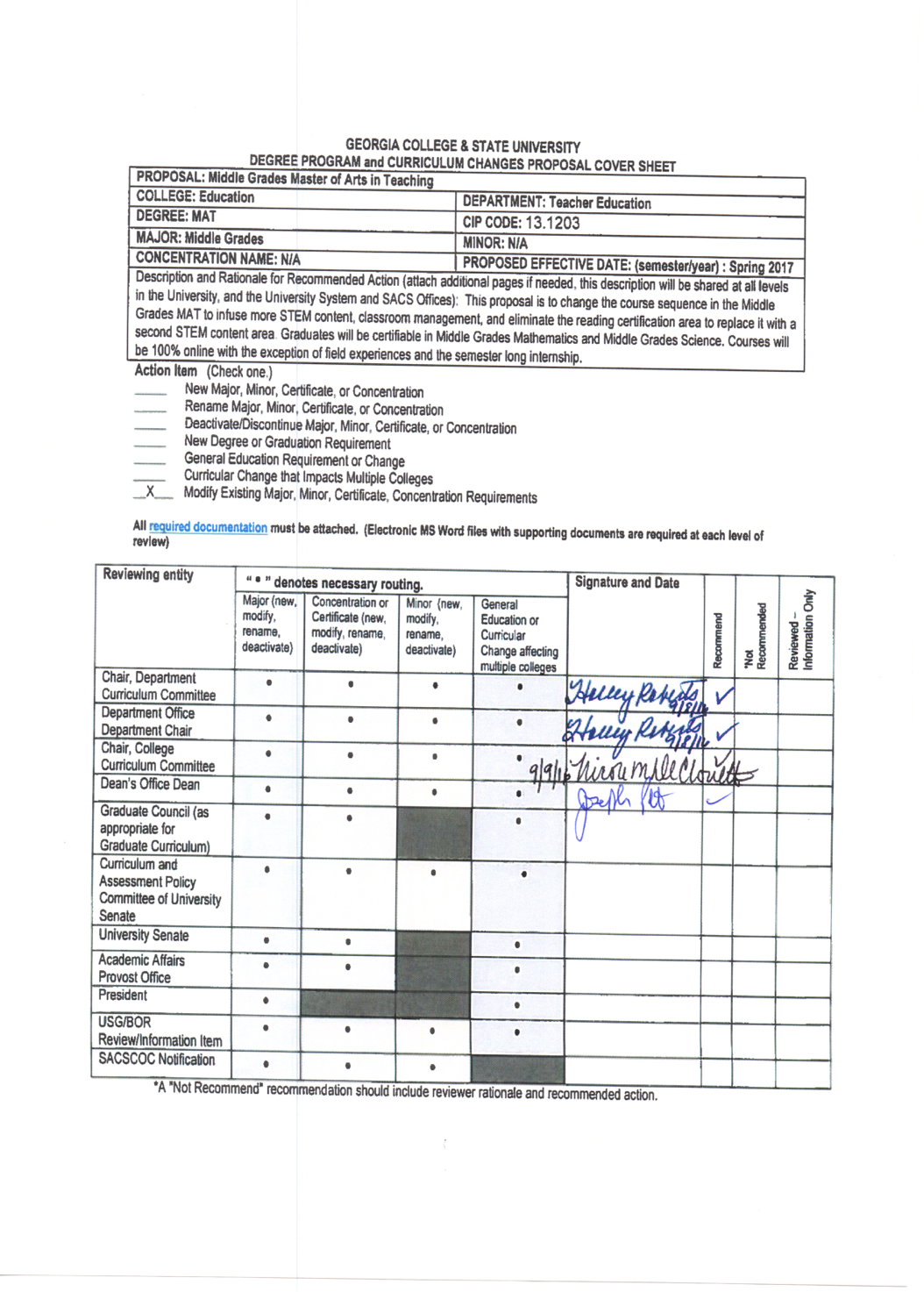
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**Middle School Master of Arts in Teaching with STEM Focus**

**Substantive Change Request**

**Overview of the Changes**

# The Middle Grades Masters of Arts in Teaching (MAT) program is being modified in two ways. One, the course sequence is being changed to infuse more STEM content and replace the reading certification/one STEM area with the two STEM areas of Middle Grades Mathematics and Middle Grades Science. The adding of four content courses is to provide a deeper understanding of the major concepts in math and science so that candidates are better prepared to teach in these two areas. A Positive Behavior and Interventions and Supports (PBIS) course is being added so candidates developed expanded classroom management skills. Secondly, the coursework is being moved online so that uncertified teachers who have begun teaching across the state can participate in the program as well as recent bachelor’s graduates. The table below illustrates the previously approved courses and their replacements.

**Course Changes**

|  |  |
| --- | --- |
| EDMG 5001 Professional Seminar and Field Studies (1 credit)  EDMG 5001 Professional Seminar/Filed Studies/MG MAT (2 credits) | EDMG 5001 Professional Seminar and Field Studies (3 credits) [credit hour change to merge the two seminar courses into one course that also integrates teacher work sample, edTPA related content, and instructional technology] |
| EDMG 5212 Learning and the Learner (3 credits)  EDMG 5255 Family/School/Community (3 credits) | EDMG 5214 Middle Grades Learner (3 credits) [new course that includes the middle grades learner psychology, sociology, and school and community influences] |
| EDMG 5250 Pedagogy & Nature/Disciplines (3 credits)  EDMG 5240 Curriculum and Instruction (3 credits)  EDMG 5245 Curriculum & Assessment (3 credits) | EDMG 6242 STEM Methods (3 credits) [new course that combines curriculum development, assessment, and teaching methodologies] |
| EDRD 5210 The Teaching of Reading (3 credits)  EDRD 6000 Theory and Process of Literature Learning (2-3 credits)  EDRD Reading Assessment (3 credits) | EDRD 6150 Literature, Reading, and Writing in Content Fields (3 credits) [existing course with a focus on teaching reading in content areas] |
| EDEX 6111 Exceptional Individual in the Regular Classroom (3 credits) | EDEX 6111 Exceptional Individual in the Regular Classroom (3 credits) [no change] |
|  | EDEX 6123 Positive Behavior Interventions and Supports (3 credits) [this course focuses effective classroom management consistent with the state initiative of PBIS] |
| EDMG 5243 Capstone (3 credits)  EDMG 5960 Internship (6 credits) | EDMG 5960 Internship (6 credits) [the capstone will be infused into the internship] |
|  | MATH 5001, Middle Grades Mathematics I (3 credits) [new math course to provide content expertise] |
|  | MATH 5002, Middle Grades Mathematics II (3 credits) [second new math course to provide content expertise] |
|  | BIOL 5012, Middle Grades Life Sciences (3 credits) [new course to provide content expertise in biology and environmental education topics] |
|  | PHSC 5012, Middle Grades Physical Sciences (3 credits) [new course to provide content expertise in physical science, physics, and chemistry topics] |
| Total: 38-39 hours | Total: 36 hours |

Georgia College

Form for Proposal of New Graduate Courses

EDMG 5214 Middle Grades Learner

1. Department: Department of Teacher Education
2. Number of credit hours: 3
3. Hours (L-L-C): 3-0-3
4. Repeatable or nonrepeatable: repeatable
5. Grade type: Normal
6. Prerequisite or co-requisite: None
7. Required or elective: Required in Middle Grades MAT
8. Rationale: The MAT is being revised to be 100% online to meet students needs throughout the region. We are also rearranging content and combining key topics into courses to allow for more content-related offerings from Arts and Sciences.
9. How often will the course be offered: every spring
10. Who will teach the course: Dr. Kristina Falbe

Will additional faculty members be needed: No

1. Are there alternative faculty available to teach this course to ensure stability of the course over time: Yes, faculty from the middle grades program and other Teacher Education program areas could assist.
2. How does this course contribute to the existing program: This will provide a focus on the middle grade student and his or her place in the community.
3. How will the existing program of study change as a result of this course: The EDMG 5212 and EDMG 5255 courses will be combined into this one course.
4. Does the proposed course duplicate other courses on this campus: No
5. How will the demand be met for additional library and technology resources, if any: There will not be an additional demand.
6. Will any additional library or other resources be required by the student: Students will have to purchase a LiveText account.
7. Attach a course syllabus and proposed catalog description
   1. Title and Number
   2. Description
   3. Course function
   4. Course topics
   5. Expected student learning outcomes
   6. Grading criteria
   7. Course work that fosters independent learning
   8. Prerequisites
   9. Advanced graduate content.

Date: 9/16/16

Dean: 

EDMG 5214 Middle Grades Learner Abbreviated Syllabus

1. Title and Number: Middle Grades Learner; EDMG 5214
2. 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 will be a required course in the middle grades MAT and contains topic necessary for certification.
4. Course topics:
   1. Young Adolescent Development
   2. Diversity and Adolescent Development
   3. Middle Grades Philosophy and School Organization
   4. Family, School, and Community Relations
   5. Outside Influences on Learning
   6. Middle Grades Learning and the Learner
   7. Middle Level Professional Roles
   8. Ethics
5. Expected student learning outcomes:

By the end of this course:

* 1. Middle level teacher candidates will demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own. (AMLE 1.a Knowledge of Young Adolescent Development)
  2. Middle level teacher candidates will demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents. (AMLE 1b. Knowledge of the Implications of Diversity on Young Adolescent Development)
  3. Middle level teacher candidates will use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies. (AMLE 1c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction.
  4. Middle level teacher candidates will apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs. (AMLE 1d. Implications of Young Adolescent Development for Middle Level Programs and Practices)
  5. AMLE 1d. Implications of Young Adolescent Development for Middle Level Programs and Practices)
  6. Middle level teacher candidates will utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time. (AMLE 3b. Middle Level Organization and Best Practices)
  7. Middle level teacher candidates will employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). (AMLE 4b. Middle Level Instructional Strategies)
  8. Middle level teacher candidates will understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents). (AMLE 5a. Professional Roles of Middle Level Teachers)
  9. Middle level teacher candidates will understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). (AMLE 5c. Working with Family Members and Community Involvement)

1. 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 labs, individual and group projects, written reflections, papers, on-line discussions board postings, tests. Work submitted is expected to be professionally compiled and presented. The grading scale will be:

91-lOO= A

81-90=B

71-80=C

61-70=D

Below 61=F

1. Course work that fosters independent learning: Course readings and online discussion postings.
2. Prerequisites: none
3. Advanced graduate content: Development of a Philosophy of Middle Grades Education.

