**FORMAL PROPOSAL FOR A NEW DEGREE PROGRAM**

**and**

**DISTANCE LEARNING DELIVERY**

***(Program is New and Institution Currently Offers Distance Learning Programs)***

Institution: Georgia College & State University

Approval by President or Vice President for Academic Affairs:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:

School/Division: College of Education

Department: Professional Learning and Innovation

Departmental Contact: Marcia Peck

Name of Proposed Program/Inscription: Master of Education in Curriculum and Instruction

Degree: Master

Major: Education, Curriculum and Instruction

CIP Code: 13.0301

Anticipated Implementation Date: Summer 2017

Indicate whether the program will be nominated for inclusion with the SREB Electronic Campus (Yes or No): No

Note: The institution will submit all approved online programs for inclusion in the Georgia On My Line (GoML) directory.

Approval by Chief Business Officer (or designee):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Information:

Approval by Chief Information Officer or designee:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Information:

1. **Description of the program’s fit with the institutional mission, existing degrees and majors:**

In 1996, the College of Education faculty adopted the conceptual framework of “Educators as Architects of Change”. An aspect of this conceptual framework promotes our graduates as mentors and leaders in educational improvement throughout Georgia. This Masters in Education in Curriculum and Instruction degree will prepare our graduate students to become leaders in addressing current challenges in education such as of low academic achievement, burgeoning school leaving rates, particularly among children of color, and the lack of specialized knowledge in developing and interpreting assessments and the planning and developing of curriculum to address identified deficiencies. Additionally, this graduate program in curriculum and instruction will support two important university strategic directions. First, Georgia College & State University is dedicated to a *“focus on excellence in graduate education consistent with the university’s graduate mission as a state university, which is to deliver graduate programs responsive to regional workforce needs.”* The M.Ed. in Curriculum & Instruction will address the need of surrounding school systems for specialized teachers trained in curriculum and assessment. Further, GCSU is committed to *“continue to strengthen community and regional ties through programs and partnerships that improve the quality of life or enhance economic, educational or cultural opportunities”,* areas this degree addresses. There are no other existing degrees or majors at Georgia College in this field of study.

1. **Program Description and Goals:**

*A. Institutional Priority: Describe how the proposed program is aligned with the institution’s academic strategic plan. Indicate where this program falls in terms of the institution’s top priorities for new degrees.*

This graduate program in curriculum and instruction will support an important university strategic direction of being responsive to the changing workforce needs of graduate students due to the fact that it is being delivered online. Additionally, the proposed program also aligns with a strategic direction to increase graduate enrollment.

*B. Brief description of the program and how it is to be delivered.*

Georgia College & State University seeks to create a Master of Education in Curriculum & Instruction degree. This new program will be 36 hours and will take four semesters to complete. The program will be administered using a cohort model in that students will all begin the program as a group in the summer and finish the next summer. All students will have the same advisor. The program is devised to meet the professional development needs of educators in the high needs areas of student assessment, data-driven decision making, and curriculum planning for success. It will also be considered a new field service certification thereby making the degree attractive to educators who may want to gain knowledge and certification in another educational domain rather than their current field. This new program will also equip candidates with one of the requirements to move up within Georgia’s new Tiered Certification for teachers. At present, there is no other degree at Georgia College that addresses these areas specifically.

The new M.Ed. in curriculum and instruction is 36 hours, 24 of which are required and will be taken in the curriculum and instruction core. New core classes will be designated with EDCI 6100 notations: EDCI 6100, EDCI 6101, EDCI 6102, EDCI 6103, EDCI 6104, and EDCI 6105. (*Please note*: All EDCI classes are 4 hours of credit for several reasons. First, perusing the course listing for each class will illustrate that a large amount of required standards are addressed in each course. Students must be prepared in these courses to be able to demonstrate they have met these standards through their coursework. Additionally, each course contains a strong field component wherein candidates are required to implement the strategies learned in the course in an actual classroom or school. Consequently, as illustrated in the course description, each course is composed of 3 credit hours of instruction and 1 credit hour of “field experience”. This 1 hour of credit will be assessed through course assignments as well as through the traditional teacher evaluation tools already in place in each school.

In consultation with their advisor, students will choose an additional twelve hours of content courses in an area of prior certification. Students may take their twelve hours of content courses within the EDCI 6200 level courses which are offered every semester for curriculum and instruction students, as well as EDIT 6222 (3 credit hours), a course which develops educators capacities in online education and is offered spring semester. Or, students have the option of taking their content courses in their area of certification with other programs at GCSU. For example, a student with a certification in secondary English, may choose to take an EDCI 6200 content course or they may choose to take an English content course through Arts and Sciences or an English pedagogy course with the secondary education program. Students choosing to take content courses outside of the EDCI program, will be advised that those courses may not be offered online necessitating that the student travel to campus.

This program will be delivered fully online. One purpose of this program is to make a quality graduate program available to the widest number of students possible in the region and beyond. Many graduate students who may wish to earn this degree are working professionals with families and additional responsibilities. Driving to a central location for class every week is not convenient, and in some cases even possible, due to distance or child care. This online program will contribute to educational improvement due to its accessibility to all educational professionals no matter their circumstances.

While there are other online curriculum and instruction programs available to graduate students in our area, this program is unique in that it will be offered by Georgia College, a brick and mortar school with an outstanding reputation for its education programs. Research has demonstrated that even if courses are delivered online, students tend to enroll at a university closer to where they live or with whom they have had past educational experiences. Additionally, the social nature of student learning is also addressed in all core courses. Such a stance is based in extensive data-driven research findings noting the importance of white middle-class teachers understanding the ramifications of race, class and gender in the learning process. By responding to these areas of need this program in curriculum and instruction will further support the Georgia Board of Regents core characteristic of, “*a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life and raise the educational level within the university’s scope of influence.”*

*C. Goals/objectives of the Program*

The goals for this proposed program are to equip candidates with the knowledge, skills and dispositions to be an expert and leader in curriculum and instruction. Being an expert in this area entails expertise in curriculum and assessment design and implementation as well as understanding the factors that promote or discourage learning and achievement. Additionally, it entails developing leadership skills.

The program standards are:

Standard 1 Knowledge of Curriculum

Standard 2 Knowledge of Instruction

Standard 3 Knowledge of Content

Standard 4 Knowledge of Students

Standard 5 Knowledge of Research

Standard 6 Knowledge of Assessment

Standard 7 Professional Practices

*D. Location of the program – main campus or other approved site*

The program will be delivered totally online. Faculty members teaching in the program have offices on the Milledgeville campus that were assigned to them previous to this program, therefore no additional facilities will be needed.

1. **Curriculum:**

*List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student. Include Area F requirements (if applicable).*

A proposed program of study is included in Appendix A.

Appendix B provides information about courses, including course descriptions, any prerequisites, and whether courses are existing courses or new courses.

Appendix C provides the course rotation for the program.

Appendix D delineates the standards for the program as listed by GAPSC.

Documentation of approval of the program by all relevant campus curriculum governance bodies is found in documents contained in this proposal.

The proposed program is consistent with nationally accepted trends and standards in education. In this age of accountability and testing, educators are increasingly looking for programs that will guide them in ascertaining and then addressing individual student strengths and weaknesses. Additionally, educators wish to gain an understanding of how social class, gender and race impact the teaching and learning process as, locally and nationally, poor students and students of color continue to perform academically at low levels when compared with their middle class and white peers.

This proposed program requires a minimum of twenty hours of field experiences. As the students in this program will be practicing teachers, field experiences will be conducted within their own classrooms. Supervision of these field experiences will be conducted as part of the state mandated teacher evaluation process by the educator’s supervisor. Candidates will be required to obtain the necessary paperwork to document these evaluations. Within each core course, several exercises will be required which ask students to complete assignments within their classroom and report and reflect on these experiences. The documentation of the supervision reports and the class assignments will serve as documentation of the completion of the field experience.

