects of middle school
Creating a map of students’ neighborhood to develop the ability to question assumptions
Video critiquing teaching episodes to improve teaching effectiveness
Participating actively as a member of a professional learning community
Communicating effectively and regularly with Mentor Leader, Host Teacher, and fellow Cohort members
8. Prerequisites:
Prerequisites include the successful completion of all courses in summer and fall semesters in program in advance of beginning EDMG 5960 Middle Grades Internship and concurrent with EDMG 5243 Middle Grades Capstone, EDMG 5255 Family-School Interactions, and EDIT 5223 Advanced Instructional Technology for Educators
9. Advanced Graduate Content
The compressed nature of the program requires graduates to demonstrate a high degree of proficiency in a short period of time. This constitutes the advanced content for this graduate course.

Date 10-10-2008

Signature Nancy B. Mizelle
Department Chairperson

Date 10/13/2008

Signature Carol H. Bader
Dean of School

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EDRD 5210

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School:	School of Education
Department:	Early Child & Middle Grades Ed
Course Title:	THE TEACHING OF READING. (3-1-3)
Semester Hours:	3
Course Prerequisites & Description:	Provides an understanding of processes, principles and practices of literacy development. Study of the major approaches to literacy instruction including development of balanced literacy curriculum.
Course Function:	This course is required for majors in Masters of Arts: Secondary Education Program. It is designed to develop pre-service secondary teachers understanding of literacy teaching and learning. Through the course content and activities, pre-service 7-12 teachers will become more effective in their ability to increase student performance in the content areas by utilizing successful teaching strategies and developing student self-learning strategies.
Course Topics:	<p>Processes, principles and practices that support literacy development in the content area classroom. Application of literacy strategies to develop learning independence of pre-adolescent and young adult learners.</p> <p>A. Important Key Factors for Developing Content Literacy, Grades 7-12</p> <ol style="list-style-type: none">1. Identification of active and independent readers/learners2. Meaning of literacy3. The reading process<ol style="list-style-type: none">a. cognitive structure and schema theoryb. metacognitionc. reading phases and stages4. Writing process5. Major causes for content reading difficulties6. Sociocultural influences in learning literacy7. Role of motivation in literacy learning8. Importance of classroom environment

B. Preparing for Instruction

1. Assessing student learning
 - a. Being a good observer--kidwatcher
 - b. Attitude/interest inventories
 - c. Norm-referenced tests
 - d. Cloze procedures
 - e. Use of checklists
 - f. Portfolio assessment

2. Analyzing content material (textbooks)

- a. Use and value of readability formulas
- b. Cloze procedures (again!)
- c. Readability Checklists
- d. QCC, Textbooks and Standards

C. Developing Comprehension in Reading Content

1. Vocabulary teaching strategies: identification and meaning
2. Comprehension developing strategies
3. Independent study strategies
4. Examination of commercial materials to improve teaching

D. Using Writing to Increase Content Learning

1. Adapting Writing process for use content classroom
2. Helping struggling writers in content subjects
3. Writing strategies that support content learning
4. Examination of commercial materials that utilize writing as a study/learning strategy

Expected Course Outcome:

Through the learning experiences and activities associated with this course, the pre-service secondary students will develop teaching competencies enabling them to:

- A. Apply cognitive structure and schema theory knowledge to teaching content subjects.
- B. Identify the major literacy inhibitors resulting in poor content learning and provide learning accommodations to overcome these difficulties.
- C. Determine the complexity of content materials and provide appropriate strategies to compensate for anticipated learning difficulties in reading.
- D. Apply classroom literacy assessment strategies to determine students' ability to comprehend content material.
- E. Select or adapt appropriate learning content or materials for improving preadolescent or young adult learning.
- F. Use appropriate teaching strategies to increase learning and literacy.
- G. Select, develop, or design appropriate teaching materials for diverse

populations.

These outcomes are aligned with the following Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

INTASC:

1. Content Pedagogy

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. Student Development

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

7. Planning

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Grading Criteria:

Student learning will be assessed through a variety of means that 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;

* 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 Taught By: Faculty teaching EDRD 5210

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School:	School of Education
Department:	Special Education and Educational Leadership
Course Title:	EXCEPTIONAL INDIVIDUALS IN REGULAR CLASSES. (3-0-3)
Semester Hours:	3
Course Prerequisites & Description:	Focuses on the identification of and basic techniques for working with the exceptional individual in the regular classroom. Meets requirements of House Bill 671.
Course Function:	Course Function: This course serves as one of the content courses required for degrees in special education in the Department of Special Education and Administration, School of Education.
Course Topics:	A. Defining Special Education and Inclusion B. History and Laws of Special Education C. Eligibility/Referrals/Placement Process D. Characteristics of Learners E. Instructional Methodology F. Assistive Technology G. Diversity H. Creating Environments of Acceptance and Friendship I. Successful Transitions to Inclusive Settings J. Behavior Management

K. Creating Environments that Promote Positive Behavior

L. Collaboration

M. Working with Talented and Gifted Students

**Expected Course
Outcome:**

A. Defining Special Education/Inclusion

1. Students will demonstrate knowledge of models, theories, and philosophies that form the basis for special education practice (CEC Common Core Standard 1)
2. Students will demonstrate knowledge of the importance of the teacher serving as a model for individuals with exceptional learning needs (CEC Common Core Standard 9)

