

**GEORGIA COLLEGE & STATE UNIVERSITY
DEGREE PROGRAM and CURRICULUM CHANGES PROPOSAL COVER SHEET**

PROPOSAL: Master of Education in Middle Grades Education	
COLLEGE: Georgia College	DEPARTMENT: Teacher Education
DEGREE: Master's	CIP CODE:13139901
MAJOR: Middle Grades Education	MINOR:
CONCENTRATION NAME: Middle Grades	PROPOSED EFFECTIVE DATE: (semester/year) :Maymester 2017
Description and Rationale for Recommended Action (attach additional pages if needed, this description will be shared at all levels in the University, and the University System and SACS Offices): Please see the attached Memo: Summary of Revisions	

Action Item (Check one.)

- New Major, Minor, Certificate, or Concentration
- Rename Major, Minor, Certificate, or Concentration
- Deactivate/Discontinue Major, Minor, Certificate, or Concentration
- New Degree or Graduation Requirement
- General Education Requirement or Change
- Curricular Change that Impacts Multiple Colleges
- Modify Existing Major, Minor, Certificate, Concentration Requirements

All required documentation must be attached. (Electronic MS Word files with supporting documents are required at each level of review)

Reviewing entity	* * * denotes necessary routing.				Signature and Date	Recommend	Not Recommended	Reviewed - Information Only
	Major (new, modify, rename, deactivate)	Concentration or Certificate (new, modify, rename, deactivate)	Minor (new, modify, rename, deactivate)	General Education or Curricular Change affecting multiple colleges				
Chair, Department Curriculum Committee	•	•	•	•	<i>Haley Roberts 9/15/16</i>			
Department Office Department Chair	•	•	•	•	<i>Haley Roberts 9/16/16</i>			
Chair, College Curriculum Committee	•	•	•	•	<i>9/16 Michelle Clouette</i>			
Dean's Office Dean	•	•	•	•	<i>Jane Betz 9/14/16</i>			
Graduate Council (as appropriate for Graduate Curriculum)	•	•	•	•				
Curriculum and Assessment Policy Committee of University Senate	•	•	•	•				
University Senate	•	•	•	•				
Academic Affairs Provost Office	•	•	•	•				
President	•	•	•	•				
USG/BOR Review/Information Item	•	•	•	•				
SACSCOC Notification	•	•	•	•				

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

MEMO

DATE: August 31, 2016

RE: Middle Grades Education Program Change

The Middle Grades Education Program proposes the following changes:

Summary of Revisions:

1. Change the name of the degree from Masters of Education in Education with a concentration in Middle Grades Education to a Masters in Middle Grades Education.
2. The delivery format for the EDMG courses will be changed from primarily face-to-face to a partially online model (51%-94% online), which will utilize both face-to-face and online components.
3. The timeframe for completing the program will be reduced from 6 semesters to 4.
4. The program will accept students as cohorts in the summer semester of each year rather than in the fall.
5. The majority of the courses offered will be 4 credit hours.
6. An emphasis on the expectations and accountability measures of the TKES has been threaded throughout the program. Examples of this integration follow: TKES, CAEP, - diversity, technology, leadership, researcher, young adolescent development, synthesis and application of theory to practice
 - An examination of trends, issues, and current research related to Middle Grades Education as a profession. Topics include but are not limited to federal and state laws, the Georgia code of ethics, local policies, developmentally appropriate practices, diversity and equity, and student achievement.
 - Active engagement in continued professional growth through the development, implementation, and application of classroom related action research that impacts classroom practice and student learning through high level teaching practices (i.e., aligned with Association for Middle Level Education Standards: relevant, challenging, integrative, exploratory).
 - Incorporation of self-assessment and reflection on professional practices.
 - Analyses of multiple forms of data and real world resources for the purpose of informing planning, differentiating instruction, and developing safe and positive learning environments that are academically challenging for diverse learners.
 - Exploration of multiple modes of communication with stakeholders that are responsive and understanding of a range of voices and opinions.
 - Development of reciprocal partnerships with families and communities that support student learning and achievement.
7. The School Improvement Core (EDFS 6624, EDFs 6225, EDFs 6226, EDFs 6231), a sequence of courses that were developed to help teachers respond to particular school-based issues, will be replaced by a sequence of current and new courses (EDMG 6241, EDMG 6050, EDMG 6060, and EDMG 6245) that are more aligned with current state and national trends. The new sequence supports the professional learning, reflective practice, and ongoing professional experiences of teachers through the understanding of the role of teachers as researchers and leaders; the analysis of current research, trends, and issues; and the development of an inquiry stance through the design, implementation,

and application of classroom related action research. These expectations are closely aligned with TKES performance standards and are designed to support teachers in achieving ratings of “proficient” or “exemplary” as well as support them in their initial development as teacher leaders.

