New Degree and/or Major Proposal Form

Instructions: All degree and/or major proposals must be signed by the Chair and Dean and submitted to the Provost.

Faculty Initiating Request: Dr. David P. Fuller
Submission Date: October 30, 2015

College/School: School of Education
Department: Graduate Studies

Effective Term: Fall Year: 2016
STEM Discipline: Yes
CIP Code: 13.120501
Mode of Delivery: Fully Online

Major(s): biology, English, history and mathematics

Degree Code: ☐ CERO* ☐ CER1** ☐ AAS ☐ AS ☐ AA ☐ BAS ☐ BS ☐ BA ☐ MS ☒ MA ☐ Other (Please List)

Select One

*CERO: Fewer than 30 semester credit hours
**CER1: 30-59 credit hours

Will this new degree or major require formal admission by the school/college? ☐ Yes

If yes, is a special pre/indicated major designation required? ☐ Yes

Provide a description of the new curriculum and major exactly as it will appear in the catalog.

The Master of Arts in Teaching Secondary Education with Initial Teacher Certification (MAT) program prepares the candidate who hold a Bachelor's degree in biology, English, history or mathematics from a Georgia Professional Standards Commission (GaPSC) accredited institution to provide educational services for all students in grades 6-12. The program is offered as a full-time program.

MAT Graduate Curriculum
EDUC 5001 – Foundation of Teaching and Learning (3 hours)
EDUC 5002 – Integrating Technology in School-Based Learning Environments (3 hours)
EDUC 5003 – Reading and Multiple Literacies (3 hours)
EDUC 5004 – Methods of Teaching and Assessment (3 hours)
EDUC 5005 – Practicum I and Seminar (6 hours)
EDUC 5006 – Practicum II and Seminar (9 hours)
SPED 5001 – Adolescent Development and Special Education (3 hours)
TOTAL HOURS: 30
* EDUC 5010 – Intensive edTPA Retake (3 hours)
*NOTE: Teacher candidates will take this course if edTPA score requires additional clinical placement.

Faculty Member

Chair of Academic Affairs Committee

Chair of Faculty Senate

Provost

President

Rev. 6.30.15
Page 1 of 2
**Program Student Learning Outcomes:**

MAT-SLO 1: Candidates have a deep understanding of the subjects they teach and know multiple pedagogies to teach those subjects to secondary students.

MAT-SLO 2: Candidates are committed to their students and are responsible for managing and monitoring student learning.

MAT-SLO 3: Candidates think systematically about practice, learn from experience, and are members of learning communities.

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**How does this program align with the Mission of Middle Georgia State University?**

Aligned with the mission statement of the University and the Office of Graduate Studies, this program builds on successful baccalaureate degrees in Science, Technology, Engineering or Mathematics (STEM), English, and history. As a program with a key partnership in the Bibb County School System, the MAT degree seeks to address a continuing teacher shortage in Georgia and to provide initial certification for teachers. This proposed graduate degree program will produce well-prepared and competent candidates to meet the critical need for highly qualified and effective secondary school teaching positions in the middle Georgia area; hence, these well trained MGA graduates will strengthen the faculty of area school systems.

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**Will the new degree and/or major(s) require new faculty lines or other institutional resources?**

☐ Yes  ☐ No

**If yes, explain:**

See Proposal

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Masters of Arts in Teaching Academic Assessment Plan

AY 2016-2017

PART I: UNIT AND PROGRAM SUMMARY INFORMATION

<table>
<thead>
<tr>
<th>Program Data</th>
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<tbody>
<tr>
<td><strong>Degree Level</strong></td>
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<td><strong>Degree Program</strong></td>
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<td><strong>School</strong></td>
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<td><strong>Department</strong></td>
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<td><strong>Contact</strong></td>
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<td><strong>CIP Code</strong></td>
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**Unit Mission:**

A broad statement of the directions, values and aspirations of the department or school with regard to its programs. It should provide a clear description of the purpose of the unit and the learning environment. The mission should be overtly aligned with the university's mission.

The mission of the Middle Georgia State University Master of Teaching Program is to prepare adaptive professionals who are competent, accountable, reflective, and engaged.

**Program Goals:**

General, broadly stated, aims or purposes of the program and its curriculum. The goals should be meaningful, achievable, and assessable. They should be clearly aligned with the unit's and university's mission.

Provide a numbered list of 2-5 program goals.

1. The MAT Program will work closely with local education leaders in providing and training certified teachers.
2. The MAT Program will respond to the needs of mature graduate candidates who are highly motivated to become secondary school teachers.
3. The MAT Program will graduate students in one year and prepare them for successful completion of the performance assessment for certification.
### Student Learning Outcomes

**Student Learning Outcomes**: SLOs describe in concrete, measurable terms what program goals mean. They describe the knowledge, skills, abilities, capacities, attitudes, or dispositions you expect students to acquire in your **program**. SLOs describe what faculty deem important for students in the program to know, think, do, or value upon completion of the program. SLOs should be clearly stated and achievable. They should meaningfully define the educational objective, and, where possible, indicate desired level of attainment. Finally, SLOs must be assessable.

1. Candidates have a deep understanding of the subjects they teach and know multiple pedagogies to teach those subjects to secondary students.

2. Candidates are committed to their students and are responsible for managing and monitoring student learning.

3. Candidates think systematically about practice, learn from experience, and are members of learning communities.
<table>
<thead>
<tr>
<th>SLO</th>
<th>Methods of Assessment</th>
<th>Where/When Tested</th>
<th>Measure of Success</th>
<th>Analysis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-SLO-1</td>
<td>edTPA Performance Assessment and Professional Reflection, Observations</td>
<td>EDUC 5006 Assessed Spring 2017</td>
<td>At least 90% of students will successfully complete and pass the edTPA performance assessment.</td>
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<td>Subject matter knowledge;</td>
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<td>Interdisciplinary</td>
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<td>Pedagogical content knowledge</td>
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<td>Integrated instruction</td>
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<tr>
<td>MAT-SLO-2</td>
<td>LiveText Portfolio Key Assessment, Teacher KEYS Instrument, Observations</td>
<td>EDUC 5004, EDUC 5005, EDUC 5003, SPED 5001 Assessed Fall 2016; Spring 2017, Summer 2017</td>
<td>At least 90% of students will earn a grade of 80% or better on critical assignments demonstrating an understanding of professional content-area teaching strategies by application into real world practice.</td>
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<td>Equitable treatment and access</td>
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<td>Human development and learning</td>
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<td>Multiple methods</td>
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<td>Evaluation and use of results</td>
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<td>Accountability</td>
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<tr>
<td>MAT-SLO-3</td>
<td>Formative Instructional and Assessment Practice (LP), Observations</td>
<td>EDUC 5005, EDUC 5006, EDUC 5003 Assessed Fall 2016, and Spring 2017</td>
<td>At least 90% of students will earn a grade of 80% on critical assignments.</td>
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<tr>
<td>Collaboration</td>
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<td>Reflection &amp; research</td>
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<td>Parental &amp; community</td>
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<td>Professional development</td>
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<td>Ethical behavior</td>
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*Revised: 11/04/2015*
### Prior Cycle Student Learning Initiatives

List and analyze all initiatives from previous assessment cycle. Compare actual results to measures of success.