B. History and Laws of Special Education

1. Students will demonstrate knowledge of laws, policies and ethical principles regarding behavior management planning and implementation (CEC Common Core Standard 1)
2. Students will demonstrate knowledge of the relationship of special education to the organization and function of educational agencies (CEC Common Core Standard 1)

C. Eligibility/Referral/Placement Process

1. Students will demonstrate knowledge of screening, prereferral, referral, and classification procedures (CEC Common Core Standard 8)
2. Students will demonstrate knowledge of national, state or provincial, and local accommodations and modifications (CEC Common Core Standard 8)
3. Students will demonstrate knowledge of rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs (CEC Common Core Standard 1)
4. Students will demonstrate knowledge of issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services (CEC Common Core Standard 1)

D. Characteristics of Learners

1. Students will demonstrate knowledge of issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds (CEC

Common Core Standard 1)

2. Students will demonstrate knowledge of the educational implications of characteristics of various exceptionalities (CEC Common Core Standard 2)
3. Students will demonstrate knowledge of similarities and differences of individuals with and without exceptional learning needs (CEC Common Core Standard 2)
4. Students will demonstrate knowledge of similarities and differences among individuals with exceptional learning needs (CEC Common Core Standard 2)

E. Instructional Methodologies

1. Students will demonstrate knowledge of the selection, adaptation and use of instructional strategies and materials according to characteristics of the individual with exceptional learning needs (CEC Common Core Standard 4)
2. Students will demonstrate knowledge of strategies to facilitate maintenance and generalization of skills across learning environments (CEC Common Core Standard 4)
3. Students will demonstrate knowledge of procedures to increase the individual's self-awareness, self-management, self-control self-reliance, and self-esteem (CEC Common Core Standard 4)
4. Students will demonstrate knowledge of the impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development (CEC Common Core Standard 3)

F. Assistive Technology

1. Students will demonstrate knowledge of technology for planning and managing the teaching and learning environment (CEC Common Core Standard 7)
2. Students will demonstrate knowledge of augmentative, alternative, and assistive communication strategies (CEC Common Core Standard 6)

G. Diversity

1. Students will demonstrate knowledge of differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences (CEC Common Core Standard 3)
2. Students will demonstrate knowledge of variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling (CEC Common Core Standard 3)

3. Students will demonstrate knowledge of cultural perspectives influencing the relationships among families, schools, and communities related to instruction (CEC Common Core Standard 3)

H. Creating Environments of Acceptance and Friendship

1. Students will demonstrate knowledge of teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs (CEC Common Core Standard 5)

2. Students will demonstrate knowledge of strategies for preparing individuals to live harmoniously and productively in a culturally diverse world (CEC Common Core Standard 5)

3. Students will demonstrate knowledge of social skills needed for educational and other environments (CEC Common Core Standard 5)

I. Successful Transitions to Inclusive Settings

1. Students will demonstrate knowledge of the use of strategies that promote successful transitions for individuals with exceptional learning needs (CEC Common Core Standard 4)

2. Students will demonstrate knowledge of the use of strategies to facilitate integration into various settings (CEC Common Core Standard 4)

3. Students will demonstrate knowledge of strategies to teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs (CEC Common Core Standard 4)

J. Behavior Management

1. Students will demonstrate knowledge of basic classroom management theories and strategies for individuals with exceptional learning needs (CEC Common Core Standard 5)

2. Students will demonstrate knowledge of effective management of teaching and learning (CEC Common Core Standard 5)

3. Students will demonstrate knowledge of strategies for crisis prevention and intervention (CEC Common Core Standard 5)

K. Creating Classrooms that Promote Positive Behaviors

1. Students will demonstrate knowledge of basic classroom management theories and strategies for individuals with exceptional learning needs (CEC Common Core Standard 5)

2. Students will demonstrate knowledge of effective management of teaching and learning (CEC Common Core Standard 5)

3. Students will demonstrate knowledge of social skills needed for

educational and other environments (CEC Common Core Standard 5)

L. Collaboration

1. Students will demonstrate knowledge of models and strategies of consultation and collaboration (CEC Common Core Standard 10)
2. Students will demonstrate knowledge of roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program (CEC Common Core Standard 10)
3. Students will demonstrate knowledge of concerns of families of individuals with exceptional learning needs and strategies to help address these concerns (CEC Common Core Standard 10)

M. Working with Talented and Gifted Students

1. Students will demonstrate knowledge of the educational implications of characteristics of various exceptionalities (CEC Common Core Standard 2)
2. Students will demonstrate knowledge of the selection, adaptation, and use of instructional strategies and materials according to characteristics of the individual with exceptional learning needs (CEC Common Core Standard 4)

Grading Criteria:

Grading Criteria:

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

- 1) Classroom based data collection and analysis
- 2) Research projects
- 3) Essay, short answer, or multiple choice tests
- 4) Case studies
- 5) Book or journal article reviews
- 6) Lesson Plans or professional development plans
- 7) Class presentations

Assessment will be based on the following criteria:

- 1) The degree to which the teacher candidate has demonstrated that he or she has met the "proficiency" level for the standard that assignment was created to assess.
- 2) The degree to which the teacher candidate demonstrates an exceptional understanding of the course content and the ability to apply that content in a clear, appropriate, and systematic manner.