8. The following courses are currently 3 credit hours, and are being revised to 4 credit hour courses with a justification for this change:

EDMG 6241 Contemporary Issues and Trends in Middle Grades Education,
EDMG 6240 Curriculum and Methods for Middle Grades Education,
EDMG 6245 Middle Grades Assessment Theory and Practice, and
EDMG 6255 Family and School Partnerships.

The course names for EDMG 6255 and EDMG 6245 have been modified:
EDMG 6255 Family and School *Interactions* to EDMG 6255 Family and School
Partnerships
EDMG 6245 Assessment Theory and Practice to EDMG 6245 *Middle Grades*
Assessment Theory and Practice

EDMG 6233 Capstone represents an existing 3 credit hour courses. This will remain a 3 credit hour course.

RATIONALE

The Middle Grades Program is requesting these changes in order to continue providing Middle Grades educators in Middle Georgia and beyond a high quality advanced degree program while being more responsive to their current needs. Our purpose for redesigning our program is to make it more accessible to candidates, to incorporate recent state-level changes in teacher evaluation and advanced certification, and to better align it with new Association for Middle Level Education (AMLE) Standards.

Effective Date: Summer 2017 (Maymester)

Impact on Students: The proposed changes will result in a positive impact on students. It will allow students to complete the program in less time (4 semesters rather than 6) and with less travel as courses will be designed to be delivered partially online (51%-94% online) rather than face-to-face as we have been done in the past.

Financial Impact: There should be no negative financial impact on the EDMG program.

Summary of Changes

Master of Education in Middle Grades Education John H. Lounsbury College of Education Georgia College & State University

Master of Education with concentrations in: Middle Grades Language Arts or Middle Grades Science or Middle Grades Social Studies or Middle Grades Mathematics Program of Study for **EXISTING** Program 36 Credit Hours

Fall 1		Spring 1		Summer 1	
EDFS 6224 Introduction to School Improvement	3	EDFS 6225 Identifying Problems: Socio-Cultural Issues	3	EDFS 6226 Models of Inquiry	3
EDMG 6241 Contemporary Issues and Trends in Middle Grades Education	3	EDMG 6240 Curriculum and Methods for Middle Grades Education	3	Content 1	3
Fall 2		Spring 2		Summer 2	
Content 2	3	EDFS 6231 Research for School Improvement	3	EDMG 6255 Family and School Interaction	3
EDMG 6245 Assessment Theory in Practice	3	Content 3	3	EDMG 6233 Capstone	3

Master of Education in Middle Grades Education (name change) Program of Study for **REVISED** Program 36 Credit Hours

Summer 1		Fall		Spring		Summer 2	
EDMG 6241 (Maymester) Contemporary Issues and Trends in Middle Grades Education	4	EDMG 6240 Curriculum and Methods for Middle Grades Education	4	EDMG 6245 Middle Grades Assessment Theory and Practice	4	EDMG 6233 Capstone	3
EDMG 6050 Teachers as Researchers I	4	EDMG 6060 Teachers as Researchers II	4	Content Area 2	3	EDMG 6255 Family and School Partnerships	4
Content Area 1	3					Content Area 3	3

Overview: Members of the Middle Grades Education Program faculty are proposing significant graduate program revisions for the Master of Education with a concentration in: Middle Grades Language Arts or Middle Grades Science or Middle Grades Social Studies or Middle Grades Mathematics.

The objective is to design and implement a program that maintains national recognition, is competitive, and incorporates changes in teacher certification and evaluation. First, the PSC rules for tiered certification that became effective July 1, 2014 have been considered. The newly-designed program of study will support in-service teachers during their years of induction, and assist them in increasing their level of certification from a T-4 to T-5 while obtaining one of the optional credentials (advanced degree in teaching field) to move from the “professional” level certificate to “advanced professional.” Second, the expectations and accountability measures of the Teacher Keys Effectiveness System (TKES) have been incorporated throughout the program in order to better support teachers in achieving “proficient” or “exemplary” on annual TKES performance ratings. Third, the inclusion of a focus on ethics and continuous professional learning are integrated throughout the degree program. Fourth, the existing program is nationally recognized by the Association for Middle Level Education (AMLE). The revised program will continue to be aligned with AMLE Standards.