All core courses will be offered within a specific sequence. Students may also take online content course within the program, or they may take content courses in their certification field outside of the program. The program, therefore, has been designed so students will always have the courses they need each semester in order to graduate within the four-semester time frame.

All EDCI (curriculum & instruction) content will be delivered online. Students who choose, in consultation with their advisor, to take a content course outside of the program, may have a course that is not totally online and the advisor will note as such when planning the program with each student.

1. **Admissions criteria.**

*Please include required minima scores on appropriate standardized tests and grade point average requirements.*

Admissions criteria for the new M.Ed. in Curriculum & Instruction would align with admissions to other M.Ed. programs in the College of Education and include: (a) applying to Georgia College & State University Graduate School; (b) valid Georgia teaching certificate at level 4 or higher, Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, or leadership certificate, service field certificate, or Life certificate is required; (c) two letters of recommendation; (d) passing score on the graduate writing assessment, or exempting this assessment by an approved score on the GRE of 305 or the MAT of 400, or by being a prior graduate of GCSU; (e)undergraduate GPA of 2.75.

1. **Availability of assistantships (if applicable).**

The College of Education has M.Ed. assistantships position for students that have been admitted to a graduate degree program in the College of Education. Applicants who are accepted to the new M.Ed. in Curriculum and Instruction will be eligible to apply for stipends for assistantships. Eligibility requirements are admission to a graduate degree program in the College of Education

and a completed application for graduate assistantship. Approval is granted by chairperson or director of the hiring department, the student’s graduate coordinator, and the Associate Dean of the College of Education. Students must maintain good academic standing (3.0 GPA) and be recommended to continue in their position by their supervisor in order to be maintained in the program.

1. **Evaluation and Assessment:**

*Provide the student learning outcomes and other associated outcomes of the proposed program*

Student learning outcomes are listed in Appendix E.

*Describe how the institution will monitor and ensure the quality of the degree program.*

In every course, there will be a data point that students must complete satisfactorily in order to continue in the program. Additionally, students must complete an electronic portfolio documenting how they have meant the standards and present this portfolio to their professors in an exit interview. Student feedback on strengths and weaknesses of the program will be gathered at the exit interview.

1. **Administration of the program:**

The program will be administered by the Foundations program coordinator under the supervision of the department chair.

1. **Waiver to Degree-Credit Hour (if applicable):**

*If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase of hours (NOTE: The maximum for bachelor’s degrees is 120-semester credit hours and the maximum for master’s degrees is 36-semester credit hours).*

NA

1. **Accreditation (if applicable):**

*Describe the program’s alignment with disciplinary accreditation requirements and provide a time line for pursuing accreditation. Indicate the source of institutional funding that will be used, if needed, for the accreditation process.*

The proposed Master in Education in Curriculum and Instruction will be accredited through the Georgia Professional Standards Commission and CAEP, the accrediting agency for the College of Education. No funding is needed for the accreditation process.

1. **External Reviews (This item only applies to doctoral level programs):**

*Provide a list of five to eight reviewers, external to the System, from aspirational or comparable programs/institutions. This list should contain contact information for each reviewer, and include an explanation of why the reviewer was suggested. The list should not include individuals for whom the department or institution has consulted during the process of program proposal development.*

NA

1. **Enrollment Projections and Monitoring;**

*Provide projected enrollment for the program during the first three years of implementation. (NOTE: These projections will be used to monitor enrollment following program implementation.)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | First  FY 2016 | Second  FY 2017 | Third  FY 2018 | Fourth  FY 2019 |
| **I. ENROLLMENT PROJECTIONS** |  |  |  |  |
| **Student Majors** | C & I | C & I | C & I | C& I |
| Shifted from other programs | 10 | 0 | 0 | 0 |
| New to the institution | 5 | 15 | 20 | 20 |
| ***Total Majors*** | 15 | 15 | 20 | 20 |
|  |  |  |  |  |
| **Course Sections Satisfying Program Requirements** |  |  |  |  |
| Previously existing | 1 | 1 | 1 | 1 |
| New | 10 | 10 | 10 | 10 |
| ***Total Program Course Sections*** | 11 | 11 | 11 | 11 |
|  |  |  |  |  |
| **Credit Hours Generated by Those Courses** |  |  |  |  |
| Existing enrollments | 360 | 0 | 0 | 0 |
| New enrollments | 180 | 540 | 720 | 720 |
| ***Total Credit Hours*** | 540 | 540 | 720 | 720 |

*Explain the specific methodology used to determine these projections and verify their accuracy, especially if new student enrollment will be needed to sustain funding for the program. Indicate whether enrollments will be cohort-based.*

The enrollment projections are based on our current enrollment of secondary and middle grades education students in the MED program for the past three years, with an additional five students added in the first year and then an additional 15 and then 20 students added after that. We feel this is an accurate indication of enrollment as the current secondary and middle grades MED degree will cease once the proposed program is approved and new MED candidates directed to the new program. We added in the additional students because the proposed program will be offered fully online. Additionally, it will be a new field degree. Both of these program characteristics will attract more students than previous to our MED degree.

1. **Provide the year when the program is expected to be reviewed in the institution’s comprehensive program review process.**

The program will be reviewed in 2019 which is when the College of Education will be reviewed and accredited by CAEP.

1. **Describe anticipated actions to be taken if enrollment does not meet projections.**

If enrollment does not meet projections, the college will need to investigate how well the program is being marketed and to whom. Additionally, surveys from past and current students will be gathered in order to ascertain what is working and not working in the program that would lead to course revisions.

1. **Faculty Qualifications & Capacity:**

*Provide an inventory of faculty directly involved with the program. On the list below indicate which persons are existing faculty and which are new hires. For each faculty member, provide the following information:*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Faculty Name | Rank | Highest Degree | Degrees Earned | Academic  Discipline | Area of  Specialization | Current Workload |
| Marcia Peck. existing | Associate | Ph.D. | Ph.D. M.A. B.A. | Educational  Foundations,  Qualitative Research | School reform, action research. Diversity. Teacher efficacy, curriculum development | .50 fte in MED and .50 in another grad program |
| Yeprem  Mehranian,  existing | Assistant | Ph.D. | Ph.D. M.A. B.A. | Teacher Education, Art education,  Curriculum and Instruction | Curriculum, Instructional Theories, Diverse Learners | .50 fte in MED and .50 in another grad program |
| Jane Hinson,  existing | Full | Ed.D. | Ed.D. M.A. B.A. | Educational  Foundations,  Brain-based learning | Philosophy, History of Education, Curriculum Theory, Brain-based Learning | .50 fte in MED and .50 in another grad program |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Note 1: | | | | | |  |
| Note 2: | | | | | |  |

Total Number of Faculty: \_\_\_\_\_\_\_\_3\_\_\_\_\_

*If it will be necessary to add faculty to support the program, give the desired qualifications of the persons to be added, and a timetable for adding new faculty.*

No new faculty will be requested for this new program.

*If existing faculty will be used to deliver the new program, include a detailed faculty load analysis that explains how additional courses in the new program will be covered and what impact the new courses will have on faculty current workloads. (For example, if program faculty are currently teaching full loads, explain how the new course offerings will be accommodated.)*

Existing faculty will be used to deliver the new program. These three professors teach .50 fte in the current MED program and will move to the new program when it is approved.

1. **Budget – Complete the form below and provide a narrative to address the following:**

Due to the fact that this program is totally online and will be taught by existing tenured and tenure-track faculty, a budget narrative has not be added.

* 1. For Expenditures:
     1. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).
     2. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g. cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program or portion of full-time faculty workload and salary allocated to the program).
  2. For Revenue:
     1. If using existing funds, provide a specific and detailed plan indicating the following:
        1. Source of existing funds being reallocated
        2. How the existing resources will be reallocated to specific costs for the new program
        3. The impact the redirection will have on units that lose funding.
     2. Explain how the new tuition amounts are calculated.
     3. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).
     4. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.
     5. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.
  3. When Grand Total Revenue is not equal to Grand Total Costs:
     1. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?
     2. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

Narrative:

Expenditures

All existing resources, including faculty, administrative, and support personnel, currently dedicated to the MED in Education will be reallocated to the MED in Curriculum and Instruction program. Therefore, no start up costs are anticipated. Resources are already in place with the current MED program. Operating costs will be reallocated from the MED in Education program. For personnel costs, the salary fte. calculations were based on no faculty raises over the projected time period. (For a detailed description of how we will “teach out” the old EDS, please see appendix F.)