- 3) The degree to which the teacher candidate makes clear and appropriate connections between the class content and his or her work in the P-12 or adult classroom.
- 4) Regular attendance and careful reading of assigned texts;
- 5) Completion of all assignments on time and in an acceptable manner;

Course Taught By: Faculty teaching EDEX 6111

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

1. Department: Early Childhood and Middle Grades Education Discipline: Middle Grades Education
2. Number of credit hours and formula for courses requiring lab or field experience: 2-2-3
3. Hours 3 Repeatable or Nonrepeatable: Nonrepeatable
4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal
5. Prerequisite or Co-requisite: Successful completion of all previous courses in the Middle Grades Master of Arts in Teaching Math and Science (MG MAT M&S)
6. Required or elective in what program: Required
7. Provide rationale for this course: This course is required of all MAT majors in Middle Grades Education and is offered to prepare students to meet NMSA standards and to meet the requirements for certification in Middle Grades Education. Course content supports the SOE/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
8. How often is the course to be offered: Annually each fall semester
9. Who will teach this course: Members of the Middle Grades Education faculty
Will additional faculty members be needed: Yes. An additional faculty member is to be hired to begin May, 2008 through funds provided in the STEM grant.
10. Are there alternative faculty available to teach this course to ensure stability of the course over time: Yes; all members of the Middle Grades Education faculty are qualified to teach this course.
11. How does this course contribute to the existing or proposed program: This course aligns with the John H. Lounsbury School of Education's Conceptual Framework to provide advanced graduates with a foundation in the liberal arts, foundation in professional preparation, foundation for addressing human relationships and diversity issues, and development of dynamic leadership abilities.
12. How will an existing program of study change as a result of this course: This is a new program that parallels an existing program for MAT in secondary education so no changes are expected.
13. Does the proposed course duplicate other courses on this campus: This program parallels the existing MAT program in secondary education but as it is specific to middle grades math and science teacher preparation it does not duplicate any other courses
14. How will the demand be met for additional library and technology resources, if any: None are anticipated
15. Will any additional library or other resources be required by the student: Also all students in the teacher preparation programs at GCSU are required to have a laptop computer
16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number:

Curriculum and Instruction EDMG 5240

2. Catalog Description:

As part of the Middle Grades MAT in mathematics and science, the student learns to study, analyze and implement appropriate curriculum and instruction for young adolescents.

3. Course Function:

This course is required of graduate majors in the educator preparation programs designed for initial certification and is offered to prepare students to meet NMSA standards. Course content supports the SOE/Department mission by emphasizing 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 is a required course in the Master of Arts in Teaching Middle Grades Math & Science.

4. Course Topics:

Sections will focus on a variety of themes, such as, but not limited to, the following applications in the field:

- a. Knowledge of both the history and the present status of middle level education in the United States
- b. Formulation, and deepening and sharpening his/her individual philosophy of education in order to think critically about educational issues
- c. Knowledge of middle level curriculum theory and its connection to teaching methods and strategies
- d. Knowledge of teaching methods and strategies and their uses.
- e. Development of a short integrated unit plan or lesson.
- f. To use field placements to help students become knowledgeable about the characteristics of middle level learners and strategies considered effective for promoting learning
- g. Use multiple resources to aid in the design and implementation of effective middle level curriculum

5. Expected Student Learning Outcomes:

Outcomes from Internship focus on participant knowledge, skills, and dispositions needed to meet NMSA standards. The expected outcomes are:

- a. Associate the distinct characteristics of young adolescent learners with the elements of the philosophy of middle level education; know why and how the middle level philosophy has evolved (NMSA standard 1)
- b. Identify the qualities of effective teachers for middle school students and set their own goals to acquire these characteristics (NMSA standard 3)
- c. Recognize, design, and implement effective organization of instruction to meet the Needs of young adolescents (NMSA standard 5)
- d. Integrate into curriculum effective teaching strategies.
- e. Develop and maintain a strong sense of community within their placement and within their cohort of fellow learners (NMSA standard 5 & 7)
- f. Extend their analytic skills and ability to engage in reflective thinking (NMSA standard 7)
- g. Demonstrate advocacy, professionalism, and personal development (NMSA standard 7)

These outcomes are aligned with the following National Middle School Association (NMSA).

NMSA:

Standard 2. Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Date 10-10-2008

Signature Nancy B. Mizelle
Department Chairperson

Date Oct 13, 2008

Signature Carol Hogaden
Dean of School

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

1. Department: Early Childhood and Middle Grades Education Discipline: Middle Grades Education
2. Number of credit hours and formula for courses requiring lab or field experience: 2-2-3
3. Hours 3 Repeatable or Nonrepeatable: Nonrepeatable
4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal
5. Prerequisite or Co-requisite: Successful completion of all previous courses in the Middle Grades Master of Arts in Teaching Math and Science (MG MAT M&S)
6. Required or elective in what program: Required
7. Provide rationale for this course: This course is required of all MAT majors in Middle Grades Education and is offered to prepare students to meet NMSA standards and to meet the requirements for certification in Middle Grades Education. Course content supports the SOE/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
8. How often is the course to be offered: Annually each fall semester
9. Who will teach this course: Members of the Middle Grades Education faculty
Will additional faculty members be needed: Yes. An additional faculty member is to be hired to begin May, 2008 through funds provided in the STEM grant.
10. Are there alternative faculty available to teach this course to ensure stability of the course over time: Yes; all members of the Middle Grades Education faculty are qualified to teach this course.
11. How does this course contribute to the existing or proposed program: This course aligns with the John H. Lounsbury School of Education's Conceptual Framework to provide advanced graduates with a foundation in the liberal arts, foundation in professional preparation, foundation for addressing human relationships and diversity issues, and development of dynamic leadership abilities.
12. How will an existing program of study change as a result of this course: This is a new program that parallels an existing program for MAT in secondary education so no changes are expected.
13. Does the proposed course duplicate other courses on this campus: This program parallels the existing MAT program in secondary education but as it is specific to middle grades math and science teacher preparation it does not duplicate any other courses
14. How will the demand be met for additional library and technology resources, if any: None are anticipated
15. Will any additional library or other resources be required by the student: Also all students in the teacher preparation programs at GCSU are required to have a laptop computer
16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

5. Course Title and Proposed Number:
Curriculum and Assessment EDMG 5245

6. Catalog Description:
As part of the Middle Grades MAT in mathematics and science, the student learns to study, analyze and implement appropriate curriculum and assessment for young adolescents.

3. Course Function:
This course is required of graduate majors in the educator preparation programs designed for initial certification and is offered to prepare students to meet NMSA standards. Course content supports the SOE/Department mission by emphasizing 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 is a required course in the Master of Arts in Teaching Middle Grades Math & Science.

4. Course Topics:
Sections will focus on a variety of themes, such as, but not limited to, the following applications in the field:
 - a. Knowledge of both the history and the present status of middle level education in the United States
 - b. Formulation, and deepening and sharpening his/her individual philosophy of education in order to think critically about educational issues
 - c. Knowledge of middle level curriculum theory and its connection to teaching methods and strategies
 - d. Knowledge of assessment types and uses
 - e. Development of an integrated unit plan with embedded and summative assessment
 - f. To use field placements to help students become knowledgeable about the characteristics of middle level learners and strategies considered effective for promoting learning
 - g. Use multiple resources to aid in the design and implementation of effective middle level curriculum

5. Expected Student Learning Outcomes:
Outcomes from Internship focus on participant knowledge, skills, and dispositions needed to meet NMSA standards. The expected outcomes are:
 - a. Associate the distinct characteristics of young adolescent learners with the elements of the philosophy of middle level education; know why and how the middle level philosophy has evolved (NMSA standard 1)
 - b. Identify the qualities of effective teachers for middle school students and set their own goals to acquire these characteristics (NMSA standard 3)
 - c. Recognize, design, and implement effective organization of curriculum to meet the Needs of young adolescents (NMSA standard 5)
 - d. Integrate into curriculum effective formative and summative assessments of a variety of types.
 - e. Develop and maintain a strong sense of community within their placement and within their cohort of fellow learners (NMSA standard 5 & 7)
 - f. Extend their analytic skills and ability to engage in reflective thinking (NMSA standard 7)
 - g. Demonstrate advocacy, professionalism, and personal development (NMSA standard 7)

These outcomes are aligned with the following National Middle School Association (NMSA).

NMSA:

Standard 2. Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Standard 3. Middle Level Curriculum and Assessment

Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Standard 4. Middle Level Teaching Fields

Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

Standard 5. Middle Level Instruction and Assessment

Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Standard 7. Middle Level Professional Roles

Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

6. Grading Criteria:

Students will be assigned projects to be completed in the field as well as be regularly evaluated by Host Teacher and Mentor Leader for meeting three teaching standards of the National Middle School Association. The depth and quality in the demonstration of meeting such standards is the basis for the grades for the course. The A – F scale will be applied with A indicating “exceeds standards” and F indicating “no progress toward meeting standard”.

7. Course work will foster collaborative and independent learning, enabling the graduate to contribute to the middle grades teaching profession. Course work might include but not be limited to such projects as

- 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
- Unit/lesson plans with attention to theory into practice
- Class presentations
- Field-based application

8. Prerequisites:

Prerequisites include Successful completion of all previous courses in the Middle Grades Master of Arts in Teaching Math and Science (MG MAT M&S)

9. Advanced Graduate Content

The compressed nature of the program requires graduates to demonstrate a high degree of proficiency in a short period of time. This constitutes the advanced content for this graduate course.