N/A—New Program

### New Student Learning Initiatives: Use of Results

Identifying gaps between benchmarks (measures of success) and results of assessment, describe new initiatives for continuous program improvement. Establish measures of success for the new initiative. (Continuation of prior cycle initiatives is acceptable if warranted by data analysis. List any continuing programs in this section)

N/A—New program

### Budget Considerations

A budget adjustment is needed for this "Closing the Loop" initiative: □ Yes □ No

If yes, complete the "Closing the Loop" Budget Adjustment Justification form.

---

**PART III: Complete College Georgia (CCG) Metrics**
### CCG Metrics

**CCG Metrics:** In support of Middle Georgia State College’s Complete College Georgia (CCG) initiative, units will track and analyze (1) program enrollment (2) numbers of degrees conferred in the program (3) timely completion of degree (measured by student credit hours at graduation). Units may also track course completion ratios for select classes. Units must establish measures of success (benchmarks) in each target area on an annual basis. Data will be supplied by the Office of Institutional Effectiveness in May of each year.

### Enrollment

Prior Cycle Measure of Success: N/A—New program

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<tr>
<th>Data Analysis:</th>
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<td>N/A—New program</td>
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New Measure of Success: N/A—New program

### Degrees Conferred

Prior Cycle Measure of Success: N/A—New program

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<th>Data Analysis:</th>
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<td>N/A—New program</td>
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New Measure of Success: N/A—New program

### Credit Hours at Graduation

Prior Cycle Benchmark: N/A—New program

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<tr>
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<tbody>
<tr>
<td>N/A—New program</td>
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</tbody>
</table>

New Measure of Success: N/A—New program
Prior Cycle CCG Program Initiatives

List and analyze all CCG initiatives from previous assessment cycle. Compare actual results to measures of success.
N/A—New program

New CCG Initiatives: Use of Results

Identifying gaps between benchmarks (measures of success) and results, describe new initiatives for continuous program improvement. Establish measures of success for the new initiative. (Continuation of prior cycle initiatives is acceptable if warranted by data analysis. List any continuing programs in this section)
N/A—New program

Budget Considerations

A budget adjustment is needed for this “Closing the Loop” initiative: □ Yes □ No

If yes, complete the “Closing the Loop” Budget Adjustment Justification form.
FORMAL PROPOSAL FOR A NEW DEGREE PROGRAM and DISTANCE LEARNING DELIVERY
(Program is New and Institution Currently Offers Distance Learning Programs)

Institution: Middle Georgia State University (MGA)

Approval by President or Vice President for Academic Affairs:

__________________________________________

Date: October 30, 2015

School/Division: School of Education

Department: Secondary Education

Departmental Contact: Dr. David P. Fuller, Dean, School of Education

Name of Proposed Program/Inscription: MAT Secondary Education with Initial Teacher Certification

Degree: Master of Arts in Teaching in Secondary Education with Initial Teacher Certification

Major: Biology, English, History and Mathematics

CIP Code: 13.1205010.

Anticipated Implementation Date: Fall 2016

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

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:

Form Revised 07/11/2014
1. Description of the program's fit with the institutional mission, existing degrees and majors.

**MGA Mission Statement**

"Middle Georgia State University educates and graduates inspired, lifelong learners whose scholarship and careers enhance the region through professional leadership, innovative partnerships, and community engagement."

**Office of Graduate Studies Mission Statement**

"The Mission of the Office of Graduate Studies is to develop and offer graduate degrees suitable for working adults that address the needs of the region and anticipate a growing knowledge economy."

**MAT Mission Statement**

"The mission of Middle Georgia State University's Master of Arts in Teaching with Initial Teacher Certification Program is to prepare adaptive professionals who are competent, accountable, reflective, and engaged."

Aligned with the mission statement of the University and the Office of Graduate Studies, this program builds on successful baccalaureate degrees in Science, Technology, Engineering or Mathematics (STEM), English, and history. As a program with a key partnership in the Bibb County School System, the MAT degree seeks to address a continuing teacher shortage in Georgia and to provide initial certification for teachers. This proposed graduate degree program will produce well-prepared and competent candidates to meet the critical need for highly qualified and effective secondary school teaching positions in the middle Georgia area; hence, these well trained MGA graduates will strengthen the faculty of area school systems.

The trajectory of planning for an MAT masters is the result of a long-term commitment in academic planning to teacher education. The then-Macon State College Division of Education was founded in 2005. President Dr. David Bell directed the new Division Chair to create a teacher preparation program that was “rooted in design and implementation for inclusiveness.” The first degree program would produce highly trained elementary school teachers who would 1) graduate dually-certified to effectively teach children with and without disabilities, 2) be prepared to enhance their teaching with innovative uses of technology, and 3) prepare graduates to be highly effective in classroom teaching and learning.

The Early Childhood Special Education (ECSE) program curriculum and clinical practice requirements were developed in partnership with a Teacher Education Council comprised of highly experienced P-12 administrators, teachers, and community stakeholders. All three goals for the ECSE program were accomplished and Macon State College began development of a secondary teacher education certification track as well as a middle grades teacher education program to meet the burgeoning need for qualified teachers in Middle Georgia, again working closely with the Teacher Education Council to identify the knowledge and skills needed to work with diverse students in an inclusive middle or high school classroom.

In April 2007, Macon State College passed a Georgia Professional Standards Commission (GaPSC) developmental review of the School of Education (SOE) teacher preparation programs: the Bachelor of Science degree in Early Childhood Special Education (ECSE); and, the Bachelor of Science degrees in Biology Education and Mathematics Education. In spring 2008, the institution passed an
electronic developmental review of two additional teacher preparation programs: a Bachelors of Arts degree in English and a Bachelors of Arts degree in History, both of which have secondary (grades 6 – 12) education teacher certification tracks.

In October 2010, all existing programs were granted initial approval by the Georgia Professional Standards Commission and the School of Education was awarded initial accreditation by the National Council for Accreditation of Teacher Education (NCATE). The new degree program in Middle Grades Education was awarded approval from NCATE in 2013.