The proposal reflects a cohort model with candidates beginning in the summer with the first course offered during Maymester. The program will be completed in 4 semesters (summer, fall, spring, summer). The revised program of study consists of 10 courses to retain the BOR requirement of 36 hours for advanced programs. It is to be a modified blended program: the Middle Grades courses will be delivered partially online (51%-94%) and the content courses which are under the purview of the College of Arts and Sciences (CoAS) and taught by CoAS faculty at present are primarily delivered face-to-face. The expected timeline is to complete the governance process by the end of fall 2016. With positive results, the program will begin to accept applicants for summer 2017.

Summary of Revisions:

1. The delivery format for the EDMG courses will be changed from primarily face-to-face to a partially online model (51%-94% online), which will utilize both face-to-face and online components.
2. The timeframe for completing the program will be reduced from 6 semesters to 4.
3. The program will accept students as cohorts in the summer semester of each year rather than in the fall.
4. The majority of the courses offered will be 4 credit hours.
5. An emphasis on the expectations and accountability measures of the TKES has been threaded throughout the program. Examples of this integration follow:
TKES, CAEP, - diversity, technology, leadership, researcher, young adolescent development, synthesis and application of theory to practice
 - An examination of trends, issues, and current research related to Middle Grades Education as a profession. Topics include but are not limited to federal and state laws, the Georgia code of ethics, local policies, developmentally appropriate practices, diversity and equity, and student achievement.
 - Active engagement in continued professional growth through the development, implementation, and application of classroom related action research that impacts classroom practice and student learning through high level teaching practices (i.e., aligned

with Association for Middle Level Education Standards: relevant, challenging, integrative, exploratory).

- Incorporation of self-assessment and reflection on professional practices.
 - Analyses of multiple forms of data and real world resources for the purpose of informing planning, differentiating instruction, and developing safe and positive learning environments that are academically challenging for diverse learners.
 - Exploration of multiple modes of communication with stakeholders that are responsive and understanding of a range of voices and opinions.
 - Development of reciprocal partnerships with families and communities that support student learning and achievement.
6. The School Improvement Core (EDFS 6624, EDFs 6225, EDFs 6226, EDFs 6231), a sequence of courses that were developed to help teachers respond to particular school-based issues, will be replaced by a sequence of current and new courses (EDMG 6241, EDMG 6050, EDMG 6060, and EDMG 6245) that are more aligned with current state and national trends. The new sequence supports the professional learning, reflective practice, and ongoing professional experiences of teachers through the understanding of the role of teachers as researchers and leaders; the analysis of current research, trends, and issues; and the development of an inquiry stance through the design, implementation, and application of classroom related action research. These expectations are closely aligned with TKES performance standards and are designed to support teachers in achieving ratings of “proficient” or “exemplary” as well as support them in their initial development as teacher leaders.
7. The following courses are currently 3 credit hours, and are being revised to 4 credit hour courses with a justification for this change:
EDMG 6241 Contemporary Issues and Trends in Middle Grades Education,
EDMG 6240 Curriculum and Methods for Middle Grades Education,
EDMG 6245 Middle Grades Assessment Theory and Practice, and
EDMG 6255 Family and School Partnerships.

The course names for EDMG 6255 and EDMG 6245 have been modified:

EDMG 6255 Family and School *Interactions* to EDMG 6255 Family and School *Partnerships*
EDMG 6245 Assessment Theory and Practice to EDMG 6245 *Middle Grades Assessment Theory and Practice*

EDMG 6233 Capstone represents an existing 3 credit hour courses. This will remain a 3 credit hour course.

Key Assessments:

Significant projects and student research will be used as key assessments throughout the program to determine student progress and program quality as it relates the AMLE Standards will include:

- Integrated Curriculum Unit
- Working with Families and Community Project
- Curriculum and Assessment Portfolio
- Action Research
- Standards-based Assessment Portfolio

Implementation Plan:

1. Develop new courses in partial (51%-94%) online delivery format using abbreviated syllabi as guides: EDMG 6050 Teachers as Researchers I and EDMG 6060 Teachers as Researchers II.
2. Revise existing courses in partial (51%-94%) online delivery format to reflect the additional credit hour.
3. Recruit students who will enter the revised program beginning Maymester 2017.
4. Offer EDMG 6233 Capstone and 6255 Family and School Interactions (both 3 credit hours) in Summer 2016 to Masters level students who are completing the existing program.
5. Offer courses for the revised program beginning Maymester 2017.