Georgia College

Form for Proposal of New Graduate Courses

EDMG 6242 STEM Methods

1. Department: Department of Teacher Education
2. Number of credit hours: 3
3. Hours (L-L-C): 3-0-3
4. Repeatable or nonrepeatable: repeatable
5. Grade type: Normal
6. Prerequisite or co-requisite: None
7. Required or elective: Required in Middle Grades MAT
8. Rationale: The MAT is being revised to be 100% online to meet students needs throughout the region. We are also rearranging content and combining key topics into courses to allow for more content-related offerings from Arts and Sciences.
9. How often will the course be offered: every fall
10. Who will teach the course: Dr. Miriam Jordan

Will additional faculty members be needed: No

1. Are there alternative faculty available to teach this course to ensure stability of the course over time: Yes, faculty from other Teacher Education program areas could assist.
2. How does this course contribute to the existing program: It will provide strategies for teaching in the STEM areas.
3. How will the existing program of study change as a result of this course: This course will replace EDMG 5250, EDMG 5240, and EDMG 5245.
4. Does the proposed course duplicate other courses on this campus: No
5. How will the demand be met for additional library and technology resources, if any: There will not be an additional demand.
6. Will any additional library or other resources be required by the student: Students will have to purchase a LiveText account.
7. Attach a course syllabus and proposed catalog description
   1. Title and Number
   2. Description
   3. Course function
   4. Course topics
   5. Expected student learning outcomes
   6. Grading criteria
   7. Course work that fosters independent learning
   8. Prerequisites
   9. Advanced graduate content.

Date: 9/16/16

Dean: 

EDMG 6242 STEM Methods

1. Title and Number: STEM Methods EDMG 6242
2. Description: The purpose of this course is to provide teacher candidates with content-specific knowledge, methods, and theoretical basis necessary for success in the middle school science and mathematics classrooms. The course content emphasizes: teaching for conceptual understanding, problem solving, reasoning and sense making, inquiry (hands-on and minds-on instruction), modeling, representations, use of technology, and especially, design of interdisciplinary, integrated curricular units. The course is also designed to help teacher candidates to develop an understanding of how to use national and state science (e.g., the Next Generation Science Standards [NGSS]) and mathematics (e.g., the Common Core State Standards-Mathematics [CCSSM]) standards in lesson planning, instruction, and assessment, and become aware of various teaching resources that are available to enrich math instruction.
3. Course function: This will be a required course in the middle grades MAT and contains topic necessary for certification.
4. Course topics:
   1. Middle Level Instruction and Assessment
   2. Middle Level Instructional Strategies
   3. Middle Level Assessment and Data-informed instruction
   4. Young Adolescent Motivation
   5. Middle Level Student Standards
   6. Interdisciplinary Nature of Knowledge
   7. Subject Matter Content Knowledge
5. Expected student learning outcomes:
   1. Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.
   2. Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family, composition).
   3. Middle Level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, adjusting instruction based on the knowledge gained.
   4. Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, and contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.
   5. Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.
   6. Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.
   7. Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health).
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 labs, individual and group projects, written reflections, papers, on-line discussions board postings, tests. Work submitted is expected to be professionally compiled and presented. The grading scale will be:

91-lOO= A

81-90=B

71-80=C

61-70=D

Below 61=F

1. Course work that fosters independent learning: Discussion posts based on course readings.
2. Prerequisites: none
3. Advanced graduate content: Students will create an integrated curriculum unit.

Georgia College

Form for Proposal of New Graduate Courses

EDEX 6123 Positive Behavior Interventions and Supports

1. Department: Department of Teacher Education
2. Number of credit hours: 3
3. Hours (L-L-C): 3-0-3
4. Repeatable or nonrepeatable: repeatable
5. Grade type: Normal
6. Prerequisite or co-requisite: None
7. Required or elective: Required in Middle Grades MAT
8. Rationale: The MAT is being revised to be 100% online to meet students needs throughout the region. We are also rearranging content and combining key topics into courses to allow for more content-related offerings from Arts and Sciences.
9. How often will the course be offered: every summer
10. Who will teach the course: Dr. Rob Sumowski

Will additional faculty members be needed: No

1. Are there alternative faculty available to teach this course to ensure stability of the course over time: Yes, faculty from other Teacher Education program areas could assist.
2. How does this course contribute to the existing program: This course will assist teachers in developing positive classroom management strategies.
3. How will the existing program of study change as a result of this course: This is a new course to the program and does not replace any courses.
4. Does the proposed course duplicate other courses on this campus: No
5. How will the demand be met for additional library and technology resources, if any: There will not be an additional demand.
6. Will any additional library or other resources be required by the student: Students will have to purchase a LiveText account.
7. Attach a course syllabus and proposed catalog description
   1. Title and Number
   2. Description
   3. Course function
   4. Course topics
   5. Expected student learning outcomes
   6. Grading criteria
   7. Course work that fosters independent learning
   8. Prerequisites
   9. Advanced graduate content.

Date: 9/16/16

Dean: 

EDEX 6123 Positive Behavior Interventions and Supports

1. Title and Number: Positive Behavior Interventions and Supports EDEX 6123
2. Description: This course serves as the first in a three-part series of courses designed to acclimate and educate the practicing educator in the concepts, research, and issues surround implementation of Positive Behavior Interventions and Supports (PBIS), an evidenced-based framework for solving student behavioral issues through proactive and positive behavior management, at the primary, secondary and tertiary levels. The second course in the series focuses on PBIS at the classroom level, while the final course focuses on district-level support and management of PBIS, the creation of behavior support programs, and methods for addressing challenges both in managing PBIS and intensive behaviors at the tertiary level. The initial course, An Introduction to Positive Behavior Interventions and Supports (EDEX 6850), focuses specifically on an introduction to school climate and culture and its influence on student achievement and behavior. Emphasis will be placed on an introduction to the PBIS framework, philosophy, core beliefs, and components and its role within school culture and climate, and concludes with a project in which students will design a school-wide PBIS program from scratch. The ultimate purpose of each of these steps is to assist students in developing a foundation upon which students may become architects of change within their districts and schools.
3. Course function: This will be a required course in the middle grades MAT and contains topic necessary for teachers to be successful in their classrooms.
4. Course topics:
   1. PBIS Program Design
   2. School Profiles
   3. PBIS leadership teams
   4. School's Expectations for Positive Behaviors
   5. Implementation Strategies
   6. Monitoring
   7. Assessment
5. Expected student learning outcomes:

At the completion of this course students will be able to:

* 1. Identify school culture and climate and be able to demonstrate knowledge of each term's key aspects, research base, and implications in 21st School settings.
  2. Summarize evidence-based methods of measuring school climate.
  3. Articulate a thorough understanding of the influence of external forces such as race, SES, and poverty on school culture and climate.
  4. Demonstrate knowledge of the role of Positive Behavior Interventions and Supports (PBIS) on school culture, climate, and student achievement.
  5. Articulate central components of PBIS, its core beliefs, and methods of implementation at the school level.
  6. Evaluate the research base upon which PBIS is built.
  7. Apply knowledge of the core beliefs and principles of PBIS by creating a pilot PBIS program at a target school.  
     8. Demonstrate a synthesis of core PBIS concepts, the role of PBIS in school climate, and factors to be considered when designing and implementing school-wide PBIS in practical settings.

1. 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 labs, individual and group projects, written reflections, papers, on-line discussions board postings, tests. Work submitted is expected to be professionally compiled and presented. The grading scale will be:

91-lOO= A

81-90=B

71-80=C

61-70=D

Below 61=F

1. Course work that fosters independent learning: Readings and online discussion posts.
2. Prerequisites: none
3. Advanced graduate content: PBIS Program Design Assignment

Georgia College

Form for Proposal of New Graduate Courses

MATH 5001 Middle Grades Mathematics I

1. Department: Department of Mathematics
2. Number of credit hours: 3
3. Hours (L-L-C): 3-0-3
4. Repeatable or nonrepeatable: repeatable
5. Grade type: Normal
6. Prerequisite or co-requisite: None
7. Required or elective: Required in Middle Grades MAT
8. Rationale: The MAT is being revised to be 100% online to meet students needs throughout the region. We are also rearranging content and combining key topics into courses to allow for more content-related offerings from Arts and Sciences.
9. How often will the course be offered: every summer
10. Who will teach the course: Dr. Angel Abney

Will additional faculty members be needed: No

1. Are there alternative faculty available to teach this course to ensure stability of the course over time: Yes, faculty from the Math department could assist.
2. How does this course contribute to the existing program:
3. How will the existing program of study change as a result of this course:
4. Does the proposed course duplicate other courses on this campus: No
5. How will the demand be met for additional library and technology resources, if any: There will not be an additional demand.
6. Will any additional library or other resources be required by the student: Students will have to purchase a LiveText account.
7. Attach a course syllabus and proposed catalog description
   1. Title and Number
   2. Description
   3. Course function
   4. Course topics
   5. Expected student learning outcomes
   6. Grading criteria
   7. Course work that fosters independent learning
   8. Prerequisites
   9. Advanced graduate content.

Date: 9/16/16

Dean: 

MATH 5001 Middle Grades Mathematics I

1. Title and Number: Middle Grades Mathematics I MATH 5001
2. Description: Part one of numbers and operations, algebra, functions and graphs, geometry, measurement, probability, statistics, and discrete mathematics concept development. Strategies of problem solving will be used and discussed in the context of various topics.
3. Course function: This will be a required course in the middle grades MAT and contains topic necessary for teachers to be successful in their classrooms.
4. Course topics:
   1. numbers and operations,
   2. algebra,
   3. functions and graphs,
   4. geometry,
   5. measurement,
   6. probability,
   7. statistics, and
   8. discrete mathematics concept development
5. Expected student learning outcome:
   1. Middle level teacher candidates will demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach.
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 labs, individual and group projects, written reflections, papers, on-line discussions board postings, tests. Work submitted is expected to be professionally compiled and presented. The grading scale will be:

91-lOO= A

81-90=B

71-80=C

61-70=D

Below 61=F

1. Course work that fosters independent learning: Discussion posts and independent assignments.
2. Prerequisites: none
3. Advanced graduate content: Independent assignments.

Georgia College

Form for Proposal of New Graduate Courses

MATH 5002 Middle Grades Mathematics II

1. Department: Department of Mathematics
2. Number of credit hours: 3
3. Hours (L-L-C): 3-0-3
4. Repeatable or nonrepeatable: repeatable
5. Grade type: Normal
6. Prerequisite or co-requisite: None
7. Required or elective: Required in Middle Grades MAT
8. Rationale: The MAT is being revised to be 100% online to meet students needs throughout the region. We are also rearranging content and combining key topics into courses to allow for more content-related offerings from Arts and Sciences.
9. How often will the course be offered:
10. Who will teach the course: Dr. Angel Abney

Will additional faculty members be needed: No

1. Are there alternative faculty available to teach this course to ensure stability of the course over time: Yes, faculty from the Math Department could assist.
2. How does this course contribute to the existing program:
3. How will the existing program of study change as a result of this course:
4. Does the proposed course duplicate other courses on this campus: No
5. How will the demand be met for additional library and technology resources, if any: There will not be an additional demand.
6. Will any additional library or other resources be required by the student: Students will have to purchase a LiveText account.
7. Attach a course syllabus and proposed catalog description
   1. Title and Number
   2. Description
   3. Course function
   4. Course topics
   5. Expected student learning outcomes
   6. Grading criteria
   7. Course work that fosters independent learning
   8. Prerequisites
   9. Advanced graduate content.