Revenues

Estimates of yearly enrollment projections (AY 2017-2023) are based on an average of enrollment in the past MED program, plus interest expressed by undergraduate students in earning the new MED degree. The revenue predictions will come as New Tuition. Because this will be a new graduate program with its own set of admission requirements and pre-requisites, students accepted will have made a purposeful decision to enter the program to earn an MED in curriculum and instruction. It will also be a four-semester cohort program. Therefore we do not expect to see students beginning in another graduate program at GC or elsewhere and then deciding to switch. Having said that, there may be some who actually do, so that would also increase enrollment. Based on our enrollment in the current MED degree as an online degree, we anticipate we will have 20 students enrolled after the third year. We do anticipate that most of the students will be in-state, but should that not be the case, the projected New Tuition dollars could rise significantly.

Grand Totals

Even though this is a new MED program, we currently have an MED degree in Education, so we will use existing allocations from the current MED (which will be deactivated upon final approval of this new degree). The projections are for a surplus and not a deficit – with a new tuition revenue stream.

All expenditures and revenues will need to be adjusted based upon the actual cohort numbers in the program each year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I. EXPENDITURES** | First  FY Dollars | Second FY Dollars | Third  FY Dollars | Fourth  FY Dollars |
| **Personnel – reassigned or existing positions** |  |  |  |  |
| Faculty **(see 15.a.ii)** | 101,506 | 101,506 | 101,506 | 101,506 |
| Part-time Faculty **(see 15 a.ii)** | 0 | 0 | 0 | 0 |
| Graduate Assistants **(see 15 a.ii)** | 0 | 0 | 0 | 0 |
| Administrators**(see 15 a.ii)** | 8,906 | 8,906 | 8,906 | 8,906 |
| Support Staff **(see 15 a.ii)** | 3,040 | 3,040 | 3,040 | 3,040 |
| Fringe Benefits | 32,787 | 32,787 | 32,787 | 32,787 |
| Other Personnel Costs | 0 | 0 | 0 | 0 |
| ***Total Existing Personnel Costs*** | 146,239 | 146,239 | 146,239 | 146,239 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***EXPENDITURES (Continued)*** |  |  |  |  |
| **Personnel – new positions (see 15 a.i)** |  |  |  |  |
| Faculty | 0 | 0 | 0 | 0 |
| Part-time Faculty | 0 | 0 | 0 | 0 |
| Graduate Assistants | 0 | 0 | 0 | 0 |
| Administrators | 0 | 0 | 0 | 0 |
| Support Staff | 0 | 0 | 0 | 0 |
| Fringe Benefits | 0 | 0 | 0 | 0 |
| Other personnel costs | 0 | 0 | 0 | 0 |
| ***Total New Personnel Costs*** | 0 | 0 | 0 | 0 |
|  |  |  |  |  |
| **Start-up Costs (one-time expenses) (see 15 a.i)** |  |  |  |  |
| Library/learning resources | 0 | 0 | 0 | 0 |
| Equipment | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |
|  |  |  |  |  |
| Physical Facilities: construction or renovation (see section on Facilities) | 0 | 0 | 0 | 0 |
| ***Total One-time Costs*** | 0 | 0 | 0 | 0 |
|  |  |  |  |  |
| **Operating Costs (recurring costs – base budget) (see 15 a.i)** |  |  |  |  |
| Supplies/Expenses | 942 | 942 | 942 | 942 |
| Travel | 222 | 222 | 222 | 222 |
| Equipment | 0 | 0 | 0 | 0 |
| Library/learning resources | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |
| ***Total Recurring Costs*** | 1,164 | 1,164 | 1,164 | 1,164 |
|  |  |  |  |  |
| ***GRAND TOTAL COSTS*** | 147,403 | 147,403 | 147,403 | 147,403 |
|  |  |  |  |  |
| **III. REVENUE SOURCES** |  |  |  |  |
| **Source of Funds** |  |  |  |  |
| Reallocation of existing funds **(see 15 b.i)** | 147,403 | 147,403 | 147,403 | 147,403 |
| New student workload |  |  | 0 | 0 |
| New Tuition **(see 15 b.ii)** | 107,205 | 107,205 | 142,940 | 142,940 |
| Federal funds | 0 | 0 | 0 | 0 |
| Other grants **(see 15 b.iv)** | 0 | 0 | 0 | 0 |
| Student fees **(see 15 b.iii)**  Exclude mandatory fees  (i.e., activity, health, athletic, etc.). | 0 | 0 | 0 | 0 |
| Other **(see 15 b.v)** | 0 | 0 | 0 | 0 |
| New state allocation requested for budget hearing | 0 | 0 | 0 | 0 |
|  |  |  |  |  |
| ***GRAND TOTAL REVENUES*** | 254,608 | 254,608 | 290,343 | 290,343 |
|  |  |  |  |  |
| **Nature of Revenues** |  |  |  |  |
| Recurring/Permanent Funds | X | X | X | X |
| One-time funds | 0 | 0 | 0 | 0 |
|  |  |  |  |  |
| **Projected Surplus/Deficit**  (Grand Total Revenue – Grand Total Costs)  (see 15 c.i. & c.ii) | 107,205 | 107,205 | 142,940 | 142,940 |

Please remember to include a detailed narrative explaining the projected expenditures and revenues following the instructions appearing at the beginning of the Budget section.

1. Facilities—Complete the table below.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | | **Total GSF** |
| **a.** | **Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.** | | | | | | | | | 300 sq. ft. |
| **b.** | **Indicate if the new program will require new space or use existing space. (Place an “x” beside the appropriate selection.)** | | | | | | | | | |
|  | **Type of Space** | | | | | **Comments** | | | | |
| i. | Construction of new space is required | | | |  |  | | | | |
| ii. | Existing space will require modification | | | |  |  | | | | |
| iii. | If new construction or renovation of existing space is anticipated, provide the justification for the need. | | | | | NA | | | | |
| iv. | Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe what the impact will be. | | | | | no | | | | |
| v. | Will this program cause any impacts on the campus infrastructure, such as parking, power, HVAC, etc. If so, indicate the nature of the impact, estimated cost and source of funding. | | | | | no | | | | |
| vi. | Existing space will be used as is | | | | X |  | | | | |
|  | | | | | | | | | | |
| **c.** | **If new space is anticipated, provide information in space below.** | | | | | | | | | |
| i. | Estimated construction cost | | | | |  | | | | |
| ii. | Estimated total project budget cost | | | | |  | | | | |
| iii. | Proposed source of funding | | | | |  | | | | |
| iv. | Availability of funds | | | | |  | | | | |
| v. | When will the construction be completed and ready for occupancy? (Indicate semester and year). | | | | |  | | | | |
| vi. | How will the construction be funded for the new space/facility? | | | | |  | | | | |
| vii. | Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority? | | | | |  | | | | |
|  | | | | | | | | | | |
| **d.** | **If existing space will be used, provide information in space below.** | | | | | | | | | |
| Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if part of a multi-campus institution and not on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use. | | | | | | | | | |
| The program will make use of existing faculty office space; no other space is needed as the program will be delivered online. | | | | | | | | | |
|  | | | | | | | | | | |
| **e.** | **List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)** | | | | | | | | | |
| i. | **No. of Spaces** | **Type of Space** | | | | | | **Number of Seats** | **Assignable Square Feet (ASF)** | |
| NA | Classrooms | | | | | |  |  | |
| NA | Labs (dry) | | | | | |  |  | |
| NA | Labs (wet) | | | | | |  |  | |
| NA | Meeting/Seminar Rooms | | | | | |  |  | |
| 3 | Offices | | | | | | | 300 | |
| NA | Other (specify) |  | | | | | |  | |
| **Total Assignable Square Feet (ASF)** | | | | | | | | |  | |
|  | | | | | | | | | | |
| ii. | If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location. | | | | | | | | | |
| NA | | | | | | | | | |
| **Chief Business Officer or Chief Facilities Officer Name & Title** | | | | **Phone No.** | | | **Email Address** | | | |
|  | | | |  | | |  | | | |
|  | | | | **Signature** | | | | | | |
|  | | | | | | | | | | |
| ***Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.*** | | | | | | | | | | |