Date 10-10-2008

Date 10/13/2008

Signature Nancy B. Mizell
Department Chairperson

Signature Carol H. Gader
Dean of School

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

1. Department: Early Childhood and Middle Grades Education Discipline: Middle Grades Education
2. Number of credit hours and formula for courses requiring lab or field experience: 2-1-2
3. Hours 2 Repeatable or Nonrepeatable: Nonrepeatable
4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal
5. Prerequisite or Co-requisite: Successful completion of all courses in summer semester in program in advance of beginning EDMG 5002 Middle Grades Professional Seminar and concurrent with EDMG 5240 Middle Grades Curriculum and Assessment, EDMG 5245 Middle Grades Instruction and Assessment, EDRD 5210 The Teaching of Reading, EDEX 6111, and EDIT 5222 Intermediate Instructional Technology for Educators
6. Required or elective in what program: Required in Middle Grades Master of Arts in Teaching Math and Science (MG MAT M&S)
7. Provide rationale for this course: The opportunity for students to align theory with practice is the basis for this course. Field experiences are useful to pre-service teachers to the degree that they can process such experiences and hone their craft as middle level professionals.
8. How often is the course to be offered: Annually each fall semester
9. Who will teach this course: Members of the Middle Grades Education faculty
Will additional faculty members be needed: Yes. An additional faculty member is to be hired to begin May, 2008 through funds provided in the STEM grant.
10. Are there alternative faculty available to teach this course to ensure stability of the course over time: Yes; all members of the Middle Grades Education faculty are qualified to teach this course.
11. How does this course contribute to the existing or proposed program: This course aligns with the John H. Lounsbury School of Education's Conceptual Framework to provide advanced graduates with a foundation in the liberal arts, foundation in professional preparation, foundation for addressing human relationships and diversity issues, and development of dynamic leadership abilities.
12. How will an existing program of study change as a result of this course: This is a new program that parallels an existing program for MAT in secondary education so no changes are expected.
13. Does the proposed course duplicate other courses on this campus: This program parallels the existing MAT program in secondary education but as it is specific to middle grades math and science teacher preparation it does not duplicate any other courses
14. How will the demand be met for additional library and technology resources, if any: None are anticipated
15. Will any additional library or other resources be required by the student: Also all students in the teacher preparation programs at GCSU are required to have a laptop computer
16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number:
Professional Seminar for Middle Grades Master of Arts in Teaching EDMG 5002
2. 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 positively to the educational life of the school and community.
3. Course Function:
This course is required of graduate majors in the educator preparation programs designed for initial certification and is offered to prepare students to meet NMSA standards. Course content supports the SOE/Department mission by emphasizing 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 is a required course in the Master of Arts in Teaching Middle Grades Math & Science.
4. Course Topics:
Sections will focus on a variety of themes, such as, but not limited to, the following applications in the field:
 - A. Theory/Practice Connection
 - B. Effective Teaching
 - C. A Teacher's Many Roles
5. Expected Student Learning Outcomes:
Outcomes from Internship focus on participant knowledge, skills, and dispositions needed to meet NMSA standards. The expected outcomes are:
 - A. Provide instruction to facilitate teaching and learning as evidenced by the ability to:
 1. select or design objectives which facilitate teaching and learning.
 2. plan instruction which is appropriate to the objectives and the students.
 3. plan activities which support content development and skill acquisition.
 4. plan assessment to guide student progress during instruction.
 5. plan summative assessment of student progress.
 6. use appropriate teaching strategies to meet student needs for physical, social, emotional and intellectual development.
 - B. Demonstrate a professional standard in planning lessons, selecting related materials, and in writing and speaking in class and in the field as demonstrated by the ability to:
 1. plan lessons in a professional manner.
 2. select related class materials that show a professional standard.
 3. use a professional standard in writing lesson plans.
 4. use a professional standard in oral expressions with students and community.
 5. use a professional standard in written expressions in the classroom and community.
 6. plan lessons using state GPS objectives.
 - C. Provide for content development as evidenced by the ability to:
 1. organize lessons in a logical order.
 2. design instruction appropriate for students.
 3. explain content in a clear manner.
 4. plan ways to use emphasis and linking to make content easier to learn and remember.
 5. conduct student-centered activities.
 6. demonstrate a command of subject matter.
 7. provide for adequate skill development for each individual.
 - D. Promote student progress as evidenced by the ability to:
 1. use techniques to encourage on-task student behavior.
 2. use student contributions and responses to facilitate learning.
 3. give support to students in the learning environment.
 4. monitor and communicate student performance and learning.
 5. assess student progress toward course objectives.
 - E. Manage the learning environment as evidenced by the ability to:
 1. use instructional time effectively and efficiently.

2. use instructional resources effectively.
3. organize the learning environment efficiently and effectively.
4. plan and implement ways to maintain appropriate student behavior.
5. use effective intervention techniques when student behavior is inappropriate.
6. work in cooperative teaching situations, multi-disciplinary instruction and team teaching.
7. be responsive, approachable, supportive, and considerate toward others.

These outcomes are aligned with the following National Middle School Association (NMSA) Standards for Initial Certification

Standard 1. Young Adolescent Development

Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Standard 2. Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Standard 7. Middle Level Professional Roles

Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

6. Grading Criteria:
Students will be assigned projects to be completed in the field as well as be regularly evaluated by Host Teacher and Mentor Leader for meeting three teaching standards of the National Middle School Association. The depth and quality in the demonstration of meeting such standards is the basis for the grades for the course. The A – F scale will be applied with A indicating “exceeds standards” and F indicating “no progress toward meeting standard”.
7. Course work will foster collaborative and independent learning, enabling the graduate to contribute to the middle grades teaching profession. Course work might include but not be limited to such projects as
Completing field observations and reflective writings
Reading and discussing texts especially as they relate to the socio-cultural aspects of middle school
Creating a map of students’ neighborhood to develop the ability to question assumptions
Video critiquing teaching episodes to improve teaching effectiveness
Participating actively as a member of a professional learning community
Communicating effectively and regularly with Mentor Leader, Host Teacher, and fellow Cohort members
8. Prerequisites:
Prerequisites include the successful completion of all courses in summer and fall semesters in program in advance of beginning EDMG 5960 Middle Grades Internship and concurrent with EDMG 5243 Middle Grades Capstone, EDMG 5255 Family-School Interactions, and EDIT 5223 Advanced Instructional Technology for Educators
9. Advanced Graduate Content
The compressed nature of the program requires graduates to demonstrate a high degree of proficiency in a short period of time. This constitutes the advanced content for this graduate course.