Date: 9/16/16

Dean: 

MATH 5002 Middle Grades Mathematics II

1. Title and Number: Middle Grades Mathematics II MATH 5002
2. Description: Part two of numbers and operations, algebra, functions and graphs, geometry, measurement, probability, statistics, and discrete mathematics concept development. Strategies of problem solving will be used and discussed in the context of various topics.
3. Course function: This will be a required course in the middle grades MAT and contains topic necessary for teachers to be successful in their classrooms.
4. Course topics:
   1. numbers and operations,
   2. algebra,
   3. functions and graphs,
   4. geometry,
   5. measurement,
   6. probability,
   7. statistics,
   8. discrete mathematics concept development
5. Expected student learning outcome:
   1. Middle level teacher candidates will demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach
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 labs, individual and group projects, written reflections, papers, on-line discussions board postings, tests. Work submitted is expected to be professionally compiled and presented. The grading scale will be:

91-lOO= A

81-90=B

71-80=C

61-70=D

Below 61=F

1. Course work that fosters independent learning: independent assignments and discussion posts
2. Prerequisites: none
3. Advanced graduate content: Independent assignments.

Georgia College

Form for Proposal of New Graduate Courses

BIOL 5012 Middle Grades Life Sciences

1. Department: Department of Biology
2. Number of credit hours: 3
3. Hours (L-L-C): 3-0-3
4. Repeatable or nonrepeatable: repeatable
5. Grade type: Normal
6. Prerequisite or co-requisite: None
7. Required or elective: Required in Middle Grades MAT
8. Rationale: The MAT is being revised to be 100% online to meet students needs throughout the region. We are also rearranging content and combining key topics into courses to allow for more content-related offerings from Arts and Sciences.
9. How often will the course be offered:
10. Who will teach the course: Dr. Christine M. Mutiti

Will additional faculty members be needed: No

1. Are there alternative faculty available to teach this course to ensure stability of the course over time: Yes, faculty from the Biology department could assist.
2. How does this course contribute to the existing program:
3. How will the existing program of study change as a result of this course:
4. Does the proposed course duplicate other courses on this campus: No
5. How will the demand be met for additional library and technology resources, if any: There will not be an additional demand.
6. Will any additional library or other resources be required by the student: Students will have to purchase a LiveText account.
7. Attach a course syllabus and proposed catalog description
   1. Title and Number
   2. Description
   3. Course function
   4. Course topics
   5. Expected student learning outcomes
   6. Grading criteria
   7. Course work that fosters independent learning
   8. Prerequisites
   9. Advanced graduate content.

Date: 9/16/16

Dean: 

BIOL 5012 Middle Grades Life Sciences

1. Title and Number: Middle Grades Life Sciences BIOL 5012
2. Description: Overview of scientific inquiry and the processes of science, cells and cellular processes, genetics, evolution, organisms, and ecology and the earth.
3. Course function: This will be a required course in the middle grades MAT and contains topic necessary for teachers to be successful in their classrooms.
4. Course topics:
   1. scientific inquiry and the processes of science,
   2. cells and cellular processes,
   3. genetics,
   4. evolution,
   5. organisms, and
   6. ecology and the earth
5. Expected student learning outcomes:
   1. Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach.
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 labs, individual and group projects, written reflections, papers, on-line discussions board postings, tests. Work submitted is expected to be professionally compiled and presented. The grading scale will be:

91-lOO= A

81-90=B

71-80=C

61-70=D

Below 61=F

1. Course work that fosters independent learning: online discussions and independent assignments.
2. Prerequisites: none
3. Advanced graduate content: Independent assignments

Georgia College

Form for Proposal of New Graduate Courses

PHSC 5012 Middle Grades Physical Science

1. Department: Chemistry, Physics and Astronomy Department
2. Number of credit hours: 3
3. Hours (L-L-C): 3-0-3
4. Repeatable or nonrepeatable: repeatable
5. Grade type: Normal
6. Prerequisite or co-requisite: None
7. Required or elective: Required in Middle Grades MAT
8. Rationale: The MAT is being revised to be 100% online to meet students needs throughout the region. We are also rearranging content and combining key topics into courses to allow for more content-related offerings from Arts and Sciences.
9. How often will the course be offered: every summer
10. Who will teach the course: Dr. Ken McGill or other physics faculty

Will additional faculty members be needed: No

1. Are there alternative faculty available to teach this course to ensure stability of the course over time: Yes, faculty from the Chemistry, Physics and Astronomy Department could assist.
2. How does this course contribute to the existing program:
3. How will the existing program of study change as a result of this course:
4. Does the proposed course duplicate other courses on this campus: No
5. How will the demand be met for additional library and technology resources, if any: There will not be an additional demand.
6. Will any additional library or other resources be required by the student: Students will have to purchase a LiveText account.
7. Attach a course syllabus and proposed catalog description
   1. Title and Number
   2. Description
   3. Course function
   4. Course topics
   5. Expected student learning outcomes
   6. Grading criteria
   7. Course work that fosters independent learning
   8. Prerequisites
   9. Advanced graduate content.

Date: 9/16/16

Dean: 

PHSC 5012 Middle Grades Physical Science

1. Title and Number: Middle Grades Physical Science PHSC 5012
2. Description:
   1. Overview of scientific inquiry and the processes of science, atoms, matter, energy, periodic table, magnetism and electricity, mechanics, waves, and the application of physical science concepts to earth systems.
3. Course function: This will be a required course in the middle grades MAT and contains topic necessary for teachers to be successful in their classrooms.
4. Course topics:
   1. scientific inquiry and the processes of science,
   2. atoms,
   3. matter,
   4. energy,
   5. periodic table,
   6. magnetism and electricity,
   7. mechanics,
   8. waves, and
   9. the application of physical science concepts to earth systems.
5. Expected student learning outcomes:
   1. Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach.
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 labs, individual and group projects, written reflections, papers, on-line discussions board postings, tests. Work submitted is expected to be professionally compiled and presented. The grading scale will be:

91-lOO= A

81-90=B

71-80=C

61-70=D

Below 61=F

1. Course work that fosters independent learning: Independent assignments and online discussions.
2. Prerequisites: none
3. Advanced graduate content: Independent assignments.

**BOR SUBSTANTIVE CHANGE/PROGRAM MODIFICATION**

***Curricular Change to an Existing Program***

Institution: Georgia College and State University

Institutional Contact (President or Vice President for Academic Affairs): Interim Provost Costas Spirou

Date: 2/3/16

School/Division: College of Education

Department: Teacher Education

Degree Name: Master of Arts in Teaching

Major: Middle Grades Education

CIP Code: 13.1203

Anticipated Start Date for Curricular Changes: Spring 2017

Rationale for Curriculum Modification: Georgia College and State University’s College of Education would like to refocus this degree to be STEM oriented to meet the ongoing critical shortages for STEM teachers in Georgia. Also, to better serve teachers already hired without certification, we are proposing this program be offer 100% online with the exception of actual field experiences and internships in the middle schools local to the students. Additionally, due to the recent edTPA requirement as well as the GACE content requirement, we would like to include more STEM content in the program and eliminate the previous option of reading and one STEM, English, or Social Studies area. The content-specific coursework will be offered by the faculty in the Arts and Sciences College.

Curriculum Comparison:

|  |  |
| --- | --- |
| Current Program of Study | Proposed Program of Study |
| * [EDMG 5001](http://catalog.gcsu.edu/en/2015-2016/Graduate-Catalog/Course-Descriptions/EDMG-Middle-Grades-Education/5000/EDMG-5001) Prof Seminar & Field Studies (1 credit) * [EDMG 5212](http://catalog.gcsu.edu/en/2015-2016/Graduate-Catalog/Course-Descriptions/EDMG-Middle-Grades-Education/5000/EDMG-5212) Learning and the Learner (3 credits) * [EDMG 5250](http://catalog.gcsu.edu/en/2015-2016/Graduate-Catalog/Course-Descriptions/EDMG-Middle-Grades-Education/5000/EDMG-5250) Pedagogy & Nature/Disciplines (3 credits) * [EDMG 5002](http://catalog.gcsu.edu/en/2015-2016/Graduate-Catalog/Course-Descriptions/EDMG-Middle-Grades-Education/5000/EDMG-5002) Prof Seminar/Field Studies/MG MAT (2 credits) * [EDMG 5240](http://catalog.gcsu.edu/en/2015-2016/Graduate-Catalog/Course-Descriptions/EDMG-Middle-Grades-Education/5000/EDMG-5240) Curriculum & Instruction (3 credits) * [EDMG 5245](http://catalog.gcsu.edu/en/2015-2016/Graduate-Catalog/Course-Descriptions/EDMG-Middle-Grades-Education/5000/EDMG-5245) Curriculum & Assessment (3 credits) * [EDRD 5210](http://catalog.gcsu.edu/en/2015-2016/Graduate-Catalog/Course-Descriptions/EDRD-Reading/5000/EDRD-5210) The Teaching of Reading (3 credits) * [EDRD 6000](http://catalog.gcsu.edu/en/2015-2016/Graduate-Catalog/Course-Descriptions/EDRD-Reading/6000/EDRD-6000) Theory & Process of Literature Learning (2-3 credits) * [EDRD 6001](http://catalog.gcsu.edu/en/2015-2016/Graduate-Catalog/Course-Descriptions/EDRD-Reading/6000/EDRD-6001) Reading Assessment (3 credits) * [EDEX 6111](http://catalog.gcsu.edu/en/2015-2016/Graduate-Catalog/Course-Descriptions/EDEX-Special-Education/6000/EDEX-6111) Exceptional Individual in Regular Classes (3 credits) * [EDMG 5255](http://catalog.gcsu.edu/en/2015-2016/Graduate-Catalog/Course-Descriptions/EDMG-Middle-Grades-Education/5000/EDMG-5255) Family/School/Community (3 credits) * [EDMG 5243](http://catalog.gcsu.edu/en/2015-2016/Graduate-Catalog/Course-Descriptions/EDMG-Middle-Grades-Education/5000/EDMG-5243) Capstone (3 credits) * [EDMG 5960](http://catalog.gcsu.edu/en/2015-2016/Graduate-Catalog/Course-Descriptions/EDMG-Middle-Grades-Education/5000/EDMG-5960) Internship (6 credits)   Total: 38 or 39 hours | New Courses Under Development   * Middle Grades Mathematics I (MATH 5001; 3 credits; fully online) * Middle Grades Mathematics II (MATH 5002; 3 credits; fully online) * Middle Grades Life Sciences 1 (life and environmental sciences; BIOL 5012; 3 credits; fully online) * Middle Grades Physical Sciences (physical sciences & chemistry; PHSC 5012; 3 credits; fully online) * STEM Methods (includes science, technology, engineering & math methods; EDMG 6242; 3 credits; fully online) * Middle Grades Learner (EDMG 5214; 3 credits; fully online) * Positive Behavior Interventions and Supports (classroom management; EDEX 6123; 3 credits; fully online)   Existing Courses   * EDMG 5960 Internship (6 credits, full time in a classroom) * EDEX 6111 Exceptional Individual in the Regular Classroom (3 credits) * EDRD 6150 Literature, Reading, and Writing in Content Fields (3 credits) * EDMG 5001 Professional Seminar and Field Studies (includes edTPA preparation and educational technology, change from 1 to 3 credits)   Total: 36 hours |

***Note: The completed form is to be submitted using the sharepoint tool and website under the auspices of the Vice President for Academic Affairs (submission url:*** [*https://sharepoint.bor.usg.edu/team\_sites/academicaffairs/SitePages/Home.aspx****)***](https://sharepoint.bor.usg.edu/team_sites/academicaffairs/SitePages/Home.aspx))