**17. Online Format and Institutional Delivery Questions**

*A. Provide a rationale for the need to offer the program online.*

Graduate enrollment in the college of education has been declining steadily for the past three years. Students have reported that they prefer an online program or a program that is closer to them; therefore, they have decided in many cases to enroll in an online program instead of with Georgia College. Additionally, over 90% of our MED students are working professionals who find it difficult to attend school in the evening after working all day. Many of our students also have families, which also impinges on their ability to attend classes in a face-to-face format. Our target demographic wants to earn an advanced degree for the new knowledge and skills gained as well as the opportunity to receive a pay increase. By delivering this program online, the college will attract these students.

*B. Curriculum and Instruction*

The Master in Education, Curriculum and Instruction will use D2L to deliver the content as well as a variety of online discussion boards, such as Google Hangout, to facilitate face-to-face discussions and advising. D2L is compatible with the nature and objectives of the program and the courses as it allows for discussions, testing, assignment retrieval and storage and contains a grade book for instructor and student use.

Instruction will be offered in an online format only in order to allow students from all over Georgia and even beyond to earn a graduate degree with Georgia College. Occasionally, students will participate in online chat sessions facilitated through sites such as Google Hangout in order for them to meet each other and the instructor. This new program is not a collaborative with another institution so working with another institution does not need to be addressed.

The new program was developed by the Foundations graduate faculty. Some input was also received from the secondary education faculty as they will phasing out the MED in secondary education degree and will recommend new secondary education students instead earn a Masters in curriculum and instruction.

Increased demand for online instruction will positively impact the college of education infrastructure. The program will not make use of actual facilities so will not impact classroom space and housekeeping needs. It will also provide a steady stream of revenue which can be used to support other less financially profitable programs.

*C. Faculty*

All faculty who will be teaching in the program have already taught several online courses in the past. Faculty at Georgia College are supported in online teaching by the IDEAS group which provide immediate advice and assistance concerning online teaching when needed. Additionally, as a condition of participation in the new program, all faculty have agreed to participate in a peer review of their course before it is put online and to request student feedback at midterm and the end of term in order to improve the course each time it is taught. We anticipate a review of the program every year as one group graduates.

**Appendix A.**

Proposed program of study

**Georgia College & State University**

**College of Education**

**Master’s in Education in Curriculum & Instruction**

**Program of Study**

**Curriculum and Instruction Core (26 hours)**

EDCI 6100 (4) Curriculum Theory Summer 1

EDCI 6101 (4) Learning Theory and the Role of Culture Summer 1

EDCI 6102 (4) Analyzing Assessment: Policies, Practices and Power Summer 1

EDCI 6103 (4) Utilizing Educational Research to Improve Learning Fall

EDCI 6104 (4) Curriculum Development and Evaluation Spring

EDCI 6105 (4) Curriculum Leadership (Capstone) Summer II

24 hours

**Specialization (minimum of 12 hours)**

EDCI 6200 (4) Student-Centered Pedagogy for Educators Fall

EDCI 6201 (1) Implementation of Research Project Spring

EDIT 6225 (3) Introduction to Distance Learning Spring

EDCI 6202 (4) Curriculum and Imagination Summer II

12 hours

Students select specialization courses from those listed above, or from other content curriculum appropriate to candidates teaching certification. Choosing specialization courses will be facilitated through advisement with student advisor when program of study is written.

**Total hours required: 36**

**Appendix B:**

Information on courses

Catalog course descriptions:

EDCI 6100 *Curriculum Theory* (new) (4 hours)

This is the first class in the program. Students will learn about the philosophical and historical frameworks that undergird curriculum theory and design including an introduction to major curriculum theorists. Pre: Admission to the program.

EDCI 6101 *Learning Theory and the Role of Culture* (new) (4 hours)

In this class, students will focus on theories of learning and how they apply to students in the classroom. Instruction will also focus on learner differences and the role of culture in learning. Students will also learn how to evaluate, design and modify learning environments to meet the

needs of all learners based in theory, best practices and student achievement data.

Pre: Admission to the program.

EDCI 6102 *Analyzing Assessment: Policies, Practices and Power* (new) (4 hours)

The focus in this class is investigating the assessment process as it relates to student learning and effective instruction. Students will also study how assessment policies are impacted by epistemological and ontological beliefs of those in position to create policy.

Students will learn about a variety of assessments and how to analysis

such assessments and provide timely feedback to improve student outcomes.

Pre: Admission to the program.

EDCI 6103 *Utilizing Educational Research to Improve Learning* (new) (4 hours)

In this course, students focus on understanding the role of academic and classroom research in development as a professional educator. They also develop a classroom research project to implement the next semester that illustrates using research, student data, and self-reflection as means of designing and modifying curriculum. Pre: EDCI 6100, 6101, 6102

EDCI 6104 *Curriculum Development and Evaluation* (new) (4 hours)

In this course, students will focus on curriculum development, design, and evaluation using student performance data, research and reflection. They will also focus on aligning curriculum with local, state, and national standards. Finally, students will focus on using assessment data to conduct program evaluations and identify longitudinal trends and achievement gaps, as well as establish goals for improvement. Pre: EDCI 6100, 6101, 6102, 6103.

EDCI 6105 *Leadership in Curriculum and Instruction (Capstone)* (new) (4 hours)

This is the final course in the required core courses for this program. In this course, students write a final draft of their research paper and complete their electronic portfolio. Students also focus on developing further as leaders and advocates in their schools, particularly in the area of curriculum and instruction. Students have multiple opportunities to share their expertise with other students as well as in the larger educational community. Pre: EDCI 6100, 6101, 6102, 6103, 6104

EDCI 6200 *Student-Centered Pedagogy* (new) (4 hours)

The focus of this course will be on a variety of instructional strategies that teachers may use to engage students in high-impact pedagogies such as simulations, cross-curricular activities, and collaborative groupings. Students will work in content and/or grade level teams in order to focus on their content area. Pre: admission as a graduate student

EDCI 6201 *Implementation of Research Project* (new) (1 hour)

This course is designed to provide guidance as students conduct their research projects and will be taken after EDCI 6103. Students will gather data during this course on their area of specialization. Pre: EDCI 6103 and admission to the program

EDCI 6202 *Curriculum and Imagination* (new) (4 hours)

The course will focus on the aesthetics of teaching and learning including the role of the arts, discovery, innovation and imagination. Students will also study the work of major educational aesthetics theorists such as Eisner and Greene. Reading and assignments in this course will require students to integrate the aesthetic experience into their content field.

Pre: admission as a graduate student

EDIT 6225 *Introduction to Distance Education* (existing) (3 hours)

This course presents an overview of distance learning, primarily in online learning settings, regarding its definition, history, current status, tools, pedagogies, and other critical issues.

Pre: admission as a graduate student

**Appendix C**

Course Rotation

**Outline of course rotation:**

**Summer I**

EDCI 6100 (4) Curriculum Theory (Maymester)

EDCI 6101 (4) Learning Theory and the Role of Culture (Sum1)

EDCI 6102 (4) Analyzing Assessment: Polices, Practices and Power (Sum 2)

12 hours

**Fall**

EDCI 6103 (4) Utilizing Educational Research to Improve Learning

EDCI 6200 (4) Student-Centered Pedagogy for Educators

8 hours

**Spring**

EDCI 6104 (4) Curriculum Development and Evaluation

EDIT 6225 (3) Introduction to Distance Learning

EDCI 6201 (1) Implementation of Research Project

8 hours

**Summer II**

EDCI 6105 (4) Curriculum Leadership (Capstone)

EDCI 6202 (4) Curriculum and Imagination

8 hours

Total

36 hours

**Appendix D**

Standards for Master of Education in Curriculum & Instruction (GAPSC)

**Standard 1 Knowledge of Curriculum Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning.**

**Element 1.1** Completers give evidence of planning that recognizes the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design.