Since the Middle Georgia State University School of Education is currently offering the Bachelor’s degrees in Biology Education, Mathematics Education, English Education, and History Education, this proposed Master of Arts in Teaching in Secondary Education degree with initial teacher certification continues to build on existing programs in Education and the College of Arts and Sciences. The proposed MAT will provide a pathway to initial teacher certification and foster applied research in the areas of teacher practice, student achievement, professional development assessment, and innovation for graduates of the institution who already have earned a Bachelor of Science in one of the Science, Technology, Engineering or Mathematics (STEM) content areas or a Bachelor of Arts in an English or history content area.

2. 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.

Under the recently approved Middle Georgia State University 2015-2018 Strategic Priorities Plan (Published August 2015), MGA indicates Five Strategic Directions:

1) Quality and Distinctiveness of Student Success
2) Academic Reputation, Flagship Programs, and Community Outreach
3) Technology for a 21st Century
4) Fiscal Sustainability
5) The MGA Community of Faculty

Under Strategic Direction #1, Institutional Priority B is to “Become a leader in providing and supporting multiple degree pathways for all MGA students, focusing on professionally empowering bachelor’s and graduate programs.”

2015-2016 Initiatives for Priority B include:

- Develop pathways for special populations of new students (e.g., working adults, veterans, graduate students, transfer students, business professionals).
- Successfully launch Master of Science in Information Technology (MSIT) and Master of Science in Nursing (MSN) graduate degrees and prepare two others for Board of Regents’ review.

Under Strategic Direction #2, Institutional Priority E is to “Distinguish MGA through the accomplishments of the faculty, the reputation of the academic colleges/schools/programs, and the preparation of students for careers.”

Form Revised 07/11/2014
2015-2016 Initiatives for Priority E include:

- Utilize academic master planning to build a robust long-term degree portfolio.

Defining MGA as a masters-degree granting institution is the highest priority of the University as it defines its identity within the structure of its Strategic Priorities Plan. In addition to two master’s programs currently under review by SACSCOC, the MAT degree is one of two new proposals that fall under the Strategic Priorities Plan. Additionally, at the time of consolidation, the Carl Vinson Report (2013) identifies “internal and external support for graduate programs in education, especially concentrations that emphasize teacher preparation and training rather than education leadership... (p. 22). Middle Georgia State University’s School of Education believes it is uniquely situated to provide such a program. The current strategic plan provides the framework for this new degree.

Middle Georgia State University is uniquely positioned in central Georgia to meet the needs of the 21st century student and to fuel the regional economy by producing top-quality graduates who will be successful in 21st century careers due to the highly qualified faculty, authentic classroom and laboratory simulation facilities, and dynamic field placement opportunities in partner school districts.

Many baccalaureate programs at Middle Georgia State University focus on careers in the greatest demand regionally and nationally: business, information technology, nursing, health care and teacher education. “These careers require leaders with both the critical reasoning skills achieved through a quality liberal arts education and career-specific skills that will enable them to be competitive upon entry into the work force. For teachers and other career professionals the ability to keep pace with the proliferation of information, software tools, and devices is extremely challenging” (Source: Horizon Report, 2011).

According to the Georgia Department of Labor report: An Analysis of Long-term Employment Projections to 2020: Growth, with the increase in Georgia’s population and the need to educate students in grades K-12 the state’s priority, the need for new secondary teaching positions will continue to rise through 2020 and for the following decade due to retiring teachers, new positions and replacement positions. “Critical shortage areas like science, technology, engineering, math, and special education are [currently] going unfilled.” Additional highly-trained, well-qualified secondary teachers completing the proposed Master of Arts in Teaching in Secondary Education with initial teacher certification will help to meet this critical need for 8000-9000 secondary teachers in the next several years.

The Master of Arts in Teaching in Secondary Education degree with initial teacher certification will foster applied research in the areas of teacher practice, student achievement, professional development, assessment, and innovation.

This proposal for the Master of Arts in Teaching in Secondary Education degree coincides with Middle Georgia State University’s July 1, 2015, status change and will provide targeted, professionally oriented, work-ready advancement offerings for the middle Georgia region.

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

The Master of Arts in Teaching in Secondary Education degree with initial teacher certification is a cohort-based, accelerated hybrid/blended program consisting of Web-enhanced online instruction, extensive field placement at a professional development school, and limited face-to-face interactive
sessions and seminars flexibly scheduled to meet onsite at the placement school or evenings. The program of study includes graduate-level education courses that address curriculum and instruction, assessment and innovative pedagogies, and dynamic fieldwork experiences.

Initially, interns will be encouraged to work together with the MGA School of Education graduate program faculty as a cohort, proceeding through the coursework both online and face-to-face using Brightspace (D2L), Collaborate, Elluminate, or WebEx, as a group. Since the field placements will all be in the same secondary schools, this can foster peer and reciprocal learning in a collaborative environment that enables interns to gain essential knowledge and skills needed to ultimately become effective teacher-leaders. Each education course and field experience course will be a full semester in duration.

A feature of this proposed MAT will address the critical importance of providing detailed and timely feedback to the graduate interns during their fieldwork at a Professional Development School partner in the local school district. Under the direction and oversight of the Graduate Program Coordinator, the field supervisors and cooperating teachers will assess and evaluate these interns with and engage in a face-to-face debriefing after each observation, as well as provide audio or video-recorded feedback. These graduate interns will also reflect on their teaching and the supervisor’s feedback in a dynamic online journal following well-defined action research strategies.

Middle Georgia State University is proposing a unique program model that aligns with Christensen and Eyring’s (2011) recommendations: (1) mix of face-to-face, Web-enhanced, and online instruction, (2) increased attention to values, (3) interdepartmental/school faculty collaboration, (4) greater emphasis on student-centric learning, (5) cross-disciplinary, integrated curriculum with customizable modules for biology, English, history and mathematics content areas, and (6) capacity for expansion and program entry points.

According to the authors of the Horizon Report (2011), "Economic pressures and new models of education are presenting unprecedented competition to traditional models of the university." In their The Innovative University, Christensen and Eyring (2011) emphasize that disruptive technologies are at work in higher education and to remain viable campuses must embrace a new way of “doing.” The Middle Georgia State University School of Education faculty and Bibb County School District administration and faculty believe that MGA is uniquely situated to provide an innovative and unique MAT program of study by collaborating in a co-teaching initiative - working together with groups of students; sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space (Bacharach, Heck & Dank, 2004).