**Georgia Professional Standards Commission**

**Revised Rule 505-03-.01**

**Substantive Change Template**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category, Page and Item # from the Rule** | **Exact Language from the Rule** | **Part(s) of the Program to be Changed** | **How will it be changed?** | **Timeline** | **Supporting Documentation (optional) Attached** |
| Rule 503-3-.19, Middle Grades Education Program, page 1 | Standard 1: Young Adolescent Development | * Standard 1 will be addressed in a combination of courses. | * A new graduate-level course titled “The middle grades learner” will be added to the curriculum to provide information on young adolescent development. * Application of this knowledge will be completed in the two existing courses: EDMG 5001: Professional seminar and field studies and EDMG: 5960 Internship. * Knowledge and skills will be validated through the GACE content assessment, the edTPA content pedagogy assessment, and course assessments. | * The middle grades learner course will be developed by summer of 2016 and offered during the 2016/2017 academic year. | * Course descriptions including standards and assessments |

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| Rule 503-3-.19, Middle Grades Education Program, page 1 | Standard 2: Middle Level Curriculum | * Standard 2 will be addressed in a combination of courses. | * Two new graduate-level courses covering math content will be added to the program to provide an overview of the middle grades math content. * Two new graduate-level courses covering science content (life and environmental sciences & physical sciences/chemistry) will be added to the program to provide an overview of the middle grades science content. * A new graduate-level STEM methods course (includes science, technology, engineering & math) will be added to the curriculum to develop the concepts such as curriculum design, integrated approaches to the curriculum, and planning and implementing instruction. * Knowledge and skills will be validated through the GACE content assessment, the edTPA content pedagogy assessment, and course assessments. | * The four content courses will be developed by summer of 2016 by the Arts and Science faculty and offered during the 2016/2017 academic year. * The STEM Methods course will be developed by summer of 2016 and offered during the 2016/2017 academic year. | * Course descriptions including standards and assessments |
| Rule 503-3-.19, Middle Grades Education Program, page 1 | Standard 3: Middle Level Philosophy and School Organization | * Standard 3 will be addressed in a combination of courses. | * A new graduate-level course titled “The middle grades learner” will be added to the curriculum to provide information on middle school philosophy, current research, and how middle schools are organized for student achievement. * Application of this knowledge will be completed in the two existing courses: EDMG 5001: Professional seminar and field studies and EDMG: 5960 Internship. * Knowledge and skills will be validated through the GACE content assessment, the edTPA content pedagogy assessment, and course assessments. | * The middle grades learner course will be developed by summer of 2016 and offered during the 2016/2017 academic year. | * Course descriptions including standards and assessments |

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| Rule 503-3-.19, Middle Grades Education Program, page 1 | Standard 4: Middle Level Instruction and Assessment | * Standard 4 will be addressed in a combination of courses. | * A new graduate-level STEM methods course (includes science, technology, engineering & math) will be added to the curriculum to develop the concepts such as information on data-informed instruction and assessment and instructional strategies. * A new graduate-level course titled “The middle grades learner” will be added to the curriculum to provide information on actively engaging students in their learning. * Application of this knowledge will be completed in the two existing courses: EDMG 5001: Professional seminar and field studies and EDMG: 5960 Internship. * Knowledge and skills will be validated through the GACE content assessment, the edTPA content pedagogy assessment, and course assessments. | * The STEM methods course and middle grades learner course will be developed by summer of 2016 and offered during the 2016/2017 academic year. | * Course descriptions including standards and assessments |

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| Rule 503-3-.19, Middle Grades Education Program, page 2 | Standard 5: Middle Level Professional Roles | * Standard 5 will be addressed in the internship/seminar courses. | * Middle level professional roles will be discussed in the two existing courses: EDMG 5001: Professional seminar and field studies and EDMG: 5960 Internship. * Knowledge and skills will be validated through the GACE content assessment, the edTPA content pedagogy assessment, and course assessments. * Ethics and ethical practice will be validated through the GACE Ethics assessments. | * The EDMG 5001: Professional seminar and field studies and EDMG: 5960 Internship courses will be offered during the 2016/2017 academic year. | * Course descriptions including standards and assessments |

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| Rule 503-3-.19, Middle Grades Education Program, page 2 | Reading and Writing | * The reading and writing knowledge and skills will be addressed in the EDRD 6150: Literature, reading, and writing in content fields course. | * The EDRD 6150: Literature, reading, and writing in content fields course addresses topics such as literacy development, adolescent reading and writing, assessment, and learning from content area texts. * Knowledge and skills will be validated through the GACE content assessment, the edTPA content pedagogy assessment, and course assessments. | * The EDRD 6150: Literature, reading, and writing in content fields  course will be offered during the 2016/2017 academic year. | * Course descriptions including standards and assessments |

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| Rule 503-3-.19, Middle Grades Education Program, page 2 | Areas of Concentration | * There will be a required combination 9 credits of undergraduate/ graduate math work plus the 6 credits of coursework in the program. * There will be a required combination 9 credits of undergraduate/ graduate science work plus the 3 credits of physical science and 3 hours of life and earth science coursework in the program. | * Transcripts will be evaluated to ensure the 9 credits of undergraduate/graduate math and 9 credits of undergraduate/graduate science. * Content knowledge and skills will be validated through the GACE content assessment, the edTPA content pedagogy assessment, and course assessments. | * The four content courses will be developed by summer of 2016 and offered during the 2016/2017 academic year. | * Course descriptions including standards and assessments |

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| Rule 503-3-.19, Middle Grades Education Program, page 11 | Mathematics Concentration | * There will be a required combination 9 credits of undergraduate/ graduate math work plus the 6 credits of coursework in the program. | * The two graduate-level mathematics courses, along with the STEM Methods course, will meet the standards published by the National Council of Teachers of Mathematics to include:   + Content knowledge   + Mathematical practices   + Content pedagogy   + Mathematical learning environment   + Impact on student learning   + Professional knowledge and skills * Content knowledge and skills will be validated through the GACE content assessment, the edTPA content pedagogy assessment, and course assessments. | * The math content courses and STEM methods course will be developed by summer of 2016 and offered during the 2016/2017 academic year. | * Course descriptions including standards and assessments |

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| Rule 503-3-.19, Middle Grades Education Program, page 11 | Science Concentration | * There will be a required combination 9 credits of undergraduate/ graduate science work plus the 6 credits of coursework in the program (3 earth and life and 3 physical science). | * The two science content courses, along with the STEM Methods course, will include the content and skills adapted from the National Science Teachers Association and published in the 505-3-.19 rule.      * Content knowledge and skills will be validated through the GACE content assessment, the edTPA content pedagogy assessment, and course assessments. | * The science content courses and STEM methods course will be developed by summer of 2016 and offered during the 2016/2017 academic year. | * Course descriptions including standards and assessments |

**OFFICIALLY AUTHORIZED MASTER COURSE FILE CHANGE FORM**

**Action Discipline Course Course Title Hours Repeatable Grade Prerequisite Co-Requisite**

Abbr Number (L-L-C) Type

A-Add

M-Modify

D-Delete

Modify EDMG 5001 Professional Seminar and 3 RP N None

Field Studies

Add EDMG 5214 Middle Grades Learner 3 RP N None

Add EDMG 6242 STEM Methods 3 RP N None

Add EDEX 6123 Positive Behavior Interventions 3 RP N None

And Supports

Add MATH 5001 Middle Grades Mathematics I 3 RP N None

Add MATH 5002 Middle Grades Mathematics II 3 RP N None

Add BIOL 5012 Middle Grades Life Sciences 3 RP N None

Add PHSC 5012 Middle Grades Physical 3 RP N None

Sciences

**COMMENTS: All courses will be 100% online.**

**LAB FEE INFORMATION: In addition to the existing course fee, there will be a $310 lab fee associated with EDMG 5960 Internship and used to pay for the edTPA**

**Effective Semester / Year Spring 2017**

**Approved By  Date: 9/9/2016**

**(Dean)**

**Approved By \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Academic Vice President)**

**Updated 7/2007(REVISED Council of Deans)**

**Course Descriptions including Key Standards, Outcomes, and Assessments**

1. **EDRD 6150 Literature, Reading, & Writing in Content Fields [offered online every summer] [Current course but new to this program]**
   1. Course Description
      1. This course is designed to develop teachers’ understanding of literacy principles, instruction, and development in disciplinary content subjects. Through the course content and activities, teachers will become more effective in their understanding of strategies for enhancing student engagement, improving comprehension, incorporating writing and technology as tools of learning, and integrating literacy strategies in content areas by utilizing successful teaching strategies and developing student self-regulated learning strategies.
   2. AMLE Standards/Student Learning Outcomes
      1. Standard 2, Element C. Interdisciplinary Nature of Knowledge: Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health).
   3. PSC Rule 505-3-.19
      1. PSC Reading and Writing. The program shall prepare candidates who understand and apply principles of teaching reading and writing at the middle grades level and who meet the following elements of the standards specified by the International Reading Association (IRA) Standards for Reading Professionals, 2010. This requirement may be met in a separate three (3) semester-hour course, or content may be embedded in courses and experiences throughout the preparation program: (i) Candidates use knowledge of adolescent literacy development; (ii) Candidates apply knowledge of the teaching of reading and writing to adolescents; (iii) Candidates use knowledge of formal and informal literacy assessment strategies in the content areas; (iv) Candidates apply knowledge of how to meet the needs of students who read at differing levels; and (v) Candidates demonstrate knowledge of how to facilitate all students’ learning from content area texts.
         1. Assessment
            1. Text Set Project

Description: The Georgia Standards of Excellence (GSE) emphasize reading as a variety of increasingly challenging text across content areas and text formats or genres. Educators involved in developing the standards encourage teachers to bring a range of interesting supplemental text representing a continuum of print and multimodal variation into their content area classrooms. In addition, creating text sets that represent a range of genre and text complexity around a curriculum topic or unit will provide opportunities for differentiating reading materials to support reading development and content learning of all students. The assignment involves gathering a text set of reading resource materials related to the topic of your content literacy curriculum inquiry (reflective inquiry that leads to development of a unit of instruction).

* 1. PSC Rule 505-3-.01 (None)
  2. INTASC Standards (None)
  3. CAEP Standards (None)
  4. Degree Qualifications Profile (DQP) Learning Outcomes
     1. Applied and Collaborative Learning

1. **EDEX 6111 Exceptional Individual in the Regular Classroom [offered online every summer] [Current course]**
   1. Course Description
      1. Focuses on the identification of and basic techniques for working with the exceptional individual in the regular classroom. Meets requirements of House Bill 671. This course is required for teacher certification in the State of Georgia.
   2. AMLE Standards/Student Learning Outcomes
      1. Standard 1, Element B. Knowledge of the Implications of Diversity on Young Adolescent Development: Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents’ local, national, and international histories, language/ dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents.
      2. Standard 5, Element B. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices: Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students' learning.
      3. Standard 5, Element C. Working with Family Members and Community Involvement: Middle level teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).
2. PSC Rule 505-3-.19
3. Standard 1: Young Adolescent Development Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents. Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents and participate successfully in instructional practices that acknowledge and value the diversity of all young adolescents.
4. PSC Rule 505-3-.01
5. GaPSC-approved educator preparation providers shall require candidates seeking certification in a teaching field, educational leadership and/or the service fields of Media Specialist and School Counseling to complete either five (5) or more quarter hours or three (3) or more semester hours of coursework in the identification and education of children who have special educational needs or the equivalent, through a Georgia-approved professional learning program. This requirement may be met in a separate course, or content may be embedded in courses and experiences throughout the preparation program.
   * + 1. Assessment
          1. Student Support Team (Response to Intervention)

Description: Initial Evaluation, Re-Evaluation, and IEP and/or 504 Meeting. Provide a description of each meeting to include the purpose of the meeting, list of participants and roles, discussion of the meeting and its outcomes, and information that demonstrates your understanding of how these meetings relate to the law and to class information. Use pseudonyms to protect confidentiality.