**Element 1.2** Completers provide evidence of the ability to align curriculum across local, state and national standards within and across subject areas.

**Element 1.3** Completers provide evidence of knowledge of resources, including technology, to support best teaching practices.

**Element 1.4** Completers exhibit the ability to evaluate curriculum by using performance data and student work to determine student understanding and to refine curriculum.

**Standard 2 Knowledge of Instruction Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning.**

**Element 2.1** Completers demonstrate ability to design and modify environments that promote learning and are based on best practices and student performance data.

**Element 2.2** Completers exhibit ability to differentiate instruction through use of best practices, student performance data, appropriate resources and culturally responsive pedagogy.

**Element 2.3** Completers give evidence of ability to evaluate and modify instruction based on a variety of data, educational research, and continuous self- assessment.

**Standard 3 Knowledge of Content Program completers will demonstrate advanced depth and breadth of knowledge and skills in the academic discipline and pedagogy.**

**Element 3.1** Completers exhibit the ability to apply current research and data to demonstrate content knowledge and appropriate resources to promote student success.

**Element 3.2** Completers exhibit sufficient pedagogical content knowledge to plan, implement and assess the important ideas and organizational structure of the domains represented in the content body of knowledge to benefit each student.

**Standard 4 Knowledge of Students Program completers will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.**

**Element 4.1** Completers demonstrate knowledge of major learning and developmental theories and how they explain student learning.

**Element 4.2** Completers exhibit ability to meet the diverse needs of students. **Element 4.3** Completers provide evidence of an understanding of the cultural and linguistic contexts of learning.

**Standard 5 Knowledge of Research Program completers will demonstrate ability to use research to promote student learning and to contribute to the teaching profession.**

**Element 5.1** Completers give evidence of the ability to apply theoretical insights and research findings to curriculum, instruction and assessment in P-20 systems to improve student learning, classroom processes, and /or institutional practices.

**Element 5.2** Completers demonstrate ability to use quantitative, qualitative and/or mixed research methods to investigate education problems and are able to articulate the findings in a variety of forums.

**Standard 6 Knowledge of Assessment Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.**

**Element 6.1.** Completers exhibit knowledge of assessment that enables appropriate analysis and evaluation for facilitating student learning and effective instruction.

**Element 6.2.** Completers demonstrate understanding of principles of assessment design.

**Element 6.3.** Completers demonstrate the ability to use diagnostic, formative, and summative assessments to differentiate instruction, and to provide timely and effective feedback to improve student learning.

**Element 6.4** Completers demonstrate the ability to conduct program evaluations to determine the effectiveness of curriculum and instructional practice.

**Element 6.5** Completers demonstrate the ability to use assessment data to identify longitudinal trends, achievement gaps, and establish goals for improvement and are able to articulate pertinent information to a variety of audiences.

**Standard 7 Professional Practices Program completers will demonstrate high standards for professional practice.**

**Element 7.1** Completers establish high standards for academic rigor, intellectual inquiry and professional integrity.

**Element 7.2** Completers participate in and/or lead professional learning experiences to promote effective practices.

**Element 7.3** Completers advocate for the profession by modeling collaboration, leadership and professionalism.

**Appendix E**

Student Learning Outcomes

1) Candidates will give evidence of planning that recognizes the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design.

2) Candidates will provide evidence of the ability to align curriculum across local, state and national standards within and across subject areas.

3)Candidates will provide evidence of knowledge of resources, including technology, to support best teaching practices.

4) Candidates will exhibit the ability to evaluate curriculum by using performance data and student work to determine student understanding and to refine curriculum.

5) Candidates will demonstrate ability to design and modify environments that promote learning and are based on best practices and student performance data.

6) Candidates will exhibit ability to differentiate instruction through use of best practices, student performance data, appropriate resources and culturally responsive pedagogy.

7) Candidates will give evidence of ability to evaluate and modify instruction based on a variety of data, educational research, and continuous self- assessment.

8) Candidates will exhibit the ability to apply current research and data to demonstrate content knowledge and appropriate resources to promote student success.

9) Candidates will exhibit sufficient pedagogical content knowledge to plan, implement and assess the important ideas and organizational structure of the domains represented in the content body of knowledge to benefit each student.

10) Candidates will demonstrate knowledge of major learning and developmental theories and how they explain student learning.

11) Candidates will provide evidence of an understanding of the cultural andlinguistic contexts of learning. .

12) Candidates will give evidence of the ability to apply theoretical insights and research findings to curriculum, instruction and assessment in P-20 systems to improve student learning, classroom processes, and /or institutional practices.

13) Candidates will demonstrate ability to use quantitative, qualitative and/or mixed research methods to investigate education problems and are able to articulate the findings in a variety of forums.

14)Candidates will exhibit knowledge of assessment that enables appropriate analysis and evaluation for facilitating student learning and effective instruction.

15) Candidates will demonstrate understanding of principles of assessment design.

16) Candidates will demonstrate the ability to use diagnostic, formative, and summative assessments to differentiate instruction, and to provide timely and effective feedback to improve

student learning.

17) Candidates will demonstrate the ability to conduct program evaluations to determine the effectiveness of curriculum and instructional practice.

18) Candidates will demonstrate the ability to use assessment data to identify longitudinal trends, achievement gaps, and establish goals for improvement and are able to articulate pertinent information to a variety of audiences.

19) Candidates will establish high standards for academic rigor, intellectual inquiry and professional integrity.

20) Candidates will participate in and/or lead professional learning experiences to promote effective practices.

21) Candidates will advocate for the profession by modeling collaboration, leadership and professionalism.

**Appendix F**

*Accommodating students from old degree program within the new program*

Below is a description of how students in the current MED program will be serviced as the new degree begins.

Our current MED program is based in a cohort model with all students starting in the summer and finishing the next summer. The new MED will follow this same model. Once the new MED degree in Curriculum and Instruction is approved, all pending MED students in Middle Grades and Secondary education waiting for the next cohort will be invited to join the new degree program. No new MED in Education students will be accepted.

Due to the cohort model, we do not anticipate many MED students needing courses from the old program, but for those few students who may still need courses in the old program we will be able to accommodate them.

The old MED degree core will still be functioning for MED students in Special Education, Library Media and Instructional Technology. Consequently, any students in the old program who are missing a core course may take that course with these other programs.

Several of the content courses offered in the new MED degree, can also be used as content courses for Middle Grades and Secondary educations students under the old degree. Therefore, these students may take their content courses with students in the new MED program.

Georgia College & State University

Form for Proposal of New Graduate Courses

1. Department: Professional Learning and Innovation. Discipline: Foundations of Ed.

2. Number of credit hours and formula for courses requiring lab or field experience: 4, 1 hour of field experience will be required in this course and will be completed in the candidates classroom and assessed with class assignments. This 1 hour is part of the 4 credit hours.

3. Hours 3-1-4 Repeatable or Nonrepeatable: nonrepeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: admissions to program

6. Required or elective in what program: required

7. Provide rationale for this course: this course is the first course in a new C & I degree

8. How often is the course to be offered? Annually

9. Who will teach this course? Members of the Foundations program.

Marcia Peck Yeprem Mehranian Jane Hinson

Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the

course over time? If necessary, pre-education foundations faculty could be used

11. How does this course contribute to the existing or proposed program? Provides introduction to the degree field

12. How will an existing program of study change as a result of this course? As this is a new degree, a new program of study will be developed.

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any?

No additional demand is anticipated.