OFFICIALLY AUTHORIZED MASTER COURSE FILE CHANGE FORM

Action	Discipline	Course	Course Title	Hours	Repeatable	Grade	Prerequisite	Co-Requisite
	Abbr	Number		(L-L-C)		Type		
Modify	EDMG	6255	Family and School Partnerships	4-0-4	NR or RP	N or S		
Modify	EDMG	6241	Contemporary Issues and Trends in Middle Grades Education	4-0-4	NR or RP	N or S		
Modify	EDMG	6240	Curriculum and Methods for Middle Grades Education	4-0-4	NR or RP	N or S		
Modify	EDMG	6245	Middle Grades Assessment Theory and Practice	4-0-4	NR or RP	N or S		
Add	EDMG	6050	Teachers as Researchers I	4-0-4	NR or RP	N or S		
Add	EDMG	6060	Teachers as Researchers II	4-0-4	NR or RP	N or S	EDMG 6050	
					NR or RP	N or S		
					NR or RP	N or S		
					NR or RP	N or S		

COMMENTS EDMG 6255 and 6245 are existing courses with slight modifications in the course title. EDMG 6241, 6240, 6255, and 6245 have been revised from a 3 credit hour course to a 4 credit hour course. See attached justification for the added hour. EDMG 6050 and 6060 are new courses and requisite paperwork is included.

LAB FEE INFORMATION

Effective Semester / Year _____

Approved By Joseph Pelt
(Dean)

Date 9/14/16

Approved By _____
(Academic Vice President)

Date _____

Updated 7/2007(REVISED Council of Deans)

Explanation of items on the Master Course File form.

Repeatable

- If the course can be taken several times and if the student can receive credit multiple times, the course is defined as a repeatable course (RP). For example: internships, applied music courses or special topics
- If credit for the course is to be received only once, the course is defined as a non-repeatable course (NR). For example: English 1101, ACCT 2101.

Grade Type

- N - Normal grades are A, B, C, D, F, I, IP, V, W, WF.
- S - Satisfactory/Unsatisfactory grades are similar to a pass/fail grade.

Prerequisite

- Any course required prior to enrolling in the class. For example: ENGL 1101 with a C or better is the prerequisite for ENGL 1102.
- Any restriction such as being classified as a certain class level (freshman, junior, etc.) or pursuing a selected major.

Co-Prerequisite

- The course/s required while enrolling in the course, such as: BIOL 1101 has the co-prerequisite BIOL 1101L.

Justifications for Additional Credit Hour (Revision of Courses Moving from 3 Credit Hours to 4 Credit Hours)

EDMG 6241: Contemporary Issues and Trends in Middle Grades Education

EDMG 6241 is currently a 3 credit hour course, but with the approval of the proposed M.Ed. in Middle Grades Education program revisions it will become a 4 credit hour course. The additional credit hour will provide opportunities and experiences for graduate students to more deeply explore issues and trends relevant to their practice as well as the related literature. Course outcomes to accommodate for the additional credit hour include:

- 1.) To identify, critically reflect upon, and examine questions and challenges of one's practice
- 2.) To develop potential research questions relevant to their practice
- 3.) To understand and apply observation, analysis, and multiple perspectives as vital tools in understanding the development of young adolescent learners
- 4.) To analyze and provide recommendations to their practice based on exploration of research findings pertaining to middle grades education as well as analysis of their teaching and learning
- 5.) To apply recommendations to their practice to demonstrate understanding of young adolescent development
- 6.) To understand the diverse needs and characteristics of young adolescents

EDMG 6240: Curriculum and Methods for Middle Grades Education

EDMG 6240 is currently a 3 credit hour course, but with the approval of the proposed M.Ed. in Middle Grades Education program revisions it will become a 4 credit hour course. The additional credit hour will provide opportunities and experiences for graduate students to more deeply examine a diverse range of curriculum models. Course outcomes to accommodate for the additional credit hour include:

- 1.) To compare and critique different curriculum models
- 2.) To individually create an integrated unit
- 3.) To analyze and provide recommendations to their middle school curriculum to better meet the emotional, social, physical, and cognitive needs of all young adolescents
- 4.) To apply a recommendation to their middle school curriculum

EDMG 6255: Family and School Partnerships

EDMG 6255 is currently a 3 credit hour course, but with the approval of the proposed M. Ed. in Middle Grades Education program revisions it will become a 4 credit hour course. The additional credit hour will provide opportunities and experiences for graduate students to examine the models of family-school relationships so they may better form

partnerships between schools, homes, and the *wider community*. Course outcomes to accommodate for the additional credit hour include:

- 1.) Understanding the diversity of families and communities in which students and families live.
- 2.) In depth examination of community resources available to families and teachers.
- 3.) Developing and sustaining partnerships between schools, families, and community organizations.

The working with families and communities plan will be modified so that graduate students provide further evidence of how their plan makes use of community resources and develops partnerships among the three entities (families, schools, and communities).

EDMG 6245: Middle Grades Assessment Theory and Practice

EDMG 6245 is currently a 3 credit hour course, but with the approval of the proposed M.Ed. in Middle Grades Education program revisions it will become a 4 credit hour course. The additional credit hour will provide opportunities and experiences for graduate students to analyze data from their action research study, develop findings based on data analysis, and develop implications and recommendations for other educational professionals based on their findings. Course outcomes to accommodate for the additional credit hour include:

- 1.) To examine various research paradigms.
- 2.) To conduct data analysis based on findings from action research study.
- 3.) To develop findings based on evidence from data analysis.
- 4.) To demonstrate an understanding of the significance of using evidence (data) to support claims (findings)
- 5.) To develop implications and recommendations based on research findings to add to and/or advance the existing literature of their area of research.

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

EDMG 6050 – Teachers as Researchers I

1. Department: Department of Teacher Education Discipline: Middle Grades Education
2. Number of credit hours and formula for courses requiring lab or field experience: 4 hours
3. Hours (L-L-C) 4-0-4
4. Repeatable or Nonrepeatable: Nonrepeatable
5. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal
6. Prerequisite or Co-requisite: N/A: None
7. Required or elective in what program: Required – M.Ed. in Middle Grades Education
8. Provide rationale for this course: The M.Ed. in Middle Grades Education is being revised in response to new Georgia Professional Standards Commission rules for Tiered Certification, to provide support for in-service teachers during induction years, to increase their level of certification, and to respond to a significant decline in enrollment. As the first of two courses focusing on the knowledge, skills, and dispositions of teachers as researchers, this course will provide an opportunity for graduate students to identify and analyze their practice in order to begin to develop a research study that they will implement during their graduate studies.
9. How often is the course to be offered? The course will be offered once each academic year.
10. Who will teach this course? Doctoral level Middle Grades Faculty.

Will additional faculty members be needed? No additional faculty will be needed.
11. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes, faculty members from other programs may be available to teach this course.
12. How does this course contribute to the existing or proposed program? This course represents one of the initial courses in the revised M.Ed. Middle Grades Program. This course, along with the Contemporary Issues and Trends course, will serve as the impetus for a theoretical and practical application of a specific form of professional development—action research. This course will be the first of two courses in the program with a focus on designing, implementing, and analyzing a research study. The research question for the graduate student’s study will be developed as a result of the learning experiences (in both Contemporary Issues and Trends and Teachers as Researchers I) that serve as scaffolds to help graduate students examine their practice, and identify relevant challenges and concerns regarding their teaching and learning. The Teachers as Researchers II course will assist in students’ data collection and analysis as well as continue to develop their dispositions as researchers.
13. How will an existing program of study change as a result of this course? See attached Master of Education – Proposed Program Revisions.
14. Does the proposed course duplicate other courses on this campus? If yes, explain: No.
15. How will the demand be met for additional library and technology resources, if any? The course will utilize D2L, which is the established e-learning environment provided by Georgia College.
16. Will any additional library or other resources be required by the student? Galileo, EBSCO databases, GIL Express, and IRBNet.