Date 10-10-2008

Signature Nancy B. Mizelle
Department Chairperson

Date 10/13/2008

Signature Carol Hepler
Dean of School

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

1. Department: Early Childhood and Middle Grades Education Discipline: Middle Grades Education
2. Number of credit hours and formula for courses requiring lab or field experience: (1-5-6)
3. Hours (L-L-C) (1-5-6) Repeatable or Nonrepeatable: Repeatable
4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal
5. Prerequisite or Co-requisite: Successful completion of all courses in summer and fall semesters in program in advance of beginning EDMG 5960 Middle Grades Internship and concurrent with EDMG 5243 Middle Grades Capstone, EDMG 5255 Family-School Interactions, and EDIT 5223 Advanced Instructional Technology for Educators
6. Required or elective in what program: Required in Middle Grades Master of Arts in Teaching Math and Science (MG MAT M&S)
7. Provide rationale for this course: The state of Georgia through the Professional Standards Commission requires its preservice teachers to have extensive field experiences (the equivalent of 50 full days in the field) and to act as the teacher of record for a minimum of 5 weeks. This course will fulfill much of those required field components.
8. How often is the course to be offered: Annually each spring semester
9. Who will teach this course: Members of the Middle Grades Education faculty
Will additional faculty members be needed: Yes. An additional faculty member is to be hired to begin May, 2008 through funds provided in the STEM grant.
10. Are there alternative faculty available to teach this course to ensure stability of the course over time: Yes; all members of the Middle Grades Education faculty are qualified to teach this course
11. How does this course contribute to the existing or proposed program: This course aligns with the John H. Lounsbury School of Education's Conceptual Framework to provide advanced graduates with a foundation in the liberal arts, foundation in professional preparation, foundation for addressing human relationships and diversity issues, and development of dynamic leadership abilities.
12. How will an existing program of study change as a result of this course: This is a new program that parallels existing program MAT in secondary education so no changes are expected.
13. Does the proposed course duplicate other courses on this campus: This program parallels the existing MAT program in secondary education but as it is specific to middle grades math and science teacher preparation it does not duplicate any other courses
14. How will the demand be met for additional library and technology resources, if any: This proposed course has a fee associated with it and if resources are necessary (although not anticipated at this time) those fees may be diverted to fund library and technology resources. Also all students in the teacher preparation programs at GCSU are required to have a laptop computer
15. Will any additional library or other resources be required by the student: Also all students in the teacher preparation programs at GCSU are required to have a laptop computer
16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number:
Internship for Middle Grades Master of Arts in Teaching EDMG 5960
2. Catalog Description:
3. Course Function:
This course is required of graduate majors in the educator preparation programs designed for initial certification and is offered to prepare students to meet NMSA standards. Course content supports the SOE/Department mission by emphasizing 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 is a required course in the Master of Arts of Teaching Middle Grades Math & Science.
4. Course Topics:
Sections will focus on a variety of themes, such as, but not limited to, the following applications in the field:
 - A. Knowledge of middle level learner
 - B. Knowledge of curriculum and knowledge of teaching methods and strategies appropriate for middle school
 - C. Development of daily learning and unit plans
 - D. Short and long-term assessment and evaluation of student learning
 - E. Providing for individual differences in learning
 - F. Conducting classes efficiently and effectively, using large and small groups
 - G. Self-evaluation of daily and unit plans and performances
 - H. Demonstration of professionalism including communication from the field
 - I. Certification
 - J. Curriculum content of the assigned grade level and school
5. Expected Student Learning Outcomes:
Outcomes from Internship focus on participant knowledge, skills, and dispositions needed to meet NMSA standards. The expected outcomes are:
 - A. Provide instruction to facilitate teaching and learning as evidenced by the ability to:
 1. select or design objectives which facilitate teaching and learning.
 2. plan instruction which is appropriate to the objectives and the students.
 3. plan activities which support content development and skill acquisition.
 4. plan assessment to guide student progress during instruction.
 5. plan summative assessment of student progress.
 6. use appropriate teaching strategies to meet student needs for physical, social, emotional and intellectual development.
 - 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.
 2. select related class materials that show a professional standard.
 3. use a professional standard in writing lesson plans.
 4. use a professional standard in oral expressions with students and community.
 5. use a professional standard in written expressions in the classroom and community.
 6. plan lessons using state GPS objectives.
 - C. Provide for content development as evidenced by the ability to:
 1. organize lessons in a logical order.
 2. design instruction appropriate for students.
 3. explain content in a clear manner.
 4. plan ways to use emphasis and linking to make content easier to learn and remember.
 5. conduct student-centered activities.
 6. demonstrate a command of subject matter.
 7. provide for adequate skill development for each individual.
 - D. Promote student progress as evidenced by the ability to:
 1. use techniques to encourage on-task student behavior.
 2. use student contributions and responses to facilitate learning.
 3. give support to students in the learning environment.
 4. monitor student performance and learning.