1. INTASC Standards (None)
2. CAEP Standards (None)
3. Degree Qualifications Profile (DQP) Learning Outcomes
   1. Applied and Collaborative Learning
4. **EDMG 5001 Professional Seminar and Field Studies (Note: field experiences are required at two levels in grades 4-5 and 6-8) [offered online as a special topics course by Dr. Miriam Jordan in the fall of 2016; change from 1 credit to 3 credits]**
   1. Course Description
      1. Candidates will demonstrate in public school classrooms, their entry level proficiency as teachers by drawing on deep content knowledge; planning, implementing, and evaluating curriculum; fostering and assessing student learning; identifying and planning for the needs of diverse learners; and contributing positively to the educational life of the school and community.
   2. AMLE Standards/Student Learning Outcomes (PSC Rule 505-3-.19 Standards)
      1. AMLE Standard 1, Element A. Knowledge of Young Adolescent Development: Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own.
      2. AMLE Standard 1, Element D. Implications of Young Adolescent Development for Middle Level Programs and Practices: Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs.
      3. AMLE Standard 2, Element B. Middle Level Student Standards: Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.
      4. AMLE Standard 3, Element B. Middle Level Organization and Best Practices: Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, and 7-12).
      5. AMLE Standard 4, Element A. Content Pedagogy: Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.
      6. AMLE Standard 4, Element C. Middle Level Assessment and Data-informed Instruction: Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.
      7. AMLE Standard 4, Element D. Young Adolescent Motivation: Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, and contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.
      8. AMLE Standard 5, Element d. Dispositions and Professional Behaviors: Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.
         1. Assessment
            1. Teacher Work Sample/Sample edTPA

Description: Using <http://georgiastandards.org> the candidate will identify a strand within his/her content area of expertise to vertically align, K-12. This learning task will provide the standards that the candidate will work from to create lesson plans in this content area. Based on the vertical alignment project, the candidate will identify one content topic and relevant standard(s) and, using UBD protocol, plan a learning segment (a mini-unit) of five lesson. Depending on the situation, the candidate may select an alternate topic with other standards, if approved by instructor and partner teacher. The candidate will submit the five sequential lesson plans for approval to the instructor and partner teacher at least one week prior to the scheduled delivery of the instruction. Once approved, the candidate will implement at least three of the plans, including assessment. The components listed above will be consolidated into a practice EdTPA format for evaluation of progress toward readiness for the official EdTPA.

* 1. PSC Rule 505-3-.19 Standards
     1. PSC Standard 3: Middle Level Philosophy and School Organization Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the historical and philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components. Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.
     2. PSC Standard 4: Middle Level Instruction and Assessment Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They establish and 505-3-.19 Page 2 maintain equitable, caring, and productive learning environments for all young adolescents. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., gender, race, ethnicity, culture, age, appearance, ability, sexual orientation, gender expression, gender identity, socioeconomic status, family composition). They use instructional strategies and technologies that are especially effective in the subjects that they teach in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. Middle level teacher candidates develop and administer assessments and use them as formative and summative tools for assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.
     3. PSC Standard 5: Middle Level Professional Roles Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.
        1. Assessment
           1. Teacher Work Sample/Sample edTPA
  2. PSC Rule 505-3-.01
     1. GaPSC-approved educator preparation providers shall require in all programs leading to initial certification and endorsement programs, field experiences that include organized and sequenced engagement of candidates in settings that provide them with opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards. The experiences must be systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their knowledge and skills. Since observation is a less rigorous method of learning, emphasis should be on field experience sequences that require active professional practice or demonstration and that 505-3-.01 Page 10 include substantive work with P-12 students or P-12 personnel as appropriate depending upon the preparation program. Field experience placements and sequencing will vary depending upon the program. Refer to the guidance document accompanying this rule for additional information related to field experiences and clinical practice.
     2. GaPSC-approved educator preparation providers shall ensure that candidates complete supervised field experiences consistent with the grade levels of certification sought. For Birth through Kindergarten programs, field experiences are required at three age levels: ages 0 to 2, ages 3 to 4, and kindergarten. For early childhood education programs (P-5), field experiences are required in three grade levels: PK-K, 1-3, and 4-5. For middle grades education programs, field experiences are required in two grade levels: 4-5 and 6-8. Programs leading to P-12 certification shall require field experiences in four grade levels: PK-2, 3-5, 6-8, and 9-12; and secondary education programs (6-12) shall require field experiences in two grade levels: 6-8 and 9-12.
        1. Assessment
           1. Teacher Work Sample/Sample edTPA
  3. INTASC Standards
     1. Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
        1. Assessment
           1. Teacher Work Sample/Sample edTPA
  4. CAEP Standards
     1. Standard 2: Clinical Partnerships and Practice: The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.
        1. Assessment
           1. Teacher Work Sample/Sample edTPA
  5. Degree Qualifications Profile (DQP) Learning Outcomes
     1. Applied and Collaborative Learning

1. **EDMG 5214 Middle Grades Learners (new course) [will be offered online as a special topics course in the spring 2017] [Developed by Dr. Kristina Falbe]**
   1. Course Description
      1. 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.
   2. AMLE Standards/Student Learning Outcomes
      1. AMLE Standard 1, Element C. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction. Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies.
      2. AMLE Standard 3, Element A. Middle Level Philosophical Foundations: Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.
         1. Assessment
            1. Middle Level Philosophy

Develop a middle grades philosophy based on the Association for Middle Level Education (AMLE) [This We Believe: Keys to Educating Young Adolescents](http://www.amle.org/Shop/ProductDetails.aspx?productid=%7bB8E51055-988B-4910-A3AC-97F70BDE4973%7d) document and other course readings.

* + 1. AMLE Standard 1: Young Adolescent Development: Element b. Knowledge of the Implications of Diversity on Young Adolescent Development: Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents.
       1. Assessment
          1. Middle Level Philosophy
  1. PSC Rule 505-3-.19 Standards
     1. Standard 1: Young Adolescent Development Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents. Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents and participate successfully in instructional practices that acknowledge and value the diversity of all young adolescents.
        1. Assessment
           1. Middle Level Philosophy
  2. PSC Rule 505-3-.01 (None)
  3. INTASC Standards
     1. Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
     2. Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
        1. Assessment
           1. Middle Level Philosophy
  4. CAEP Standards (None)
  5. Degree Qualifications Profile (DQP) Learning Outcomes
     1. Intellectual Skills

1. **EDMG 6242 STEM Methods Course (new course) (requires a field component in a school) [offered online as a special topics course in the fall 2016; Developed by Dr. Rui Kang]** 
   1. Course Description
      1. The purpose of this course is to provide teacher candidates with content-specific knowledge, methods, and theoretical basis necessary for success in the middle school science and mathematics classrooms. The course content emphasizes: teaching for conceptual understanding, problem solving, reasoning and sense making, inquiry (hands-on and minds-on instruction), modeling, representations, use of technology, and especially, design of interdisciplinary, integrated curricular units. The course is also designed to help teacher candidates to develop an understanding of how to use national and state science (e.g., the Next Generation Science Standards [NGSS]) and mathematics (e.g., the Common Core State Standards-Mathematics [CCSSM]) standards in lesson planning, instruction, and assessment, and become aware of various teaching resources that are available to enrich math instruction.
   2. AMLE Standards/Student Learning Outcomes
      1. Standard 4, Element B. Middle Level Instructional Strategies: Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).
      2. Standard 5, Element A. Professional Roles of Middle Level Teachers: Middle level teacher candidates understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents)
         1. Assessment
            1. STEM Integrated Curriculum Unit

Description: Design a STEM ICU consisting of three lessons. The unit should focus on the development of conceptual understanding (beyond procedural fluency) and of cross/multi-disciplinary (not memorization of isolated facts) enduring learning through an investigation of essential questions and concepts and through consultation of state and national standards. Start with selecting one Disciplinary Core Ideas (DCI) for one of the middle grades. Consult pp. 211-245 of the NGSS document posted under Week 16’s Course Content. Your DCI can be in life science, physical science, earth and space science, or engineering design. If your unit will cover more than one DCI, please identity all of them in your Commentary. Each of your three lesson plans must be written in the Understanding by Design (UbD) format. You may choose either of the two templates for writing your own lessons. In addition, Wiggins & McTighe’s white paper on the UbD framework is also posted under Week 16’s Course content for your reference. In each of your lesson plans, you must have a section that lists how your lesson is aligned with both the NGSS standards. For the NGSS standards, you must identify at least three Science and Engineering Practices and at least two Crosscutting Concepts that your unit addresses. For the CCSSM, please consult Appendix L of the NGSS document and cite the specific CCSSM standards that your lesson is aligned with. Alternatively, you may also directly use the CCSSM standards posted under Week 16’s course content. In addition to the science and math content, at least in one of your lessons, you must also have one of the following components: (1) an engineering design component, and (2) a technology incorporation component. You are highly encouraged to incorporate both components into your unit plan; however, you are not required to do so. You must also include some types of formative assessment in each of your lessons and list what evidence of learning you plan to collect from students. Feel free to use the probes and strategies in Keeley’s book. At the end of your last lesson, please design an evaluation tool for summative assessment to gauge students’ mastery of your learning and performance goals.

* 1. PSC Rule 505-3-.19 Standards
     1. PSC Standard 3: Middle Level Philosophy and School Organization Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the historical and philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components. Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.
     2. PSC Standard 4: Middle Level Instruction and Assessment Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They establish and 505-3-.19 Page 2 maintain equitable, caring, and productive learning environments for all young adolescents. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., gender, race, ethnicity, culture, age, appearance, ability, sexual orientation, gender expression, gender identity, socioeconomic status, family composition). They use instructional strategies and technologies that are especially effective in the subjects that they teach in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. Middle level teacher candidates develop and administer assessments and use them as formative and summative tools for assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.
        1. Assessment
           1. STEM Integrated Curriculum Unit
  2. PSC Rule 505-3-.01
     1. GaPSC-approved educator preparation providers shall require that candidates seeking certification demonstrate satisfactory proficiency in computer and other technology applications and skills, and satisfactory proficiency in integrating technology into student learning. This requirement may be met through content embedded in courses and experiences throughout the preparation program and through demonstration of knowledge and skills during field and clinical experiences. At a minimum, candidates shall be exposed to the specialized knowledge and skills necessary for effective teaching in a distance learning environment.
        1. Assessment
           1. STEM Integrated Curriculum Unit
  3. INTASC Standards
     1. Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
     2. Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
        1. Assessment
           1. STEM Integrated Curriculum Unit
  4. CAEP Standards (None)
  5. Degree Qualifications Profile (DQP) Learning Outcomes
     1. Applied and Collaborative Learning

1. **EDEX 6123 Positive Behavior Interventions and Supports (new course) [offered online as a special topics course in the summer of 2016, full term] [Developed by Dr. Rob Sumowski]**
   1. Course Description
      1. This course serves as the first in a three-part series of courses designed to acclimate and educate the practicing educator in the concepts, research, and issues surround implementation of Positive Behavior Interventions and Supports (PBIS), an evidenced-based framework for solving student behavioral issues through proactive and positive behavior management, at the primary, secondary and tertiary levels. The second course in the series focuses on PBIS at the classroom level, while the final course focuses on district-level support and management of PBIS, the creation of behavior support programs, and methods for addressing challenges both in managing PBIS and intensive behaviors at the tertiary level.  
           