17. Attach course syllabus and proposed catalogue description to this form.

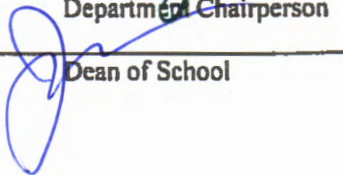
Format for Abbreviated Course Syllabus to accompany Proposal for New Course

1. Course Title and Proposed Number
2. Catalog Description
3. Course Function: (Insert here a statement of what degree programs include this course in their requirements --"This course counts towards...")
4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.
5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for....")
6. Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.
8. Prerequisites (if any)
9. Advanced Graduate Content

Date 9/1/16

Date 9/14/16

Signature 
Department Chairperson

Signature 
Dean of School

Abbreviated Course Syllabus

1. **Course Title and Proposed Number:** EDMG 6050 Teachers as Researchers I
2. **Catalog Description:** The course is designed to provide opportunities for classroom teachers to develop their knowledge, skills, and dispositions as a teacher researcher; analyze theories and practical applications of action research, understand the components of a professional research study; reflect upon one's own practice; and examine the ethical, legal, and professional issues and responsibilities of conducting research.
3. **Course Function:** This course counts towards the completion of the M.Ed. in Middle Grades Education
4. **Course Topics:**
 - a. Theories of educational research
 - b. Action Research as a form of continual professional development
 - c. History and components of scholarly research and action research
 - d. Ethical practices and responsibilities of researchers
 - e. Partnerships with critical colleagues
 - f. Challenges and queries pertaining to issues and trends in middle level education and young adolescents
5. **Expected Student Learning Outcomes:**
 - a. Explore theories and related literature of educational research and action research
 - b. Development of reflective, critical, and analytical thinking skills
 - c. Understand the history and purpose of Institutional Review Boards
 - d. Reflect upon and examine challenges and curiosities pertaining to one's teaching and learning
 - e. Create a high-quality research question to guide one's future action research study
 - f. Locate and analyze scholarly articles and texts
 - g. Synthesize information gleaned from a variety of resources in order to compose an annotated bibliography based on literature pertaining to their research question.
6. **Grading Criteria:** Assessment will be based on the degree to which graduate students' demonstrate the development of their knowledge, skills, and dispositions. Graduate students' will have opportunity to demonstrate the development of their knowledge, skills, and dispositions during learning experiences that may include: individual and group projects, written reflections, papers, on-line discussions board postings, and formation of a high-level research question that is relevant to their practice. Rubrics or other types of scoring guides will be used to assess student work. Grades will be based on the evidence of scholarly effort, development, and achievement. Work submitted is expected to be professionally compiled and presented. The grading scale will be:
91-100% - A

81-90% - B

71-80% - C

61-70% - D

Below 61 - F

7. **Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study:**
 - a. Professional Learning Communities
 - b. Independent exploration of topics related to Middle Level Education
 - c. Preparation of action research study through the formation of a high-quality question
 - d. Developed understanding of the ethical responsibilities and challenges of conducting a research study
8. **Prerequisites:** Admission to Middle Grades graduate programs
9. **Advanced Graduate Content:** Analysis and synthesis of educational research, increased understandings of issues related to professional development, educational research, and issues in middle level education; development of a high-level and relevant action research question; use of APA to communicate positions in a written format; use of Galileo and EBSCO Host databases; use of IRBNet.

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

EDMG 6060 – Teachers as Researchers II

1. Department: Department of Teacher Education Discipline: Middle Grades Education
2. Number of credit hours and formula for courses requiring lab or field experience: 4
3. Hours (L-L-C): 4-0-4
4. Repeatable or Nonrepeatable: Nonrepeatable
5. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal
6. Prerequisite or Co-requisite: Admission to M.Ed in Middle Grades Education, Teachers as Researchers I
7. Required or elective in what program: Required - M.Ed. in Middle Grades Education
8. Provide rationale for this course: The M.Ed. in Middle Grades Education is being revised in response to new Georgia Professional Standards Commission rules for Tiered Certification, to provide support for in-service teachers through induction years and to increase their level of certification, and to respond to a significant decline in enrollment. This course represents the second research course in the program, which will further educational research methods.
9. How often is the course to be offered? The course will be offered once each academic year.
10. Who will teach this course? Doctoral level Middle Grades Faculty

Will additional faculty members be needed? No additional faculty will be needed.
11. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes, faculty members from other programs may be available to teach this course.
12. How does this course contribute to the existing or proposed program? This course will further develop the inquiry skills of teachers to advance their ability: to analyze and synthesize trends, concepts, and questions examined in other courses; read and synthesize research pertaining to their research question developed in EDMG 6050; design a research study to examine their teaching practices; and obtain IRB approval in order to enact their study. Data analysis of their research study will take place in a subsequent course, EDMG 6245.
13. How will an existing program of study change as a result of this course? See attached Master of Education – Proposed Program Revisions.
14. Does the proposed course duplicate other courses on this campus? If yes, explain:
No
15. How will the demand be met for additional library and technology resources, if any?
The course will utilize D2L, which is the established e-learning environment provided by Georgia College.