The MGA Center for Teaching Innovation can support faculty assigned to teach the proposed innovative MAT courses and monitor the Quality Matters criteria for online course design. The Center was launched in fall of 2013, funded in part by seed money from the University System of Georgia, to provide training opportunities in various instructional technologies such as Blackboard Collaborate, Brightspace (D2L), SMART Boards, and Web 2.0 applications. Ongoing training and support activities for graduate faculty teaching hybrid and Web-enhanced classes in the proposed MAT program include active learning, adult learning strategies, assessment for learning, audio editing, blended learning, collaborating, creating, discussing, "flipped" classrooms, storytelling, and video editing. 21st Century tools include lecture capture (Camtasia, Echo360), multimedia (podcast server), presentations (Prezi, Powtoon), PollEverywhere and student response systems, telepresence (Cisco Tandberg/Polycom Video Conferencing,) and Web 2.0 digital media tools (YouTube, GoogleApps).

Form Revised 07/11/2014
The University subscribes to Quality Matters (QM), the internationally recognized leader in identifying best practices for online course delivery in higher education, and promoting institutional awareness and review of online courses through its Quality Matters Rubric Standards. The School of Education faculty has an in-depth awareness of QM with initiatives in place to further promote faculty development.

c. Goals/objectives of the Program

Program Goals

1) The MAT Program will work closely with local education leaders in providing and training certified teachers.
2) The MAT Program will respond to the needs of mature graduate candidates who are highly motivated to become secondary school teachers.
3) The MAT Program will graduate students in one year and prepare them for successful completion of the performance assessment for certification.

This program provides candidates who have already earned a Bachelor of Science degree in one of the Science, Technology, Engineering or Mathematics (STEM) content areas or a Bachelor of Arts degree in an English or history content area who seek to teach in middle Georgia secondary schools with advanced content knowledge, pedagogical and professional knowledge, skills and dispositions to be effective educators. Candidates in this proposed Master of Arts in Teaching Secondary Education degree program with initial teacher certification at Middle Georgia State University will develop the ability to use and apply education research skills, study current issues and trends in their fields, and become knowledgeable about legal issues and ethics. Courses in this graduate program are specially designed to meet their needs as mature adults planning a career as an educator.

The Vinson Report for MGA (2013, p. 22) identifies “[l]nternal and external support for graduate programs in education, especially concentrations that emphasize teacher preparation and training rather than education leadership. . . . Local school districts have indicated that they anticipate hiring large numbers of teachers in future years, including one school district located in the area that hires over 100 teachers per year. Finally, the presence of a private non-local university offering graduate programs within the [MGA] catchment area is indicative of student demand.”

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

The MAT program will be an online program administered by the School of Education from the Macon Campus with off-site hosting of its graduate students in individual schools of the Bibb County School District, Macon, Georgia.

3. 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).

School of Education:
EDUC 5001 Foundations of Teaching and Learning - (3 credit hours), NEW COURSE
SPED 5001 Adolescent Development and Diverse Learning Needs - (3 credit hours), NEW COURSE
EDUC 5002 Integrating Technology in School-Based Learning Environments - (3 credit hours), NEW COURSE

Form Revised 07/11/2014
EDUC 5003 Reading and Multiple Literacies - (3 credit hours), NEW COURSE
EDUC 5004 Methods Teaching and Assessment for Learning - (3 credit hours), NEW COURSE
EDUC 5005 Practicum I and Seminar- (6 credit hours), NEW COURSE
EDUC 5006 Practicum II and Seminar - (9 credit hours), NEW COURSE
EDUC 5110 Intensive edTPA Retake – (3 credit hours), NEW COURSE

Sample Program of Study:
Fall 2016 (12 Credit Hours)
EDUC 5001 - Foundations of Teaching and Learning (3 credit hours)
EDUC 5002 - Integrating Technology in School-Based Learning Environments (3 credit hours)
EDUC 5005 - Practicum I and Seminar (First Half of Semester - Middle Grades Placement in content area; Second Half of Semester – High School Placement in content area) (6 credit hours)

Spring 2017 (12 credit hours)
EDUC 5004 - Methods of Teaching and Assessment (3 credit hours)
EDUC 5006 - Practicum II and Seminar (this includes the action research project) (9 credit hours)

Summer 2017 (6 credit hours)
SPED 5001 - Adolescent Development and Special Education (3 credit hours)
EDUC 5003- Reading and Multiple Literacies (3 credit hours)

This program directs candidates to begin in fall semester and complete the program in the summer of the following calendar year. The graduate-level education courses, including field experiences, will be offered during fall and spring terms and will be full semester in length. Summer term will follow the traditional institutional calendar. The program is currently 30 credit hours.

There are three EDUC field experiences: one half semester in a middle grades setting and one half semester in a high school setting. The final field experience is full semester at the high school. These graduate interns will be placed in secondary classrooms for 900 hours; it is important to note that the Georgia Professional Standards Commission requires a minimum of 700 hours.

During the first eight weeks of fall semester, the interns will be co-teaching all-day two days per week in a middle grades subject area classroom to satisfy the GaPSC requirement for a grades 6-12 certification. During the fall semester, the MAT interns will be co-teaching all-day two days per week. During the spring semester, the interns will be co-teaching all-day, every day with their cooperating teachers.

   a. Clearly differentiate which courses currently exist and those that are newly developed courses. Include course titles as well as acronyms and credit hour requirements associated with each course.

All of the EDUC graduate courses and the SPED graduate courses are newly developed.

   b. Append course descriptions for all courses (existing and new courses). When describing required and elective courses, list all course prerequisites.

Form Revised 07/11/2014
Course Descriptions

Course descriptions, pre- and co-requisites for core and specialty courses in the Master of Arts in Teaching in Secondary Education with Initial Teacher Certification. All courses are newly developed courses. (In approval stage)

EDUC 5001 - Foundations of Teaching for Learning
Credit: 3 hours
Prerequisite: Admission into the MAT program and hold a valid Pre-Service Certificate
Co-requisite: EDUC 5002 and EDUC 5005
Description: In preparation for effective entry into the classroom as a teacher, topics include teaching in the contemporary school; adolescent development; cognitive and behavioral approaches to learning, diversity, collaboration beyond the classroom; accommodating learners with exceptionalities; introduction to curriculum and instruction, and assessment. The use of technology is required. This course meets state and national standards.
NOTE: This course is non-transferable to a baccalaureate program.
Lecture/Lab Hours: Three hours per week

EDCU 5002 - Integrating Technology in School-Based Learning Environments
Credit: 3 hours
Prerequisite: Admission into the MAT program and hold a valid Pre-Service Certificate
Co-requisites: EDUC 5001 and EDUC 5005
Description: Overview of systematic planning, development and evaluation of media-rich classroom instruction. Best practices collecting, summarizing, analyzing and applying assessment data to classroom improvement with techniques for organization and participation in a grade-level or school-wide collaborative team. The use of technology is required. This course meets state and national standards.
NOTE: This course is non-transferable to a baccalaureate program.
Lecture/Lab Hours: Three hours per week