5. assess student progress toward course objectives.

E. Manage the learning environment as evidenced by the ability to:

1. use instructional time effectively and efficiently.
2. use instructional resources effectively.
3. organize the learning environment efficiently and effectively.
4. plan and implement ways to maintain appropriate student behavior.
5. use effective intervention techniques when student behavior is inappropriate.
6. work in cooperative teaching situations, multi-disciplinary instruction and team teaching.
7. be responsive, approachable, supportive, and considerate toward others.

These outcomes are aligned with the following National Middle School Association (NMSA) Standards for Initial Certification

Standard 1. Young Adolescent Development

Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Standard 2. Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Standard 3. Middle Level Curriculum and Assessment

Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Standard 4. Middle Level Teaching Fields

Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

Standard 5. Middle Level Instruction and Assessment

Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Standard 6. Family and Community Involvement

Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

Standard 7. Middle Level Professional Roles

Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

6. Grading Criteria:

Students will be assigned projects to be completed in the field as well as be regularly evaluated by Host Teacher and Mentor Leader for meeting all seven teaching standards of the National Middle School Association. The depth and quality in the demonstration of meeting such standards is the basis for the grades for the course. The A – F scale will be applied with A indicating “exceeds standards” and F indicating “no progress toward meeting standard”.

7. Course Work will foster independent learning, enabling the graduate to contribute to the middle grades teaching profession.

Course work might include but not limited to such projects as

Completing a service learning project with middle school students

Completing a log to indicate nature of, type, and frequency of communications with parents, guardians, and community members

Arranging and facilitating student-parent-teacher conferences

Completing reflective writings

Communicating effectively and regularly with Mentor Leader, Host Teacher, and fellow Cohort members

8. Prerequisites:

Prerequisites include the successful completion of all courses in summer and fall semesters in program in advance of beginning EDMG 5960 Middle Grades Internship and concurrent with EDMG 5243 Middle Grades Capstone, EDMG 5255 Family-School Interactions, and EDIT 5223 Advanced Instructional Technology for Educators

9. Advanced Graduate Content

The compressed nature of the program requires graduates to demonstrate a high degree of proficiency in a short period of time. This constitutes the advanced content for this graduate course.

Date 10-10-2008

Signature Nancy B. Mizelle
Department Chairperson

Date 10/13/2008

Signature Cynthia H. Bider
Dean of School

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

1. Department: Early Childhood and Middle Grades Education Discipline: Middle Grades Education
2. Number of credit hours and formula for courses requiring lab or field experience: (3-1-3)
3. Hours (L-L-C) (3-1-3) Repeatable or Nonrepeatable: Repeatable
4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal
5. Prerequisite or Co-requisite: Successful completion of all courses in summer and fall semesters in program in advance of beginning EDMG 5255 Family and Community Involvement in Responsive Schools for Young Adolescents and concurrent with EDMG 5960 Middle Grades Internship, EDMG 5243 Middle Grades Capstone, and EDIT 5223 Advanced Instructional Technology for Educators
6. Required or elective in what program: Required in Middle Grades Master of Arts in Teaching Math and Science (MG MAT M&S)
7. Rationale: This course examines the interactive relationships among families, communities, and middle schools that can provide for a more responsive education for young adolescents. Graduate students will examine recent research in order to deepen their understanding of the ways that these relationships have an impact on student learning and create a plan for improving this aspect of middle grades education before becoming certified teachers.
8. How often is the course to be offered: Annually each spring semester
9. Who will teach this course: Members of the Middle Grades Education faculty
Will additional faculty members be needed: Yes. An additional faculty member is to be hired to begin May, 2008 through funds provided in the STEM grant.
10. Are there alternative faculty available to teach this course to ensure stability of the course over time: Yes; Dr. Karynne Kleine is qualified to teach this course.
11. How does this course contribute to the existing or proposed program: This course aligns with the John H. Lounsbury School of Education's Conceptual Framework to provide advanced graduates with a foundation in the liberal arts, foundation in professional preparation, foundation for addressing human relationships and diversity issues, and development of dynamic leadership abilities. Moreover this course will address NMSA standards 2 Middle Level Philosophy and School Organization and 6 Family and Community Involvement
12. How will an existing program of study change as a result of this course: This is a new program that parallels an existing program for MAT in secondary education so no changes are expected.
13. Does the proposed course duplicate other courses on this campus: This program parallels the existing MAT program in secondary education but as it is specific to middle grades math and science teacher preparation it does not duplicate any other courses
14. How will the demand be met for additional library and technology resources, if any: None are anticipated
15. Will any additional library or other resources be required by the student: Also all students in the teacher preparation programs at GCSU are required to have a laptop computer
16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number
Family and Community Involvement in Responsive Schools for Young Adolescents EDMG 5255
2. Catalog Description
This course examines the interactive relationships among families, communities, and middle schools that can provide for a more responsive education for young adolescents. Graduate students will study recent research in order to deepen their understanding of the ways that these relationships have an impact on student learning and create a plan for improving this aspect of middle grades education before becoming certified teachers.
3. Course Function
This course is required of graduate majors in the educator preparation programs designed for initial certification and is offered to prepare students to meet NMSA standards. Course content supports the SOE/Department mission by emphasizing 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 is a required course in the Master of Arts in Teaching Middle Grades Math & Science.
4. Course Topics
Sections will focus on a variety of themes, such as, but not limited to, the following applications:
Distinctive qualities of families and communities
Research on family, school and community relationships and their impact on teaching, middle school student learning, and work with families
Models of school-family/community interactions
How adolescent transitions are affected by family and community involvement
Responsive teaching strategies that involve families and communities
How families and communities can shape middle school organization
5. Expected Student Learning Outcomes
Examine and analyze theoretical perspectives and current research on family-school interaction
Compare and contrast the result differing experiences and family and cultural backgrounds have on young adolescent behaviors in middle schools
Demonstrate knowledge of support services and other community resources available to assist families of young adolescents and the adolescents themselves
Communicate effectively and respectfully with family and community members
Plan for activities and use teaching strategies that foster productive home-school-community interaction
Implement developmentally responsive practices, components, and educational experiences that transcend the school campus and reflect the philosophical foundations of middle level education
Develop an action plan for working with families and communities in a professional capacity
The above specific outcomes for this course address, in part, the NMSA standards 2 Middle Level Philosophy and School Organization and 6 Family and Community Involvement
6. Grading Criteria
Students will be assigned readings, discussions, plan development, and projects to be completed in class or in the field. These will be regularly evaluated for meeting the above standards of the National Middle School Association. The depth and quality in the demonstration of meeting such standards is the basis for the grades for the course. The A – F scale will be applied with A indicating “exceeds standards” and F indicating “no meaningful progress toward meeting standard”.
7. Course work will foster collaborative and independent learning, enabling the graduate to contribute to the middle grades teaching profession. Course work might include but not be limited to such as:
readings, discussions, reflective writings, action plans, and projects to be completed in class or in the field
8. Prerequisites include admission to the Master of Arts in Teaching Middle Grades program
9. The compressed nature of the program requires graduates to demonstrate a high degree of proficiency in a short period of time. This constitutes the advanced content for this graduate course.