16. Will any additional library or other resources be required by the student? Gallileo, EBSCO databases, GIL Express, and IRBNet.

17. Attach course syllabus and proposed catalogue description to this form.

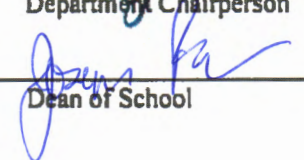
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6. Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study.
8. Prerequisites (if any)
9. Advanced Graduate Content

Date 9/1/16

Signature 
Department Chairperson

Date 9/14/16

Signature 
Dean of School

Abbreviated Course Syllabus

1. **Course Title and Proposed Number:** EDMG 6060 –Teachers as Researchers II
2. **Catalog Description:** Teachers as Researcher II builds on knowledge, skills, and dispositions from Teachers as Researchers I to help students further refine their research question as well as design and implement their study centered on improving their teaching practice.
3. **Course Function:** This course counts towards the completion of the M.Ed. in Middle Grades Education
4. **Course Topics:**
 - a. Research questions in education
 - b. IRB approval process
 - c. Educational research literature reviews
 - d. Overview of data analysis strategies
5. **Expected Student Learning Outcomes:**
 - a. Refine research question.
 - b. Conduct and write literature review pertinent to research study.
 - c. Complete the IRB process.
 - d. Understand variety of data analysis strategies.
 - e. Examine ways of writing educational research.
6. **Grading Criteria:** Graduate students will be assessed through course readings, discussions, and research that will be used to complete assignments such as: class presentations, individual and group projects, written reflections, papers, chats and discussion board postings. Rubrics or scoring guides will be used to assess student work. Grades will be based on the evidence of scholarly effort. Work submitted is expected to be professionally compiled and presented. The grading scale will be:
91-100% - A
81-90% - B
71-80% - C
61-70%- D
Below 61- F
7. **Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study:**
 - a. Exploration of educational research methods
 - b. Professional Learning Communities
 - c. Independent exploration of research related to the field of Middle Grades Education and improving teaching practice.
8. **Prerequisites:** Admission to Middle Grades graduate programs, Teachers as Researchers I
9. **Advanced Graduate Content:** Analysis and synthesis of educational research, increased understandings of research related to education as a profession; use of APA to communicate positions in a written format; use of Galileo and EBSCO Host databases; use of IRBNet.

**Program of Study
Middle Grades Education
PROPOSED REVISIONS**

Course Number	Course Name	Semester Taken	Hours	Grade
EDMG 6241	Contemporary Issues and Trends in Middle Grades Education	Summer I (Maymester)	4	
EDMG 6050	Teachers as Researchers I	Summer I	4	
	Content Area 1	Summer I	3	
EDMG 6060	Teachers as Researchers II	Fall	4	
EDMG 6240	Curriculum and Methods for Middle Grades Education	Fall	4	
EDMG 6245	Middle Grades Assessment Theory and Practice	Spring	4	
	Content Area 2	Spring	3	
EDMG 6255	Family and School Partnerships	Summer II	4	
EDMG 6233	Capstone	Summer II	3	
	Content Area 3	Summer II	3	
	TOTAL		36	

COE Faculty Meeting
September 9, 2016
Agenda

Meeting was called to order at 2:00 pm
All Faculty not on leave were in attendance.

Dean's Update for COE Meeting on 9/9/16:

Thanks to everyone for a great start to the academic year.

Congratulations to our Early Childhood and Special Education faculty for their work that led to national recognition.

Thank you to the junior cohort leaders for their help with surveying for Supplemental Instruction and the culture survey [culture survey needs to be returned to the Dean's office so we can compile these data]

GC1Y/GC2Y If you are thinking about a course for fall 2017, now is a good time to begin.