EDUC 5003 - Reading and Multiple Literacies
Credit: 3 hours
Pre-requisites: A grade of “B” or better in EDUC 5001, EDUC 5002, 5004, 5005, 5006.
Co-requisite: SPED 5001
A study of design principles for promoting reading across the curriculum for guided inquiry, self-directed learning, collaborative learning, effective use of cultural and digital new media to meet the needs of diverse learners, as well as cognitive reading strategies for constructing meaning from text. The use of technology is required. This course meets state and national standards.
NOTE: This course is non-transferable to a baccalaureate program.
Lecture/Lab Hours: Three hours per week

Form Revised 07/11/2014
EDUC 5004 - Methods of Teaching and Assessment for Learning
Credit: 3 hours
Pre-requisites: A grade of "B" or better in EDUC 5001, EDUC 5002 and EDUC 5005
Co-requisite: EDUC 5006
Description: An introduction to instructional strategies and curriculum for teaching secondary content that emphasizes effective instruction based on Universal Design, formulating student learning objectives, selection of appropriate pedagogies, and authentic assessments for data-driven decision making. The use of technology is required. This course meets state and national standards.
NOTE: This course is non-transferable to a baccalaureate program.
Lecture/Lab Hours: Three hours per week

EDUC 5005 - Practicum I and Seminar (EDUC 5005)
Credit: 6 hours
Pre-requisite: Admission into the MAT program and hold a valid Pre-Service Certificate
Co-requisite: EDUC 5001 and EDUC 5002
Description: Seminar topics shall include Universal Design lesson planning and assessment, accommodating diverse learners with authentic assessments, infusing appropriate digital new media to sustain student engagement, collaborative planning and grading, professional ethics and dispositions, Positive Behavioral Interventions and Supports (PBIS), and data-driven decision-making. The use of technology is required. This course meets state and national standards.
NOTE: A minimum of 300 hours of teaching in a 6-12 school setting is required.
NOTE: This course is non-transferable to a baccalaureate program.
Lecture/Lab Hours: Six hours per week.

EDCU 5006 - Practicum II and Seminar
Credit: 9 hours
Pre-requisites: Hold a valid Pre-Service Certificate and a grade of "B" or better in EDUC 5001, EDUC 5002, EDUC 5005 and EDUC 5006
Co-requisite: EDUC 5004
Description: Seminar topics shall include Universal Design lesson planning and assessment, accommodating diverse learners with authentic assessments, infusing appropriate digital new media to sustain student engagement, collaborative planning and grading, professional ethics and dispositions, Positive Behavioral Interventions and Supports (PBIS), and data-driven decision-making. The use of technology is required. This course meets state and national standards.
NOTE: A minimum of 600 hours of teaching in a 6-12 school setting is required.
NOTE: This course is non-transferable to a baccalaureate program.
Lecture/Lab Hours: Nine hours per week.
SPED 5001 - Adolescent Development and Diverse Learning Needs
Credit: 3 hours
Pre-requisites: Hold a valid Pre-Service Certificate and a grade of “B” or better in EDUC 5001, EDUC 5002, EDUC 5004, EDUC 5005 and EDUC 5006.
Co-requisite: EDUC 5003
Description: Learners are examined from the standpoint of developmental characteristics; social, cultural, racial, and gender affiliation; socioeconomic status; religious influences; learning styles; first language; special needs; and exceptionalities. Adolescents are also examined from biological, psychological, cognitive, and social perspectives within the tapestry of their families and communities; and through the influences of societal and cultural norms. The use of technology is required. This course meets state and national standards.
NOTE: This course is non-transferable to a baccalaureate program.
Lecture/Lab Hours: Three hours per week

Course Name: EDUC 5010 - Intensive edTPA Retake
Hours: 3 hours
Prerequisite: Permission of the Dean of the School of Education and hold a valid Pre-Service Certificate.
Course Description
This field-based course is a supervised clinical experience in an approved instructional setting. edTPA Retake will offer teacher candidates additional opportunities to practice and refine teaching skills and for faculty and teacher candidates to engage in reflective dialogue about teacher candidate strengths, as well as areas for improvement. Additionally, edTPA Retake allows teacher candidates to continue to analyze and reflect on teaching effectiveness and apply what they have learned in their preparation programs.

c. Provide documentation that all relevant campus curriculum governance bodies have approved the program and all courses in the proposed curriculum.

School of Education – Faculty approval October 29, 2015

MIDDLE GEORGIA STATE UNIVERSITY
School of Education

Faculty Meeting
October 29, 2015

Call to Order Dr. David Fuller called to order to a Special Meeting under the Weekly Faculty Meeting of the School of Education (SOE) of Middle Georgia State University (MGA) at 10:20 A.M. on Thursday, October 29, 2015 in TEB 303.

Roll Call Those present were: Dr. Rhonda Amerson, Dr. David Fuller, Dr. Sumitra Himangshu, Ms. Molly Kimsey, Dr. Elise Langan, Dr. Vicki Luther, Dr. Shérie Owens, Ms. Wendy Pooler, Dr. Loleta Sartin, Dr. Shamani Shikwambi, and Dr. Randy Spaid.

Dr. Fuller opened the special meeting and requested that Dr. Randy Spaid proceed with the next-levels discussion of the M.A.T. proposal. Dr. Fuller then called for a motion approving the submission of the M.A.T. Proposal. Dr. Elise Langan moved the motion forward, seconded by Dr.
Loleta Sartin. Dr. Spaid acknowledged the faculty who were involved in the development of the curriculum and syllabi included in the M.A.T. proposal and distributed two documents for further discussion:

(ii) Overarching Learning Objectives

The discussion for the above items centered around specifying actual public school hours (#12 M.A.T. Admissions Requirements), instead of during public school hours, and tightening-up the language pertaining to the various Candidate Proficiencies.

Dr. Spaid also introduced and discussed the following items: (i) MOU with Bibb County School District; and (ii) Quality Matters Rubrics carefully developed to be included in all online syllabi for the benefit of students enrolled in online coursework. Dr. Fuller shared the edTPA Performance Assessment Retake Policy to be instituted with the M.A.T. program. The conversations/discussions regarding all topics ended on a positive note.

There was no additional discussion regarding the submission of the M.A.T. Proposal. Dr. Fuller called for a vote, which carried unanimously.

Submitted respectfully,
Sumitra Himangshu, Ph.D.

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

Georgia Professional Standards Commission “Mother Rule” GaPSC 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS (Effective July 3, 2014). See Appendix M

e. Indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline.