Date 10-10-2008

Signature Nancy B. Mizelle
Department Chairperson

Date 10/13/2008

Signature Carol H. Gader
Dean of School

15. Will any additional library or other resources be required by the student: Also all students in the teacher preparation programs at GCSU are required to have a laptop computer
16. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number:

Master of Arts in Teaching Capstone Experience EDMG 5243

2. Catalog Description:

This experience is planned with the MAT mentor leader and may involve the public schools. This course is non-repeatable.

3. Course Function:

This course is required of graduate majors in the educator preparation programs designed for initial certification and is offered to prepare students to meet NMSA standards. Course content supports the SOE/Department mission by emphasizing 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 is a required course in the Master of Arts of Teaching Middle Grades Math & Science program.

4. Course Topics:

Sections will focus on a variety of themes, such as, but not limited to, the following:

- Self reflection and self evaluation
- The conceptual framework as it applies to the program of study
- The value of classroom research (teacher as researcher)
- Conducting action research
- Evaluation of programs
- Developing the assessment portfolio
- Becoming Architects of Change

5. Expected Student Learning Outcomes:

A. Demonstrate self evaluation and reflection as evidenced by the ability to:

1. complete and assessment portfolio.
2. provide evidence that program goals outlined in the conceptual framework were 3. addressed and met as a result of the program of study.
4. present appropriate evidence/artifacts to document achievement.
5. 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.

C. Demonstrate/present accomplishments made in connection to the program of study as evidenced by the ability to:

1. plan and present the senior showcase.
2. participate in the senior showcase by presenting an appropriate personal or group display.

D. Successfully complete an extended period of full time teaching in an assigned classroom as evidenced by the ability to:

1. plan and implement developmentally appropriate lessons/activities for students designed to promote learning and skill development.
2. manage the learning environment including the schedule, selection of resources, arrangement, planning, and behavior management.
3. participate in professional meetings.

6. Grading Criteria

Students will be assigned readings, discussions, and projects to be completed in class or in the field. These will be regularly evaluated for meeting the above standards of the National Middle School Association. The depth and quality in the demonstration of meeting such standards is the basis for the grades for the course. The A – F scale will be applied with A indicating “exceeds standards” and F indicating “no meaningful progress toward meeting standard”.

7. Course work will foster collaborative and independent learning, enabling the graduate to contribute to the middle grades teaching profession. Course work might include but not be limited to such as: readings, discussions, reflective writings, and projects to be completed in class or in the field.

8. Prerequisite is successful completion of all prior courses in the Master of Arts in Teaching Middle Grades program

9. The compressed nature of the program requires graduates to demonstrate a high degree of proficiency in a short period of time. This constitutes the advanced content for this graduate course.

Date 10-10-2008

Signature Nancy B Mizelle
Department Chairperson

Date 10/13/2008

Signature Carol H. Borden
Dean of School