Line Requests [we requested to continue three limited term positions for next year and hire two tenure-earning Assistant Professors for fall of 2017]

University Budget [if you have specific initiatives you would like considered for either one-time or permanent funding, please pass these along to your Chair. We will be developing our request for presentation to Academic Affairs on September 21st]

Campus closures [put contingency information in syllabus, ¼ million/day in lost labor, closure is due to sprinkler system & fresh water]

Fair Labor Standards Act [more people will go to hourly wage, cannot exceed weekly hours since there is not any overtime available; unfunded institutional cost is over 220,000 and involves 102 employees; 57 will go to biweekly; 45 will have base salary raise to the \$47,476 federal guideline]

Macon Campus security meeting on September 14th

COE Survey [The biggest takeaways]

- a need to provide greater opportunities for cross departmental collaboration (even social events such as a pot luck lunch)
- the actualization/development of a formalized mentoring programs with a COE orientation for new/non-tenured faculty

- revision of the faculty evaluation process to include suggestions for professional development
- provide in-house professional development on topics such as utilizing technology in the classroom, identifying a research agenda, or creating research teams. Creating a speaker series to bring innovative ideas to the college.
- addressing variation in workloads among faculty that may assist in areas such as research productivity.

Childcare center update, it is no longer to be in Kilpatrick Hall. The Baldwin County Early learning center has unused space that is already designed for the needs of very young children. We are working toward registrations in early spring 2016 and a start in fall 2017.

Ed.D – the prospectus should be completed in fall 2016.

IRB Replacement [need 1 volunteer]

Branding [there will be a plethora of surveys as we move forward with our branding]

Web updates [if you see a mistake, please let dean know; we cannot edit catalog information, program-related sidebar information, or pictures in the headers]

Proposal to establish two departments was provided to the Provost who will pass it on to the University Senate for approval.

International Study/Study Abroad- Liz Havey- The International center handles all things international. Study abroad, as well as internships and other educational possibilities for students and faculty.

Short term programs are either faculty led or cooperative programming like the European Council sponsors.

EC programs are for two courses in short term, one lower level one upper division class. Courses meet twice a week one day a week you go for field trips for one and another day for the other. The European Council and the Asia Council (for Beijing) and others. It takes about 18 months ahead to plan for one. Due in March for this. Applications can be for one location or for any place that opens.

Faculty led programs are much more time intensive and involved. At least 18 months in advance. Proposals due April 1 one full year in advance....Accommodations, on classrooms, and excursions and other things. Liz will work with you to help with the logistics for one of these trips. The

requirements are on the International site online. Now is the time to start planning. Please contact Liz for more info.

State Charitable Contributions Program- Rob Sumowski-

Lindy Rourke is Rob's partner. Campaign runs through November 15. Give something. There is an online connection that has been sent to you through email and you can go there to contribute to one of over 1300 charities. If you want foundation money to go to a specific fund within the university, call the Kathy in the president's office and they will direct the funds there.

Curriculum Committee- Nicole Declouette, Curriculum committee

SPED MAT Proposal - Was presented as approved by the committee. Modified to change from 5 semesters to four, now a summer start, no change of hours. Discussion was called for, none followed. Motion to accept seconded. Motion passed. unan

SPED EDS Proposal _ Was presented as approved by the committee. Modified to change to a summer start. Courses are in the evening. Discussion followed. Motion to accept seconded. Motion passed. uan

MED Middle Grades Proposal- Was presented as approved by the committee. Modified to change name delivery change to partially online and change length from 6 semester to 4 no change of hours. Discussion was called for, none followed. Motion to accept seconded. Motion passed. unan

MAT Middle Grades Proposal – Was presented as approved by the committee. Moved to completely online. Discussion followed. Motion to accept seconded. Our first outreach at having behavioral course as well as special education, ... Motion passed. Unan
A schedule of the curriculum committee meetings and timetable for submission of new programs.

Discussion of COE Meeting/Faculty Meeting- We discussed possible reasons or outcomes of the choice of wording. The general consensus is that we want to be inclusive and make sure that other staff know they are welcome, and that items of business of most interest for all will be scheduled early in the meetings, but they are not required to attend. But no complete decision was reached.

Can committees all report in each meeting??

Options for Professional Learning Time- Research- Collaborative efforts by faculty groups- The discussion was wide ranging and many alternatives were presented. Dr Bradley will help coordinate looking at research interests.

It was moved and seconded to adjourn
Motion Passed Unanimously

Meeting ended at 3:30 pm