This proposed program is aligned with the Council for the Accreditation of Educator Preparation (CAEP) Standards (see Appendix N) by ensuring that graduate interns develop a deep understanding of the critical concepts and principles of their content area and, by completion, are able to use content area-specific pedagogical knowledge and best practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Through a professional development school partnership, this proposed program ensures that high-quality clinical experiences will prepare graduate interns with the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on secondary students’ learning and development.

Development of candidate quality is the goal of graduate intern preparation in all phases of the proposed MAT program; therefore, the quality of candidates is a continuing and purposeful part of the MGA School of Education’s responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification.
Assessment of the MAT program is designed to evaluate the impact of the completers on grades 9-12 student learning and development, classroom instruction, and schools. Using valid data from multiple measures and analyzing the satisfaction of completers with the relevance and effectiveness of their preparation, the assessment plan will use the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.

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

The Placement Officer in the Bibb County School District (BCSD) central office in cooperation with the Coordinator of Field Experiences for the MGA School of Education and the Graduate Program Coordinator will assign interns to classrooms. A Teacher Induction Partnership middle and high schools Professional Development School will host graduate internship candidates for Practicum I and II.

All graduate interns will be observed and regularly assessed by their cooperating classroom teachers and assigned university supervisors using the Georgia Department of Education Teacher Keys Effectiveness System instruments and the Georgia Professional Standards Commission (GaPSC) Teacher Performance Assessment, edTPA. LiveText™ will be the Web-based portal for graduate interns to document and maintain an interactive and reflective performance portfolio that will include unit plans, lesson plans, assessments, and artifacts, including integration of technology. The edTPA is a performance-based, subject-specific assessment and support system used by more than 600 teacher preparation programs in some 40 states to emphasize, measure and support the skills and knowledge that all teachers need from day one in the classroom.

Standard 6.3 of GaPSC Program Rules requires the program to ensure that “candidates engage in appropriate field experiences to synthesize and apply the content and professional knowledge, skills, and dispositions identified in these standards”. Supervision of the field-based experience will be the responsibility of faculty with terminal degrees in the area of expertise such as the course instructor or adjunct instructors hired specifically for supervision.

It will be an expectation of the program that the video analysis and action research procedures will be used to assess each field-based experience. These graduate interns will capture video of their teaching and upload the digital footage into the LiveText Web-based portal for review and assessment by the SOE graduate faculty. Professors assigned to supervise the field-based experiences will be able to provide asynchronous formative and summative assessment. Given the cross-discipline design of this preparation program, this tool will allow multiple assessors to work together on behalf of the intern, each within their area of expertise.

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

Not applicable, candidate transcripts will be reviewed to ensure that Bachelor’s degree content area courses are acceptable. Passing the GACE II content area test satisfies the GaPSC requirement.

h. Indicate the method of instructional delivery.

This is a hybrid/blended program consisting of Web-enhanced online instruction and limited face-to-face interactive sessions and seminars onsite after field placement or evenings.
4. Admissions criteria. Please include required minimal scores on appropriate standardized tests and grade point average requirements.

The Master of Arts in Teaching Secondary Education with Initial Teacher Certification (MAT) program prepares the candidate who already holds a Bachelor’s degree in biology, English, history or mathematics from a Georgia Professional Standards Commission (GaPSC) accredited institution to provide educational services for all students in grades 6-12. The MAT is offered as full-time program.

**Graduate Admissions (Graduate Studies Catalog 2015-2016)**

General Admissions

Requirements for Graduate Study
1. A bachelor’s degree from a regionally accredited college or university.
2. Evidence of aptitude for success in graduate-level studies.
3. Completion of all program admissions requirements.
4. For residents of Georgia, Documentation of Lawful Residence

**MAT Admission Requirements**

Admission criteria will include GaPSC Rule 505-3-.01 requirements. See Appendix M.

Admission into the MAT Program is competitive and granted on a space available basis. Students must:

- Be admitted to Middle Georgia State University (MGA) in good academic standing with a cumulative GPA of 3.0 or higher on all courses to include transfer, transient, or taken as a part of a prior degree. Students who have not met all requirements for admission but have a cumulative GPA between 2.75-2.99 may submit a letter of appeal as part of their application. Disciplinary action at MGA and/or any other institution that the student has attended or while in the military may prevent admission.
- Submit an official transcript indicating the awarding of a Bachelor’s degree in biology, English, history or mathematics from a GaPSC accredited institution.
- Submit a graduate program admission packet to the Office of Graduate Studies. Admission packets are found on the Office of Graduate Studies website. Prospective students may also contact the Office of Graduate Studies for an admission packet. Deadline for submission of packets is March 1st for fall semester. Packets submitted after the deadline will be considered after all applicants meeting the deadline are processed. Admission packets must be complete in order for the Pre-Service Certificate to be requested.
- Present a passing score on the GACE Program Admissions Assessment or show evidence of exemption from any of the following national exam scores: minimum 525 composite score on Praxis I (if taken prior to August 2006); SAT – minimum combined score of 1000 on SAT verbal/math; ACT minimum combined score of 43 on English/Math; or GRE minimum combined score of 1030 on verbal/quantitative prior to August 1, 2011 or minimum combined score of 297 on verbal/quantitative if taken after August 1, 2011.
- Provide a clear criminal background check and proof of completion of the Georgia Educator Ethics Entry Assessment (350G). Information regarding both will be provided in the admission packet.
- Provide passing scores at the Induction Level (220+) on the GACE content area assessments for your degree.
• Provide biographical statement including professional goals and two professional recommendations.
• Complete GaPSC GCIC background check and Verification of Lawful Presence paperwork.
• The School of Education will request a Pre-Service Certificate from the GaPSC for the prospective candidate. The decision to issue the Pre-Service Certificate resides solely with the GaPSC.
• Upon receipt of a copy of the Pre-Service Certificate by the School of Education the School of Education will notify the prospective candidate of their acceptance as a graduate intern in writing.
• Upon acceptance, students are referred to as “graduate interns.”
• Be available during regular public school day hours for practicums. Upon acceptance, graduate interns must present proof of having liability insurance and a LiveText account.
• Graduate interns must sign their program of study. Graduate interns are required to follow the program of study as prepared by the School of Education. Deviations from that program without prior consent from the Dean of the School of Education will result in dismissal from the School of Education.

5. Availability of assistantships (if applicable).

6. None at present. The Office of Graduate Studies and the Graduate Studies Council is currently developing policies for graduate assistantships, which the School of Education may consider adopting at a later date.

A proposal to join the Robert Noyce Teacher Scholarship Program is in development pending approval of this proposal. The scholarship program seeks to encourage talented science, technology, engineering, and mathematics majors and professionals to become K-12 mathematics and science teachers. The Noyce Scholarship Track provides funds to institutions of higher education to support scholarships, stipends, and academic programs for undergraduate STEM majors and post-baccalaureate students holding STEM degrees who earn a teaching credential and commit to teaching in high-need K-12 school districts.