         The initial course, An Introduction to Positive Behavior Interventions and Supports (EDEX 6850), focuses specifically on an introduction to school climate and culture and its influence on student achievement and behavior. Emphasis will be placed on an introduction to the PBIS framework, philosophy, core beliefs, and components and its role within school culture and climate, and concludes with a project in which students will design a school-wide PBIS program from scratch. The ultimate purpose of each of these steps is to assist students in developing a foundation upon which students may become architects of change within their districts and schools.
   2. AMLE Standards/Student Learning Outcomes
      1. AMLE Standard 4, Element D. Young Adolescent Motivation: Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, and contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.
         1. Assessment
            1. PBIS Program Design Assignment

Description: Students will identify a school in their area that has not implemented PBIS. Students may choose the school at which they work *if* that school has not yet implemented PBIS. Once the target school has been identified and approved by the instructor, students will interview the principal of the target school, research the school’s demographics, academic and behavioral data, community, and anecdotal information about the culture and climate of the school in order to create a comprehensive school profile. Based upon the target school profile, students then will design a PBIS program suitable for the target school. The proposed PBIS program will include the following elements in this order (It is recommended that you use the following terms as section headings in your paper):  
  
1. Target School Profile  
This is the contextual background of your chosen target school. For this section, don't throw a bunch of bullet points at the reader; rather imbed the data you collect about the school in a several paragraph narratives that completely gives the reader the context of what this school is all about: Describe the demographics of the community, the school, the faculty and staff who work there, the students who learn there, provide an academic snapshot of recent standardized test scores, and (for high schools) the graduation rate. Also describe the school's most recent CCRPI data, the current school-wide behavior management plan and the types of incidents reported most often during your conversation with the principal. When the reader finishes this section, she should have a pretty solid understanding of the target school's culture and climate. This section is extensive because understanding the existing policies, trends, culture, and climate is the first step to addressing any issues through PBIS.  
  
2. PBIS leadership team  
Talk about the types of staff members you would place on the PBIS leadership team. List positions (not names) that you believe would be vital to lead the school through a successful implementation plan. Discuss the duties you'd want this team to oversee and schedule where and how often you would expect them to meet.  
  
3. PBIS Matrix   
Set up a matrix for the school. The PBIS matrix is the chart that outlines the school's expectations for positive behaviors within school environments, including classrooms, halls, lunchroom, restrooms, gym, etc. The matrix is taught to staff and students and is posted throughout the school, and will serve as the school's PBIS rallying cry. Tell why you selected each behavioral expectation in the matrix and what you hope it will reflect.   
  
4. The Roll Out  
Based upon what you have learned about PBIS, describe how and when you would roll out the school’s PBIS framework. Talk about any staff development that you would utilize. Address how you would obtain staff, student, parent, and community buy-in. Give the reader a step-by-step list of dates during the 2016-2017 school year and explain the precise steps that would be expected to be in place by each date.   
  
5. Monitoring  
Address how the program would be monitored? SWIS? Some other form of daily behavior data tracking software? How would you determine success vs. failure? What data would the leadership team analyze and how often? What would they do after analyzing this data? How would you handle any teachers who participated minimally or not at all?  
  
6. Annual Assessment  
How would you assess progress throughout the year and specifically at the end of the school year. Be specific about the data you would collect and what you would do with that data.

* 1. PSC Rule 505-3-.19 (None)
  2. PSC Rule 505-3-.01
     1. GaPSC-approved educator preparation providers shall require candidates seeking certification in a teaching field, educational leadership and/or the service fields of Media Specialist and School Counseling to complete either five (5) or more quarter hours or three (3) or more semester hours of coursework in the identification and education of children who have special educational needs or the equivalent, through a Georgia-approved professional learning program. This requirement may be met in a separate course, or content may be embedded in courses and experiences throughout the preparation program.
        1. Assessment
           1. PBIS Program Design Assignment
  3. INTASC Standards
     1. Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
        1. Assessment
           1. PBIS Program Design Assignment
  4. CAEP Standards (None)
  5. Degree Qualifications Profile (DQP) Learning Outcomes
     1. Broad and Integrative Knowledge

1. **MATH 5001 Middle Grades Mathematics I (new math content course) [will be offered online summer 1, 2017] [Being developed by Dr. Angel Abney]**
   1. Course Description
      1. Part one of numbers and operations, algebra, functions and graphs, geometry, measurement, probability, statistics, and discrete mathematics concept development. Strategies of problem solving will be used and discussed in the context of various topics.
   2. AMLE Standards/Student Learning Outcomes
      1. Standard 2, Element A. Subject Matter Content Knowledge: Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.
         1. Assessment
            1. GACE Middle Grades Math Exam

See: <https://gace.ets.org/s/pdf/study_companions/gace_sc_middle_grades_mathematics.pdf>

* 1. PSC Rule 505-3-.19
     1. Mathematics Concentration. Programs that prepare middle level teachers in the concentration area of mathematics shall meet the following standards published by the National Council of Teachers of Mathematics (NCTM) (2012): (I) Content Knowledge. Candidates of middle level mathematics demonstrate conceptual understanding and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains. (II) Mathematical Practices. Candidates of middle level mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. Candidates understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching. (III) Content Pedagogy. Candidates of middle level mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. Candidates incorporate research-based mathematical experiences and include multiple instructional mathematical understanding and proficiency. Candidates provide students with opportunities to do mathematics by allowing students to talk about it, connect it to both theoretical and real-world contexts. Candidates plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. (IV)Mathematical Learning Environment. Candidates of middle level mathematics exhibit knowledge of young adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. Candidates demonstrate a positive disposition toward mathematical practices 505-3-.19 Page 12 and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. Candidates use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools. (V) Impact on Student Learning. Candidates of middle level mathematics provide evidence demonstrating that as a result of their instruction, secondary students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. Candidates support the continual development of a productive disposition toward mathematics. Candidates show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematical-specific technology in building new knowledge. (VI)Professional Knowledge and Skills. Candidates of middle level mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.
        1. Assessment
           1. GACE Middle Grades Math Exam
  2. PSC Rule 505-3-.01 (None)
  3. INTASC Standards
     1. Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
        1. Assessment
           1. GACE Middle Grades Math Exam
  4. CAEP Standards (None)
  5. Degree Qualifications Profile (DQP) Learning Outcomes
     1. Broad and Integrative Knowledge

1. **MATH 5002 Middle Grades Mathematics II (new content course) [will be offered online summer 2, 2017] [Being developed by Dr. Angel Abney]**
   1. Course Description
      1. Part two of numbers and operations, algebra, functions and graphs, geometry, measurement, probability, statistics, and discrete mathematics concept development. Strategies of problem solving will be used and discussed in the context of various topics.
   2. AMLE Standards/Student Learning Outcomes
      1. Standard 2, Element A. Subject Matter Content Knowledge: Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.
         1. Assessment
            1. GACE Middle Grades Math Exam

See: <https://gace.ets.org/s/pdf/study_companions/gace_sc_middle_grades_mathematics.pdf>

* 1. PSC Rule 505-3-.19
     1. Mathematics Concentration. Programs that prepare middle level teachers in the concentration area of mathematics shall meet the following standards published by the National Council of Teachers of Mathematics (NCTM) (2012): (I) Content Knowledge. Candidates of middle level mathematics demonstrate conceptual understanding and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains. (II) Mathematical Practices. Candidates of middle level mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. Candidates understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching. (III) Content Pedagogy. Candidates of middle level mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. Candidates incorporate research-based mathematical experiences and include multiple instructional mathematical understanding and proficiency. Candidates provide students with opportunities to do mathematics by allowing students to talk about it, connect it to both theoretical and real-world contexts. Candidates plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. (IV)Mathematical Learning Environment. Candidates of middle level mathematics exhibit knowledge of young adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. Candidates demonstrate a positive disposition toward mathematical practices 505-3-.19 Page 12 and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. Candidates use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools. (V) Impact on Student Learning. Candidates of middle level mathematics provide evidence demonstrating that as a result of their instruction, secondary students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. Candidates support the continual development of a productive disposition toward mathematics. Candidates show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematical-specific technology in building new knowledge. (VI)Professional Knowledge and Skills. Candidates of middle level mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.
        1. Assessment
           1. GACE Middle Grades Math Exam
  2. PSC Rule 505-3-.01 (None)
  3. INTASC Standards
     1. Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
        1. Assessment
           1. GACE Middle Grades Math Exam
  4. CAEP Standards (None)
  5. Degree Qualifications Profile (DQP) Learning Outcomes
     1. Broad and Integrative Knowledge

1. **BIOL 5012 Middle Grades Life Sciences (new content course) [will be offered online summer 1, 2017] Being developed by Dr. Christine Mutiti]**
   1. Course Description
      1. Overview of scientific inquiry and the processes of science, cells and cellular processes, genetics, evolution, organisms, and ecology and the earth.
   2. AMLE Standards/Student Learning Outcomes
      1. Standard 2, Element A. Subject Matter Content Knowledge: Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.
         1. Assessment
            1. GACE Middle Grades Science Exam

See: <https://gace.ets.org/s/pdf/study_companions/gace_sc_middle_grades_science.pdf>