15. Will any additional library or other resources be required by the student? No

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

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chairperson

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dean of School

1. Course Title and Proposed Number

EDCI 6100: Curriculum Theory

2. Catalog Description: This is the first class in the program. Students will learn about the philosophical and historical frameworks that undergird curriculum theory and design including an introduction to major curriculum theorists.

3. Course Function: This course is a required core course in the proposed Masters in Curriculum and Instruction.

4. Course Topics:

Introduction to the C & I degree, program standards

Standards for academic rigor, intellectual inquiry and professional integrity

The role of a curriculum and assessment specialist in education

What is curriculum theory?

The history of curriculum theory, including the emergence and scope of the field

The philosophical paradigms of curriculum theories

Assessment strategies in relation to the historical and philosophical frameworks that emerged over time

Major curriculum theorist and their contributions to theories of curriculum, design, learning and assessment

5. Expected Student Outcomes:

Completers will give evidence of planning that recognizes the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design. (1.1)

Completers will provide evidence of an understanding of the cultural and linguistic contexts of learning. (4.3)

Completers will establish high standards for academic rigor, intellectual inquiry, and professional integrity. (7.1)

6. Grading Criteria:

Students will be assessed with course readings and assignments, online discussions and projects relating to the content of the course. Course work will be scored with scoring guides or rubrics at the instructor’s discretion.

7. All course work will foster independent thinking, enabling the graduate to contribute to her profession as a professional educator.

8. Prerequisites: Admission to the program.

9. Advanced Graduate Content: theorist project, paper documenting and linking historical and philosophical frameworks of curriculum theory.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean of School

Georgia College & State University

Form for Proposal of New Graduate Courses

1. Department: Professional Learning and Innovation. Discipline: Foundations of Ed.

2. Number of credit hours and formula for courses requiring lab or field experience: 4, 1 hour of field experience will be required in this course and will be completed in the candidate’s classroom and assessed with class assignments. This 1 hour is part of the 4 credit hours.

3. Hours 3-1-4 Repeatable or Nonrepeatable: nonrepeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: admissions to program

6. Required or elective in what program: required

7. Provide rationale for this course: this course is the second required course in a new C & I degree

8. How often is the course to be offered? Annually

9. Who will teach this course? Members of the Foundations program.

Marcia Peck Yeprem Mehranian Jane Hinson

Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the

course over time? If necessary, pre-education foundations faculty could be used

11. How does this course contribute to the existing or proposed program? Helps meet the required standards for the new degree

12. How will an existing program of study change as a result of this course? As this is a new degree, a new program of study will be developed.

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any?

No additional demand is anticipated.

15. Will any additional library or other resources be required by the student? No

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

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chairperson

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dean of School

1. Course Title and Proposed Number

EDCI 6101: Learning Theory and the Role of Culture

2. Catalog Description: In this class, students will focus on theories of learning and how they apply to students in the classroom. Instruction will also focus on learner differences and the role of culture in learning. Students will learn how to evaluate, design and modify learning environments to meet the needs of all learners based in theory, best practices and student achievement data.

3. Course Function: This course is a required core course in the proposed Masters in Curriculum and Instruction.

4. Course Topics:

Major learning and developmental theories and their impact on teaching and learning

Learner-Centered education

Student Performance Data

Learner differences

Culturally-Responsive pedagogy

Differentiation based in student differences

5. Expected Student Outcomes:

Completers will give evidence of planning that recognizes the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design. (1.1)

Completers will demonstrate ability to design and modify environments that promote learning and are based on best practices and student performance data (2.1)

Completers will exhibit ability to differentiate instruction through use of best practices, student performance data, appropriate resources and culturally responsive pedagogy. (2.2)

Completers will demonstrate knowledge of major learning and developmental theories and how they explain learning. (4.1)

Completers will exhibit the ability to meet the diverse needs of students. (4.2)

Completers will provide evidence of an understanding of the cultural and linguistic contexts of learning. (4.3)

Completers will establish high standards for academic rigor, intellectual inquiry, and professional integrity. (7.1)

6. Grading Criteria:

Students will be assessed with course readings and assignments, online discussions and projects relating to the content of the course. Course work will be scored with scoring guides or rubrics at the instructor’s discretion.

7. All course work will foster independent thinking, enabling the graduate to contribute to her profession as a professional educator.

8. Prerequisites: Admission to the program.

9. Advanced Graduate Content: learning and developmental theory project; differentiation plan for diverse student.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean of School

Georgia College & State University

Form for Proposal of New Graduate Courses

1. Department: Professional Learning and Innovation. Discipline: Foundations of Ed.

2. Number of credit hours and formula for courses requiring lab or field experience: 4, 1 hour of field experience will be required in this course and will be completed in the candidate’s classroom and assessed with class assignments. This 1 hour is part of the 4 credit hours.

3. Hours 3-1-4 Repeatable or Nonrepeatable: nonrepeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: admissions to program

6. Required or elective in what program: required

7. Provide rationale for this course: this course is the third required course in a new C & I degree

8. How often is the course to be offered? Annually

9. Who will teach this course? Members of the Foundations program.

Marcia Peck Yeprem Mehranian Jane Hinson

Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the

course over time? If necessary, pre-education foundations faculty could be used

11. How does this course contribute to the existing or proposed program? Helps meet the required standards for the new degree

12. How will an existing program of study change as a result of this course? As this is a new degree, a new program of study will be developed.

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any?

No additional demand is anticipated.

15. Will any additional library or other resources be required by the student? No

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

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chairperson

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dean of School

1. Course Title and Proposed Number

EDCI 6102: Analyzing Assessment: Policies, Practices and Power

2. Catalog Description: The focus in this class is investigating the assessment process as it relates to student learning and effective instruction. Students will also study how assessment policies are impacted by epistemological and ontological beliefs of those in position to create policy.

Students will learn about a variety of assessments and how to analysis such assessments and provide timely feedback to improve student outcomes.

3. Course Function: This course is a required core course in the proposed Masters in Curriculum and Instruction.

4. Course Topics:

Purpose of assessment

Types of assessment

Learner differences and assessment

Assessing student learning outcomes and student work

Validity of assessments: What do you want to measure?

5. Expected Student Outcomes:

Completers will exhibit knowledge of assessment that enables appropriate analysis and evaluation for facilitating students’ learning and effective instruction. (6.1)

Completers will demonstrate an understanding of the principles of assessment design. (6.2)

Completers will demonstrate the ability to use diagnostic, formative, and summative assessments to differentiate instruction, and to provide timely and effective feedback to improve student learning. (6.3)

Completers will exhibit ability to differentiate instruction through use of best practices, student performance data, appropriate resources and culturally responsive pedagogy. (2.2)

Completers will provide evidence of an understanding of the cultural and linguistic contexts of learning. (4.3)

Completers will establish high standards for academic rigor, intellectual inquiry, and professional integrity. (7.1)

6. Grading Criteria:

Students will be assessed with course readings and assignments, online discussions and projects relating to the content of the course. Course work will be scored with scoring guides or rubrics at the instructor’s discretion.

7. All course work will foster independent thinking, enabling the graduate to contribute to her profession as a professional educator.

8. Prerequisites: Admission to the program.

9. Advanced Graduate Content: designing and presenting professional development on assessment, modifying content assignment for learner differences demonstration.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean of School

Georgia College & State University

Form for Proposal of New Graduate Courses

1. Department: Professional Learning and Innovation. Discipline: Foundations of Ed.

2. Number of credit hours and formula for courses requiring lab or field experience: 4, 1 hour of field experience will be required in this course and will be completed in the candidate’s classroom and assessed with class assignments. This 1 hour is part of the 4 credit hours.

3. Hours 3-1-4 Repeatable or Nonrepeatable: nonrepeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: EDCI 6100, EDCI 6101, EDCI 6102

6. Required or elective in what program: required

7. Provide rationale for this course: this course is the fourth required course in a new C & I degree

8. How often is the course to be offered? Annually

9. Who will teach this course? Members of the Foundations program.

Marcia Peck Yeprem Mehranian Jane Hinson

Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the

course over time? If necessary, pre-education foundations faculty could be used

11. How does this course contribute to the existing or proposed program? Helps meet the required standards for the new degree

12. How will an existing program of study change as a result of this course? As this is a new degree, a new program of study will be developed.