7. Evaluation and Assessment:
   a. Provide the student learning outcomes and other associated outcomes of the proposed program.

<table>
<thead>
<tr>
<th>M.A.T. Program Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-SLO 1: Candidates have a deep understanding of the subjects they teach and know multiple pedagogies to teach those subjects to secondary students. Each candidate:</td>
</tr>
<tr>
<td>1.1 Possesses broad, current and specialized knowledge of subject matter and demonstrates this knowledge to colleagues, parents and students.</td>
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<tr>
<td>1.2 Possesses an interdisciplinary understanding of curriculum and its applications to real life and effectively demonstrates understanding through the use of multiple explanations, technologies and/or strategies.</td>
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<tr>
<td>1.3 Possesses strong pedagogical content knowledge and uses that knowledge to plan innovative solutions for instructional challenges.</td>
</tr>
</tbody>
</table>

Form Revised 07/11/2014
1.4 Actualizes the integration of content, pedagogy and interdisciplinary understanding through instruction that is integrated, flexible, elaborate and deep.

**MAT-SLO 2: Candidates are committed to their students and are responsible for managing and monitoring student learning. Candidates believe that all students can learn; as a result, each candidate:**

- **2.1** Treats students fairly and provides equitable access to the full curriculum by respecting individual differences and accommodating diverse learners.

- **2.2** Understands human development and learning and uses this understanding to create enriching educational experiences and/or environments for all students.

- **2.3** Creates a safe, well-managed, supportive, inclusive and challenging learning environment.

- **2.4** Uses multiple methods, technologies, resources and organizational arrangements for class instruction in order to meet goals articulated for individual students and address the school improvement plan initiatives.

- **2.5** Monitors student progress with a variety of authentic, informal and formal assessment methods and uses results for data-driven decision making in order to increase student achievement.

- **2.6** Is accountable to colleagues and administrators, accurately interprets student performance data and communicates results to multiple audiences in various formats.

**MAT-SLO 3: Candidates think systematically about practice, learn from experience, and are members of learning communities. Each candidate:**

- **3.1** Collaborates with colleagues, parents and/or other professionals and leads appropriately to strengthen school effectiveness, to advance knowledge, and to influence policy and practice.

- **3.2** Reflects regularly upon daily practice, and draws upon experience and the professional literature to design and conduct research aimed at improved student achievement.

- **3.3** Proactively involves and leads parents and other members of the community in support of instruction and education.

- **3.4** Engages in on-going professional development by joining professional organizations, participating in conferences, mentoring new staff, etc.

- **3.5** Adheres to professional ethical standards while conducting and sharing participatory action research.

The table below indicates vertical articulation for the program SLOs in the graduate courses. The subcategories will be used to develop rubrics for monitoring and evaluation.

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**Form Revised 07/11/2014**
<table>
<thead>
<tr>
<th>Program SLO:</th>
<th>Vertical Articulation of Courses</th>
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<tbody>
<tr>
<td></td>
<td>EDUC 5001</td>
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<tr>
<td>MAT-SLO 1:</td>
<td></td>
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<tr>
<td>Subject Matter Experts</td>
<td></td>
</tr>
<tr>
<td>1.1 Subject matter knowledge</td>
<td>1,2</td>
</tr>
<tr>
<td>1.2 Interdisciplinary</td>
<td>1</td>
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<tr>
<td>1.3 Pedagogical content</td>
<td>1</td>
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<tr>
<td>1.4 Integrated instruction</td>
<td>1</td>
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<tr>
<td>MAT-SLO 2:</td>
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<tr>
<td>Facilitators of Learning</td>
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<tr>
<td>2.1 Equitable treatment and assessment</td>
<td>1,2A</td>
</tr>
<tr>
<td>2.2 Human development and learning</td>
<td>1,2A</td>
</tr>
<tr>
<td>2.3 Learning environment</td>
<td>1,2A</td>
</tr>
<tr>
<td>2.4 Multiple methods</td>
<td>1A</td>
</tr>
<tr>
<td>2.5 Evaluation and use of results</td>
<td>1</td>
</tr>
<tr>
<td>2.6 Accountability</td>
<td>1,2</td>
</tr>
<tr>
<td>MAT-SLO 3:</td>
<td></td>
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<tr>
<td>Collaborative Professionals</td>
<td></td>
</tr>
<tr>
<td>3.1 Collaboration</td>
<td>1</td>
</tr>
<tr>
<td>3.2 Reflection &amp; research</td>
<td>1</td>
</tr>
<tr>
<td>3.3 Parental &amp; community</td>
<td>1A</td>
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<tr>
<td>3.4 Professional development</td>
<td>1</td>
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<tr>
<td>3.5 Ethical behavior</td>
<td>1A,2A</td>
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</tbody>
</table>

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

PROGRAM EVALUATION:
In addition to the summary below, the full assessment plan can be found at “MAT Program Systematic Evaluation Plan Spring 2019” in Appendix D.

Collaborating faculty and administrators will meet on a regular basis to assess the program and make modifications as necessary to improve program quality and the likelihood of graduate intern success. Communities of interest have input into program processes and decision-making. A Teacher Education Council (TEC) comprised of principals, Regional Educational Support Agency representatives, faculty, students and university administration will meet annually to review program outcomes. Recommendations from the TEC members and employers for changes to curriculum and/or policy will be considered.