* 1. PSC Rule 505-3-.19
     1. Science Concentration. Programs that prepare middle grades teachers in the concentration area of science shall meet the following standards adapted from the National Science Teachers’ Association (NSTA) (2011): (I) the program shall prepare candidates who can understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in the fields of biology, physical sciences and earth and space science. The sciences should be interwoven to develop interdisciplinary perspectives and mastery of competencies in each content area: life science, physical science, and Earth and space science: I. Candidates should be prepared in life science to lead students to understand: A. Features distinguishing living from nonliving systems; B. Characteristics distinguishing plants, animals, and other living things; C. Multiple ways to order and classify living things; D. Ways organisms function and depend on their environments; E. Ways organisms are interdependent; F. Reproductive patterns and life cycles of common organisms; G. Growth, change, and interactions of populations to form communities; H. Factors governing the structures, functions, and behaviors of living systems; I. Multiple systems of classification of organisms; J. Cycles of matter, and flow of energy, through living and nonliving pathways; 505-3-.19 Page 13 K. Natural selection, adaptation, diversity, and speculation; L. Structure, function, and reproduction of cells, including microorganisms; M. Levels of organization from cells to biomes; N. Reproduction and heredity, including human reproduction and contraception; O. Behavior of living systems and the role of feedback in their regulation; and P. Hazards related to living things including allergies, poisons, disease, and aggression. II. Candidates should be prepared in physical science to lead students to understand: A. Properties of matter such as mass, solubility, and density; B. Combinations of matter to form solutions, mixtures, and compounds with different properties; C. Variations in the physical and chemical state of matter and changes among states; D. Ordering and classification of matter and energy and their behaviors; E. Factors affecting the position, motion and behavior of objects; F. Properties of simple machines and tools, such as levers and screws; G. Properties of light, electricity, sound, and magnetism; H. Types of energy, energy sources, and simple transformations of energy; I. Properties and applications of sound, light, magnetism, and electricity; J. Potential and kinetic energies and concepts of work; K. Energy flow in physical and chemical systems, including simple machines; L. State of matter and bonding in relation to molecular behavior and energy; M. Conversation of matter and energy; N. Classifications of elements and compounds; O. Solvents (especially water) and solutions; P. Chemical nature of the earth and its living organisms; and Q. Chemical, electrical and radiation hazards. III. Candidates should be prepared in Earth and Space Sciences to lead students to understand: 505-3-.19 Page 14 A. Natural objects in the sky and why they change in position and appearance; B. Causes of the seasons and seasonal changes; C. Changes in the atmosphere resulting in weather and climate; D. Changes in the Earth creating and eroding landforms; E. Basic properties of rocks, minerals, water, air, and energy; F. Differences between renewable and nonrenewable natural resources; G. Structures of objects and systems in space; H. Earth’s structure, evolution, history and place in the solar system; I. Characteristics and importance of oceans, lakes, rivers, and the water cycle; J. Characteristics of the atmosphere including weather and climate; K. Changes in the Earth caused by chemical, physical and biological forces; L. Causes and occurrences of hazards such as tornadoes, hurricanes, and earthquakes; M. Characteristics and importance of cycles of matter such as oxygen, carbon, and nitrogen; N. Characteristics of renewable and nonrenewable natural resources and implications for their use; and O. Interactions among populations, resources, and environments. IV. Candidates should be prepared to create interdisciplinary perspectives and to help students understand why science is important to them and to lead students to understand: A. Differences between science, as investigation, and technology as design; B. Impact of science and technology on themselves and their community, and on personal and community health; C. How to use observation, experimentation, data collection, and inference to test ideas and construct concepts scientifically; D. How to use metric measurement and mathematics for estimating and calculating, collecting and transforming data, modeling, and presenting results; E. Interrelationships of pure and applied sciences, and technology; F. Applications of science to local and regional problems and the relationship of science to ones’ personal health, well-being, and safety; 505-3-.19 Page 15 G. Historical development and perspectives on science including contributions of underrepresented groups and the evolution of major ideas and theories; H. Applications of science to the investigation of individual and community problems; I. Use of technological tools in science, including calculators and computers; and J. Applications of basic statistics and statistical interpretation to the analysis of data. (II) The program shall prepare candidates who understand how students learn and develop scientific knowledge; (III) the program shall prepare candidates who are able to plan for engaging students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, practices of science and engineering, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources--including technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met; (IV) The program shall prepare candidates who can in a classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure; (V) The program shall prepare candidates who can provide evidence to show that students’ understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization; (VI)The program shall prepare candidates who strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content and science pedagogy. They identify with and conduct themselves as part of the science education community.
        1. Assessment
           1. GACE Middle Grades Science Exam
  2. PSC Rule 505-3-.01 (None)
  3. INTASC Standards
     1. Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
        1. Assessment
           1. GACE Middle Grades Science Exam
  4. CAEP Standards (None)
  5. Degree Qualifications Profile (DQP) Learning Outcomes
     1. Broad and Integrative Knowledge

1. **PHSC 5012 (new content course) [will be offered online summer 2, 2017] [Being developed by Dr. Ken McGill or colleagues]**
   1. Course Description
      1. Overview of scientific inquiry and the processes of science, atoms, matter, energy, periodic table, magnetism and electricity, mechanics, waves, and the application of physical science concepts to earth systems.
   2. AMLE Standards/Student Learning Outcomes
      1. Standard 2, Element A. Subject Matter Content Knowledge: Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.
         1. Assessment
            1. GACE Middle Grades Science Exam

See: <https://gace.ets.org/s/pdf/study_companions/gace_sc_middle_grades_science.pdf>

* 1. PSC Rule 505-3-.19
     1. Science Concentration. Programs that prepare middle grades teachers in the concentration area of science shall meet the following standards adapted from the National Science Teachers’ Association (NSTA) (2011): (I) the program shall prepare candidates who can understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in the fields of biology, physical sciences and earth and space science. The sciences should be interwoven to develop interdisciplinary perspectives and mastery of competencies in each content area: life science, physical science, and Earth and space science: I. Candidates should be prepared in life science to lead students to understand: A. Features distinguishing living from nonliving systems; B. Characteristics distinguishing plants, animals, and other living things; C. Multiple ways to order and classify living things; D. Ways organisms function and depend on their environments; E. Ways organisms are interdependent; F. Reproductive patterns and life cycles of common organisms; G. Growth, change, and interactions of populations to form communities; H. Factors governing the structures, functions, and behaviors of living systems; I. Multiple systems of classification of organisms; J. Cycles of matter, and flow of energy, through living and nonliving pathways; 505-3-.19 Page 13 K. Natural selection, adaptation, diversity, and speculation; L. Structure, function, and reproduction of cells, including microorganisms; M. Levels of organization from cells to biomes; N. Reproduction and heredity, including human reproduction and contraception; O. Behavior of living systems and the role of feedback in their regulation; and P. Hazards related to living things including allergies, poisons, disease, and aggression. II. Candidates should be prepared in physical science to lead students to understand: A. Properties of matter such as mass, solubility, and density; B. Combinations of matter to form solutions, mixtures, and compounds with different properties; C. Variations in the physical and chemical state of matter and changes among states; D. Ordering and classification of matter and energy and their behaviors; E. Factors affecting the position, motion and behavior of objects; F. Properties of simple machines and tools, such as levers and screws; G. Properties of light, electricity, sound, and magnetism; H. Types of energy, energy sources, and simple transformations of energy; I. Properties and applications of sound, light, magnetism, and electricity; J. Potential and kinetic energies and concepts of work; K. Energy flow in physical and chemical systems, including simple machines; L. State of matter and bonding in relation to molecular behavior and energy; M. Conversation of matter and energy; N. Classifications of elements and compounds; O. Solvents (especially water) and solutions; P. Chemical nature of the earth and its living organisms; and Q. Chemical, electrical and radiation hazards. III. Candidates should be prepared in Earth and Space Sciences to lead students to understand: 505-3-.19 Page 14 A. Natural objects in the sky and why they change in position and appearance; B. Causes of the seasons and seasonal changes; C. Changes in the atmosphere resulting in weather and climate; D. Changes in the Earth creating and eroding landforms; E. Basic properties of rocks, minerals, water, air, and energy; F. Differences between renewable and nonrenewable natural resources; G. Structures of objects and systems in space; H. Earth’s structure, evolution, history and place in the solar system; I. Characteristics and importance of oceans, lakes, rivers, and the water cycle; J. Characteristics of the atmosphere including weather and climate; K. Changes in the Earth caused by chemical, physical and biological forces; L. Causes and occurrences of hazards such as tornadoes, hurricanes, and earthquakes; M. Characteristics and importance of cycles of matter such as oxygen, carbon, and nitrogen; N. Characteristics of renewable and nonrenewable natural resources and implications for their use; and O. Interactions among populations, resources, and environments. IV. Candidates should be prepared to create interdisciplinary perspectives and to help students understand why science is important to them and to lead students to understand: A. Differences between science, as investigation, and technology as design; B. Impact of science and technology on themselves and their community, and on personal and community health; C. How to use observation, experimentation, data collection, and inference to test ideas and construct concepts scientifically; D. How to use metric measurement and mathematics for estimating and calculating, collecting and transforming data, modeling, and presenting results; E. Interrelationships of pure and applied sciences, and technology; F. Applications of science to local and regional problems and the relationship of science to ones’ personal health, well-being, and safety; 505-3-.19 Page 15 G. Historical development and perspectives on science including contributions of underrepresented groups and the evolution of major ideas and theories; H. Applications of science to the investigation of individual and community problems; I. Use of technological tools in science, including calculators and computers; and J. Applications of basic statistics and statistical interpretation to the analysis of data. (II) The program shall prepare candidates who understand how students learn and develop scientific knowledge; (III) the program shall prepare candidates who are able to plan for engaging students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, practices of science and engineering, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources--including technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met; (IV) The program shall prepare candidates who can in a classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure; (V) The program shall prepare candidates who can provide evidence to show that students’ understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization; (VI)The program shall prepare candidates who strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content and science pedagogy. They identify with and conduct themselves as part of the science education community.
        1. Assessment
           1. GACE Middle Grades Science Exam
  2. PSC Rule 505-3-.01 (None)
  3. INTASC Standards
     1. Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
        1. Assessment
           1. GACE Middle Grades Science Exam
  4. CAEP Standards (None)
  5. Degree Qualifications Profile (DQP) Learning Outcomes
     1. Broad and Integrative Knowledge

1. **EDMG 5960 Internship (6 credits; requires full time teaching in a school [current course, will be offered by Dr. Rui Kang spring 2017]**
   1. Course Description
      1. This course is required of graduate majors in educator preparation programs designed for initial certification and is offered to prepare students to meet AMLE and INTASC Standards.
   2. AMLE Standards/Student Learning Outcomes
      1. AMLE Standard 1, Young Adolescent Development**:** Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.
      2. AMLE Standard 2, Middle Level Curriculum: Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge***.*** They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).
      3. AMLE Standard 3, 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 middle level organizational components.
      4. AMLE Standard 4, Middle Level Instruction and Assessment: Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).
      5. AMLE Standard 5, Middle Level Professional Roles: Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.
         1. Assessment
            1. Initial Teacher Candidate Field Experience Performance Assessment
   3. PSC Rule 505-3-.19 Standards
      1. PSC Standard 1: Young Adolescent Development. Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents. Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents and participate successfully in instructional practices that acknowledge and value the diversity of all young adolescents.
      2. PSC Standard 2: Middle Level Curriculum. Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach. Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., gender, race, ethnicity, culture, age, appearance, ability, sexual orientation, gender expression, gender identity, socioeconomic status, family composition).
      3. PSC Standard 3: Middle Level Philosophy and School Organization. Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the historical and philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components. Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.
      4. PSC Standard 4: Middle Level Instruction and Assessment. Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They establish and maintain equitable, caring, and productive learning environments for all young adolescents. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., gender, race, ethnicity, culture, age, appearance, ability, sexual orientation, gender expression, gender identity, socioeconomic status, family composition). They use instructional strategies and technologies that are especially effective in the subjects that they teach in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. Middle level teacher candidates develop and administer assessments and use them as formative and summative tools for assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.
      5. PSC Standard 5: Middle Level Professional Roles. Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.
         1. Assessment
            1. Initial Teacher Candidate Professionalism Rubric
   4. PSC Rule 505-3-.01
      1. GaPSC-approved educator preparation providers shall offer clinical practice (residency/internships) in those fields for which the EPP has been approved by the GaPSC. Although year-long residencies/internship experiences in which candidates experience the beginning and ending of the school year are recognized as most effective and are therefore strongly encouraged, teacher candidates must spend a minimum of one full semester or the equivalent in residencies or internships in regionally accredited schools. Candidates in Birth through Kindergarten programs may participate in residencies or internships in regionally accredited schools or in pre-schools accredited by USDOE- or CHEA-accepted accrediting agencies.
         1. Assessment
            1. Initial Teacher Candidate Professionalism Rubric
   5. INTASC Standards
      1. Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
      2. Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
      3. Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
      4. Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
      5. Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
      6. Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
         1. Assessment
            1. Initial Teacher Candidate Field Experience Performance Assessment
   6. CAEP Standards
      1. Standard 1: Content and Pedagogical Knowledge: The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.
         1. Assessment
            1. Initial Teacher Candidate Field Experience Performance Assessment
      2. Standard 2: Clinical Partnerships and Practice: The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.
   7. Degree Qualifications Profile (DQP) Learning Outcomes
      1. Specialized Knowledge:
      2. Intellectual Skills
      3. Applied and Collaborative Learning
      4. Civic and Global Learning