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any?

No additional demand is anticipated.

15. Will any additional library or other resources be required by the student? No

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

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chairperson

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dean of School

1. Course Title and Proposed Number

EDCI 6103: Utilizing Educational Research to Improve Learning

2. Catalog Description: In this course, students focus on understanding the role of academic and classroom research in development as a professional educator. They also develop a classroom research project to implement the next semester that illustrates using research, student data, and self-reflection as means of designing and modifying curriculum.

3. Course Function: This course is a required core course in the proposed Masters in Curriculum and Instruction.

4. Course Topics:

Role of research in education

Methods of research

Research paradigms

Data-Driven decision making

Self-Assessment

Action Research

Designing an action research project in addressing an issue in curriculum, instruction or assessment

5. Expected Student Outcomes:

Completers will give evidence of ability to evaluate and modify instruction based on a variety of data, educational research, and continuous self-assessment. (2.3)

Completers will exhibit the ability to use current research and data as they demonstrate content knowledge and identify appropriate resources to promote student success. (3.1)

Completers exhibit sufficient pedagogical content knowledge to plan, implement, and assess the important ideas and organizational structure of the domains represented in their content body of knowledge to benefit each student. (3.2)

Completers give evidence of the ability to apply theoretical insights and research findings to curriculum, instruction, and assessment in P-12 systems to improve student learning, classroom processes, and/or institutional practices. (5.1)

Completers demonstrate the ability to use quantitative, qualitative, and/or mixed research methods to investigate education problems and are able to articulate the findings in a variety of forums. (5.2)

Completers establish high standards for academic rigor, intellectual inquiry, and professional integrity. (7.1)

6. Grading Criteria:

Students will be assessed with course readings and assignments, online discussions and projects relating to the content of the course. Course work will be scored with scoring guides or rubrics at the instructor’s discretion.

7. All course work will foster independent thinking, enabling the graduate to contribute to her profession as a professional educator.

8. Prerequisites: EDCI 6100, EDCI 6101, EDCI 6102

9. Advanced Graduate Content: Design an action research project, complete research proposal, complete IRB

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean of School

Georgia College & State University

Form for Proposal of New Graduate Courses

1. Department: Professional Learning and Innovation. Discipline: Foundations of Ed.

2. Number of credit hours and formula for courses requiring lab or field experience: 4, 1 hour of field experience will be required in this course and will be completed in the candidate’s classroom and assessed with class assignments. This 1 hour is part of the 4 credit hours.

3. Hours 3-1-4 Repeatable or Nonrepeatable: nonrepeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: EDCI 6100, EDCI 6101, EDCI 6102, EDCI 6103

6. Required or elective in what program: required

7. Provide rationale for this course: this course is the fifth required course in a new C & I degree

8. How often is the course to be offered? Annually

9. Who will teach this course? Members of the Foundations program.

Marcia Peck Yeprem Mehranian Jane Hinson

Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the

course over time? If necessary, pre-education foundations faculty could be used

11. How does this course contribute to the existing or proposed program? Helps meet the required standards for the new degree

12. How will an existing program of study change as a result of this course? As this is a new degree, a new program of study will be developed.

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any?

No additional demand is anticipated.

15. Will any additional library or other resources be required by the student? No

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

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chairperson

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dean of School

1. Course Title and Proposed Number

EDCI 6104: Curriculum Development and Evaluation

2. Catalog Description: In this course, students will focus on curriculum development, design, and evaluation using student performance data, research and reflection. They will also focus on aligning curriculum with local, state, and national standards. Finally, students will focus on using assessment data to conduct program evaluations and identify longitudinal trends and achievement gaps, as well as establish goals for improvement.

3. Course Function: This course is a required core course in the proposed Masters in Curriculum and Instruction.

4. Course Topics:

Role of standards in education

Curriculum mapping

Curriculum evaluation

Curriculum design based on student performance data and work

Program evaluation

Using data to plan curriculum designed to improve achievement for diverse learners

Role of technology in curricular design

5. Expected Student Outcomes:

Completers will provide evidence of the ability to align curriculum across local, state, and national standards within and across subject areas. (1.2)

Completers will provide evidence of knowledge of resources, including technology to support best teaching practices. (1.3)

Completers will exhibit the ability to evaluate curriculum by using performance data and student work to determine student understanding and to refine curriculum. (1.4)

Completers will demonstrate ability to design and modify environments that promote learning and are based on best practices and student performance data (2.1)

Completers will demonstrate the ability to conduct program evaluations to determine the effectiveness of curriculum and instructional practices. (6.4)

Completers will demonstrate the ability to use assessment data to identify longitudinal trends and achievement gaps, establish goals for improvement, and articulate pertinent information, to a variety of audiences. (6.5)

6. Grading Criteria:

Students will be assessed with course readings and assignments, online discussions and projects relating to the content of the course. Course work will be scored with scoring guides or rubrics at the instructor’s discretion.

7. All course work will foster independent thinking, enabling the graduate to contribute to her profession as a professional educator.

8. Prerequisites: EDCI 6100, EDCI 6101, EDCI 6102, EDCI 6103

9. Advanced Graduate Content: Curriculum design project based in analysis of student data.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean of School

Georgia College & State University

Form for Proposal of New Graduate Courses

1. Department: Professional Learning and Innovation. Discipline: Foundations of Ed.

2. Number of credit hours and formula for courses requiring lab or field experience: 4, 1 hour of field experience will be required in this course and will be completed in the candidate’s classroom and assessed with class assignments. This 1 hour is part of the 4 credit hours.

3. Hours 3-1-4 Repeatable or Nonrepeatable: nonrepeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: EDCI 6100, EDCI 6101, EDCI 6102, EDCI 6103, EDCI 6104

6. Required or elective in what program: required

7. Provide rationale for this course: this course is the final required course in a new C & I degree

8. How often is the course to be offered? Annually

9. Who will teach this course? Members of the Foundations program.

Marcia Peck Yeprem Mehranian Jane Hinson

Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the

course over time? If necessary, pre-education foundations faculty could be used

11. How does this course contribute to the existing or proposed program? Helps meet the required standards for the new degree

12. How will an existing program of study change as a result of this course? As this is a new degree, a new program of study will be developed.

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any?

No additional demand is anticipated.

15. Will any additional library or other resources be required by the student? No

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

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chairperson

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dean of School

1. Course Title and Proposed Number

EDCI 6106: Curriculum Leadership (Capstone)

2. Catalog Description: This is the final course in the required core courses for this program. In this course, students write a final draft of their research paper and complete their electronic portfolio. Students also focus on developing further as leaders and advocates in their schools, particularly in the area of curriculum and instruction. Students have multiple opportunities to share their expertise with other students as well as in the larger educational community.

3. Course Function: This course is the final required core course in the proposed Masters in Curriculum and Instruction.

4. Course Topics:

Professional research writing

Sharing your research

Quality professional learning experiences

Designing professional learning experiences

Characteristic of collaborative communities

Characteristics of teacher leaders

5. Expected Student Outcomes:

Completers will give evidence of ability to evaluate and modify instruction based on a variety of data, educational research, and continuous self-assessment. (2.3)

Completers will give evidence of the ability to apply theoretical insights and research findings to curriculum, instruction, and assessment in P-12 systems to improve student learning, classroom processes, and/or institutional practices. (5.1)

Completers will demonstrate the ability to use quantitative, qualitative, and/or mixed research methods to investigate education problems and are able to articulate the findings in a variety of forums. (5.2)

Completers will establish high standards for academic rigor, intellectual inquiry, and professional integrity. (7.1)

Completers participate in and/or lead professional learning experiences to promote effective practices. (7.2)

Completers advocate for the profession by modeling collaboration, leadership, and professionalism. (7.3)

6. Grading Criteria:

Students will be assessed with course readings and assignments, online discussions and projects relating to the content of the course. Course work will be scored with scoring guides or rubrics at the instructor’s discretion.