**Additional Program Assessments**

1. **GACE Program Entry**
   1. AMLE Standards (None)
   2. PSC Rule 505-3-.19 (None)
   3. PSC Rule 505-3-.01
      1. GaPSC-approved educator preparation providers shall ensure that candidates admitted into initial preparation programs meet the GaPSC Program Admission Assessment requirement. A passing score on the Program Admission Assessment (formerly the Basic Skills Assessment) or a qualifying exemption is required for admission to all initial preparation programs except those leading to certification in the field of Career and Technical Specializations. Candidates seeking Career and Technical Specializations certification who do not hold an associate’s degree must pass the Program Admission Assessment within three (3) years of program admission or prior to program completion, whichever occurs first. Qualifying exemptions include minimum scores on the ACT, GRE, and SAT.
         1. Assessment
            1. Passing score on GACE Program Admission exam or qualifying waiver.
   4. INTASC Standards (None)
   5. CAEP Standards (None)
   6. Degree Qualifications Profile (DQP) Learning Outcomes (None)
2. **GACE Content Knowledge**
   1. AMLE Standards
      1. AMLE Standard 2: Middle Level Curriculum: Element a. Subject Matter Content Knowledge: Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.
         1. Assessment
            1. GACE Exam
   2. PSC Rule 505-3-.19 Standards
      1. PSC Standard 2: Middle Level Curriculum Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach. Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., gender, race, ethnicity, culture, age, appearance, ability, sexual orientation, gender expression, gender identity, socioeconomic status, family composition).
         1. Assessment
            1. GACE Exam
   3. PSC Rule 505-3-.01
      1. Educator preparation providers shall determine traditional program candidates’ readiness for state-approved content testing and shall authorize candidates for testing only in their field(s) of preparation and only at the appropriate point in the preparation program. GaPSC-approved educator preparation providers shall require all enrolled candidates to attempt the state-approved content assessment within the content assessment window of time that begins on a date determined by the EPP after program admission and ends on August 31 in the year of program completion, and at least once prior to program completion. A passing score on the state-approved content assessment is not required for program completion; however, a passing score is required for state certification.
         1. Assessment
            1. Satisfactory attempt of the Mathematics and Science GACE content exams
   4. INTASC Standards
      1. Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
         1. Assessment
            1. Satisfactory attempt of the Mathematics and Science GACE content exams
   5. CAEP Standards
      1. Standard 1: Content and Pedagogical Knowledge: The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.
         1. Assessment
            1. Satisfactory attempt of the Mathematics and Science GACE content exam
   6. Degree Qualifications Profile (DQP) Learning Outcomes
      1. Specialized Knowledge
3. **Ethics Program Entry**
   1. AMLE Standards (None)
   2. PSC Rule 505-3-.19 (None)
   3. PSC Rule 505-3-.01
      1. The state-approved assessment of educator ethics shall be required of all candidates admitted to initial teacher preparation programs according to the following timeline: (I) Beginning fall semester 2014, all entering candidates must take the assessment by December 31, 2014. (II) Candidates admitted to programs on or after January 1, 2015, must take the assessment at or prior to program admission. (III) Beginning January 1, 2015, the assessment will be required for the Pre-service Certificate (see GaPSC Rule 505-2-.03, PRE-SERVICE TEACHING CERTIFICATE). Although a minimum score is not required for program admission, assessment results shall be used by educator preparation providers to design appropriate ethics instruction needed for each candidate.
         1. Assessment
            1. Program Entry Educator Ethics Test
   4. INTASC Standards (None)
   5. CAEP Standards (None)
   6. Degree Qualifications Profile (DQP) Learning Outcomes (None)
4. **Ethics Program Exit**
   1. AMLE Standards (None)
   2. PSC Rule 505-3-.19 (None)
   3. PSC Rule 505-3-.01
      1. GaPSC-approved educator preparation providers shall ensure that candidates complete a well-planned sequence of courses and/or experiences in professional studies that includes knowledge about and application of professional ethics and social behavior appropriate for school and community, ethical decision-making skills, and specific knowledge about the Georgia Code of Ethics for Educators. Candidates are expected to demonstrate knowledge and dispositions reflective of professional ethics and the standards and requirements delineated in the Georgia Code of Ethics for Educators. GaPSC-approved educator preparation providers shall assess candidates’ knowledge of professional ethics and the Georgia Code of Ethics for Educators either separately or in conjunction with assessments of dispositions.
         1. Assessment
            1. Program Exit Educator Ethics Test
      2. GaPSC-approved educator preparation providers shall require candidates in initial teacher preparation programs at the baccalaureate level or higher and scheduled to complete programs after January 1, 2015, to attempt the state-approved assessment of educator ethics prior to program completion. A passing score on the state-approved assessment of educator ethics is not required for program completion; however, a passing score is required for state certification.
         1. Assessment
            1. Program Exit Educator Ethics Test
   4. INTASC Standards
      1. Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
         1. Assessment
            1. Program Exit Educator Ethics Test
   5. CAEP Standards (None)
   6. Degree Qualifications Profile (DQP) Learning Outcomes (None)
5. **edTPA**
   1. AMLE Standards (None)
   2. PSC Rule 505-3-.19 (None)
   3. PSC Rule 505-3-.01
      1. GaPSC-approved educator preparation providers shall require candidates enrolled in initial teacher preparation programs at the baccalaureate level or higher and scheduled to complete programs after September 1, 2015, to attempt the state-approved content pedagogy assessment prior to program completion. A passing score on the state-approved content pedagogy assessment is not required for program completion; however, a passing score is required for state certification.
         1. Assessment
            1. Successful attempt of the edTPA
   4. INTASC Standards (None)
   5. CAEP Standards
      1. Standard 1: Content and Pedagogical Knowledge: The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.
         1. Assessment
            1. Successful attempt of the edTPA
   6. Degree Qualifications Profile (DQP) Learning Outcomes
      1. Specialized Knowledge: This category addresses what students in any specialization or major field of study should demonstrate with respect to that specialization. Tuning, a field-specific effort to map learning outcomes, is necessary to describe the concepts, knowledge areas and accomplishments that students in a particular specialization should demonstrate to earn the degree.
         1. Assessment
            1. Successful attempt of the edTPA
      2. Intellectual Skills: This category includes both traditional and nontraditional cognitive skills: analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency and communicative fluency. Throughout, the DQP emphasizes that students should confront and interpret ideas and arguments from different points of reference (e.g., cultural, technological, political).
         1. Assessment
            1. Successful attempt of the edTPA
      3. Applied and Collaborative Learning: This category emphasizes what students can do with what they know. Students are asked to demonstrate their learning by addressing unscripted problems in scholarly inquiry, at work and in other settings outside the classroom. This category includes research and creative activities involving both individual and group effort and may include practical skills crucial to the application of expertise.
         1. Assessment
            1. Successful attempt of the edTPA

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| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | **Graduate Program of Study**  **College of Education** | |
| Degree | Master of Art in Teaching | Concentration in | Middle Grades Math and Science | |

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| --- | --- | --- | --- |
| Mr.  Name Mrs.  Ms. |  | GCSU ID# |  |
| last first middle |  |  |

|  |  |
| --- | --- |
| Address: |  |
|  | street city state ZIP |

|  |  |  |  |
| --- | --- | --- | --- |
| Telephone: | (home) | email 1 |  |
|  | (work) | email 2 |  |

Preservice Teaching Certificate Issue Date: (Required for entry into program, contact Mr. David Ladd, [david.ladd@gcsu.edu](mailto:david.ladd@gcsu.edu) or 478-445-2514)

Program Admission (GPA) or ACT, GRE, SAT Waiver:

GACE Program Admission Pass Date:

Georgia Educator Ethics Program Entry (350) Pass Date:

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Number and Title** | **Hours** | **Grade** | **Semester Completed** |
| EDRD 6150 Literature, Reading, & Writing in Content Fields | 3 |  |  |
| EDEX 6111 Exceptional Individual in the Regular Classroom | 3 |  |  |
| EDMG 5001 Professional Seminar and Field Studies (Note field experiences are required at two levels in grades 4-5 and 6-8) | 3 |  |  |
| EDMG 5214 Middle Grades Learners | 3 |  |  |
| EDEX 6123 Positive Behavior Interventions and Supports | 3 |  |  |
| MATH 5001 Middle Grades Mathematics I | 3 |  |  |
| MATH 5001 Middle Grades Mathematics II | 3 |  |  |
| BIOL 5012 Middle Grades Life Sciences | 3 |  |  |
| PHSC 5012 Middle Grades Physical Sciences | 3 |  |  |
| EDMG 6242 STEM Methods (requires a field component in a school) | 3 |  |  |
| EDMG 5960 Internship (requires full time teaching in a school) | 6 |  |  |
| **Total Hours** | **36** |  |  |

***The MAT in Middle Grades requires an overall 3.0 GPA for graduation.***

***Courses in which the student has earned less than a “C” cannot be counted for degree credit.***

***\*Submit graduation applications to Registrar’s office at beginning of term prior to expected graduation term.***

|  |  |  |
| --- | --- | --- |
|  | Recommended: |  |
| Student Signature and Date |  | Advisor Signature and Date |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| edTPA Pass Date (Middle Grades Math *or* Science):  GACE Middle Grades Math Pass Date:  GACE Middle Grades Science Pass Date:  Georgia Educator Ethics Program Exit (360) Pass Date:  Location of Field Experience in Grades 4-5:  Location of Field Experiences in Grades 6-8: | | | Recommended: | | |  | |
|  | |  |  | | | Associate Dean’s Signature and Date | |
| **Coordinator**: Please forward this form and all copies to the Graduate Admissions Specialist in the Office of Admissions and records for processing. | | | | | | | | |
|
| Processed by: |  | | | Date |  | |

Note: This program is being revised substantially to become 100% online, except for field experiences. We are currently developing the new courses and seeking PSC and Board of Regents approval.

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