7. All course work will foster independent thinking, enabling the graduate to contribute to her profession as a professional educator.

8. Prerequisites: EDCI 6100, EDCI 6101, EDCI 6102, EDCI 6103, EDCI 6104

9. Advanced Graduate Content: Complete research paper and share findings with a larger audience. Create a leadership plan involving planning a professional learning experience in an area of curriculum and instruction. Develop electronic portfolio. Complete an exit interview with faculty members.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean of School

Georgia College & State University

Form for Proposal of New Graduate Courses

1. Department: Professional Learning and Innovation. Discipline: Foundations of Ed.

2. Number of credit hours and formula for courses requiring lab or field experience: 4, 1 hour of field experience will be required in this course and will be completed in the candidate’s classroom and assessed with class assignments. This 1 hour is part of the 4 credit hours.

3. Hours 3-1-4 Repeatable or Nonrepeatable: nonrepeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: admissions to graduate program

6. Required or elective in what program: content elective in MED curriculum and instruction

7. Provide rationale for this course: this course is a content course in a new C & I degree

8. How often is the course to be offered? Annually

9. Who will teach this course? Members of the Foundations program.

Marcia Peck Yeprem Mehranian Jane Hinson

Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the

course over time? If necessary, pre-education foundations faculty could be used

11. How does this course contribute to the existing or proposed program? Helps meet the twelve hours of content courses requirement

12. How will an existing program of study change as a result of this course? As this is part of a new degree, a new program of study will be developed.

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any?

No additional demand is anticipated.

15. Will any additional library or other resources be required by the student? No

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

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chairperson

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dean of School

1. Course Title and Proposed Number

EDCI 6200: Student-Centered Pedagogy

2. Catalog Description: The focus of this course will be on a variety of instructional strategies that teachers may use to engage students in high-impact pedagogies such as simulations, cross-curricular activities, and collaborative groupings. Students will work in content and/or grade level teams in order to focus on their content area.

3. Course Function: This course is a considered a content course in the proposed Master in Curriculum and Instruction.

4. Course Topics:

Learner-Centered education

Learning Theory

Movement and Learning

Simulations in Learning

Cooperative Education

Learning Games

Problem-Based Learning

5. Expected Student Outcomes:

Completers will give evidence of planning that recognizes the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design. (1.1)

Completers will demonstrate ability to design and modify environments that promote learning and are based on best practices and student performance data. (2.1)

Completers will exhibit the ability to apply current research and data to demonstrate content knowledge and appropriate resources to promote student success. (3.1)

Completers exhibit sufficient pedagogical content knowledge to plan, implement and assess the important ideas and organizational structure of the domains represented in the content body of knowledge to benefit each student. (3.2) Completers will demonstrate knowledge of major learning and developmental theories and how they explain learning. (4.1)

6. Grading Criteria:

Students will be assessed with course readings and assignments, online discussions and projects relating to the content of the course. Course work will be scored with scoring guides or rubrics at the instructor’s discretion.

7. All course work will foster independent thinking, enabling the graduate to contribute to her profession as a professional educator.

8. Prerequisites: Admission to the program.

9. Advanced Graduate Content: develop a problem based learning task, develop a simulation for a specific content event, reflection paper “My Life as a Teacher” pre and post, detailing how you teach.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair

Georgia College & State University

Form for Proposal of New Graduate Courses

1. Department: Professional Learning and Innovation. Discipline: Foundations of Ed.

2. Number of credit hours and formula for courses requiring lab or field experience: 1 credit hour

3. Hours 1-0-1 Repeatable or Nonrepeatable: nonrepeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: EDCI 6103

6. Required or elective in what program: content elective in MED curriculum and instruction

7. Provide rationale for this course: this course is a required course in a new MED in C & I degree

8. How often is the course to be offered? Annually

9. Who will teach this course? Members of the Foundations program.

Marcia Peck Yeprem Mehranian Jane Hinson

Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the

course over time? If necessary, pre-education foundations faculty could be used

11. How does this course contribute to the existing or proposed program? Helps meet the twelve hours of content courses requirement

12. How will an existing program of study change as a result of this course? As this is part of a new degree, a new program of study will be developed.

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any?

No additional demand is anticipated.

15. Will any additional library or other resources be required by the student? No

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

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chairperson

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dean of School

1. Course Title and Proposed Number

EDCI 6201: Implementation of Research Project

2. Catalog Description: This course will be a follow up course to EDCI 6103. In EDCI 6103, students planned a research project in their content area. In this course, students will gather data for their project with guidance from the course instructor

3. Course Function: This course is a elective content course in the proposed Master in Curriculum and Instruction.

4. Course Topics:

Research in Education Decision Making

Data Gathering

Teacher Reflection

Content area specialization

5. Expected Student Outcomes:

Completers will give evidence of planning that recognizes the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design. (1.1)

Completers will demonstrate ability to design and modify environments that promote learning and are based on best practices and student performance data. (2.1)

6. Grading Criteria:

Students will be assessed with course assignments, online discussions, and projects relating to the content of the course. Course work will be scored with scoring guides or rubrics at the instructor’s discretion.

7. All course work will foster independent thinking, enabling the graduate to contribute to her profession as a professional educator.

8. Prerequisites: EDCI 6103 and admission to the program

9. Advanced Graduate Content: Complete an action research project.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean of School

Georgia College & State University

Form for Proposal of New Graduate Courses

1. Department: Professional Learning and Innovation. Discipline: Foundations of Ed.

2. Number of credit hours and formula for courses requiring lab or field experience: 4 credit hours

3. Hours 4-0-4 Repeatable or Nonrepeatable: nonrepeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: admissions to graduate program

6. Required or elective in what program: elective in MED curriculum and instruction

7. Provide rationale for this course: this course is a content elective course in a new C & I degree

8. How often is the course to be offered? Annually

9. Who will teach this course? Members of the Foundations program.

Marcia Peck Yeprem Mehranian Jane Hinson

Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the

course over time? If necessary, pre-education foundations faculty could be used

11. How does this course contribute to the existing or proposed program? Helps meet the twelve hours of content courses requirement

12. How will an existing program of study change as a result of this course? As this is part of a new degree, a new program of study will be developed.

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any?

No additional demand is anticipated.

15. Will any additional library or other resources be required by the student? No

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

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chairperson

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dean of School

1. Course Title and Proposed Number

EDCI 6202: Curriculum and Imagination

2. Catalog Description: The course will focus on the aesthetics of teaching and learning including the role of the arts, discovery, innovation and imagination. Students will also study the work of major educational aesthetics theorists such as Eisner and Greene. Reading and assignments in this course will require students to integrate the aesthetic experience into their content field.

3. Course Function: This course is a considered a content course in the proposed Master in Curriculum and Instruction.

4. Course Topics:

Learner-Centered education

Learning Theory

Role of imagination in learning

Role of the arts in learning

Aesthetic theorists and their impact on education

5. Expected Student Outcomes:

Completers will give evidence of planning that recognizes the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design. (1.1)

Completers will demonstrate ability to design and modify environments that promote learning and are based on best practices and student performance data. (2.1)

Completers will exhibit the ability to apply current research and data to demonstrate content knowledge and appropriate resources to promote student success. (3.1) Completers exhibit sufficient pedagogical content knowledge to plan, implement and assess the important ideas and organizational structure of the domains represented in the content body of knowledge to benefit each student. (3.2)

6. Grading Criteria:

Students will be assessed with course readings and assignments, online discussions and projects relating to the content of the course. Course work will be scored with scoring guides or rubrics at the instructor’s discretion.

7. All course work will foster independent thinking, enabling the graduate to contribute to her profession as a professional educator.

8. Prerequisites: Admission to the graduate program.

9. Advanced Graduate Content: Aesthetics in Education research project, lesson plans infused with aesthetics and reflection on this work

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean of School