Any modifications will be based on faculty and intern evaluations of course content and sequence. A review of the MAT in Secondary Education program will be conducted as part of the accreditation process for the School of Education during its next review. See Appendix D.
<table>
<thead>
<tr>
<th>SLO</th>
<th>SLO Concepts Skills Introduced</th>
<th>SLO Concepts Skills Practiced</th>
<th>SLO Concepts Skills Assessed</th>
<th>Assessment Method</th>
<th>Target Performance For Assessment</th>
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<tbody>
<tr>
<td>Office of Graduate Studies</td>
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<td>Assessed in MAT SLOs 1-3 Assessment Plan Below</td>
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<tr>
<td>GSLO 1: Define, describe, summarize and defend their mastery of</td>
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<td>program subject matter.</td>
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<td>MAT-SLO 1: Candidates have a deep understanding of the subjects</td>
<td>EDUC 5001</td>
<td>EDUC 5002</td>
<td>EDUC 5006</td>
<td>Lesson Plans Assessment Plans</td>
<td>At least 90% of students will earn a grade of 85% or better</td>
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<tr>
<td>they teach and know multiple pedagogies to teach those</td>
<td>EDUC 5002</td>
<td></td>
<td>5003</td>
<td>Field Exper, Observations by Coop. Teacher and Univ.</td>
<td>on key assessments, TKES, edTPA</td>
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<td>subjects to secondary students.</td>
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<td>5004</td>
<td>SPED 5001</td>
<td>Superv. Assessed in methods and practica courses</td>
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<td></td>
<td>5005</td>
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<tr>
<td>MAT-SLO 2: Candidates are committed to their students and are</td>
<td>EDUC 5001</td>
<td>EDUC 5002</td>
<td>EDUC 5006</td>
<td>Case Study Projects Grading Rubric</td>
<td>At least 90% of students will earn a grade of 85% or better</td>
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<td>responsible for managing and monitoring student learning.</td>
<td>EDUC 5002</td>
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<td>5003</td>
<td>Lesson Plans Assessment Plans</td>
<td>on key assessments, TKES, edTPA</td>
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<td>EDUC 5004</td>
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<td>SPED 5001</td>
<td>Field Experiences Assessed at completion of Spring and</td>
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<td></td>
<td>EDUC 5005</td>
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<td>and summer 2017 (End of Semester)</td>
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<tr>
<td>MAT-SLO 3: Candidates think systematically about practice, learn</td>
<td>EDUC 5002</td>
<td>EDUC 5006</td>
<td>Case Study Projects Grading</td>
<td>At least 85% of students will earn a grade of 85% on</td>
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<td>from experience, and are members of learning communities.</td>
<td>EDUC 5004</td>
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<td>Rubric</td>
<td>the Case Study Paper a projects and research</td>
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<td>EDUC 5005</td>
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<td>Lesson Plans</td>
<td>At least 90% of students will earn a grade of 85% or</td>
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<td>Assessment Plans</td>
<td>better on key assessments, TKES, edTPA</td>
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<td>Observations by Coop. Teacher</td>
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<td>practica courses</td>
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Form Revised 07/11/2014
Office of Graduate Studies  
GSLO 2  
Produce graduate level scholarship, research or professional project that is original and significant

| EDUC 5001 | EDUC 5002 | EDUC 5006 | 5006 Action research Project  
5003 Grading Rubric Assessed at completion of Summer 2017 Final Project | 5001 At least 90% of students will earn a grade of 85% or better on the Action Research Project |

Graduate intern achievement will be closely monitored: Course grades, and field placement and internship evaluations will be reviewed by faculty, the Coordinator of Field Experiences and the Graduate Program Coordinator. Any disposition or low achievement issues will be addressed with the graduate intern using the SOE’s Student Concerns Form (see Assessment Plan in Appendix D), and a professional development plan will be initiated.

In addition to scholastic achievement measured by course grades and cumulative GPA, graduate interns will be observed and regularly assessed by cooperating classroom teachers and University supervisors using the Teacher Keys Effectiveness System instruments (see Appendix H), the Teacher Performance Assessment and edTPA (see Appendix C). The Teacher Keys Effectiveness System (TKES) consists of multiple components, including the Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and measures of Student Growth and Academic Achievement. The overarching goal of TKES is to support continuous growth and development of each teacher. LiveText will be the Web-based portal for graduate interns to document and maintain an interactive and reflective performance portfolio.
8. Administration of the program:
   a. Indicate where the program will be housed within the academic units of the institution.

   Middle Georgia State University School of Education will house this MAT.

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

   The Dean of the School of Education and the Graduate Program Coordinator will coordinate the review and evaluation of admission packages received from the Graduate Studies Office, evaluate applicant transcripts, formulate course schedules, assign SOE faculty, and direct and evaluate the program of study. The Dean of the School of Education will be responsible for overseeing the admission process, field placements, intern progress, and credentialing of interns who successfully complete the program of study. The Dean of the School of Education and the Graduate Program Coordinator will work with the Dean of Graduate Studies in the recruitment, admission and progression of students and in program assessment.

9. Waiver to Degree-Credit Hour (if applicable): (NOTE: The maximum for master’s degrees is 36-semester credit hours).

   None requested.

10. Accreditation: 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.

   A review of the standards (i.e., identification of where they are currently being addressed, where there are gaps, and where they should be addressed) was completed to ensure the course content is current and sequenced in a way that is meaningful to the graduate program learners. The intensity of instruction within each course and level (e.g., introduced, mastered, and/or reinforced) was identified for each standard (see Appendices C, D, E below), knowledge, and skill. Additionally, the writing team determined where and when standards are assessed in the program of study.

   Note: Because information technology (IT) impacts every course in the MAT program of study, the writing team used the National Educational Technology (ISTE) Standards-T which defines the new skills and pedagogical insights educators need to teach, work and learn in the digital age.

   A gap analysis was completed by the faculty during the October 15, 2015 faculty meeting to determine if the proposed courses address each of the standards, knowledge, and skills in this new program of study, and ensure that the standards are aligned with all the courses and student learning experiences in the course sequence.

   Through curriculum mapping, each instructor developed a framework of instructional units relating to the standards and objectives, producing a visual that was discussed for cross-curriculum connections, when to use instructor-directed or student-directed instruction, types of assessments that may be useful, and resource sharing opportunities. Through this process, the team aligned prerequisite knowledge and skills and adapted proposed assessments that should produce valid and reliable results for all students.

Form Revised 07/11/2014
The SOE faculty “back-mapped” the proposed program of study from the most advanced coursework at the completion of the MAT program of study to provide a picture of the prerequisite knowledge and skills for each course and the level of instruction leading to successful completion of the field experiences and eTTPA. Additionally, this review provided the key concepts and foundational themes that permeate the entire program of study proposed.

See Appendix C for the Interstate Teacher Assessment and Support Consortium (InTASC) standards alignment.

**CAEP Review Process**

The Council for Accreditation for Educator Preparation (CAEP) is the review body for the national accreditation of teacher preparation. The dual mission is accountability and improvement in education preparation. The CAEP accreditation process establishes rigorous standards for teacher education programs, holds accredited institutions accountable for meeting these standards, and encourages unaccredited programs to demonstrate the quality of their programs by working for and achieving professional accreditation.

The CAEP review process involves articulation of program mission, goals, and evidence for the Standards based on a self-study report. The self-study serves as evidence of SOE commitment to move beyond its self-study and toward the next accreditation review and engage in focused continuous improvement. Table 1, below, provides a brief description of the CAEP review process.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Calendar</th>
<th>School of Education</th>
<th>CAEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Spring 2017*</td>
<td>Submit Draft of Self-study</td>
<td>Formative evaluation of self-study</td>
</tr>
<tr>
<td></td>
<td>[9-12 months Prior to Review]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.</td>
<td>Fall 2017 [4 months prior to Review]</td>
<td>Revisions to Self-study</td>
<td>Declares self-study auditable</td>
</tr>
<tr>
<td>III.</td>
<td>Fall 2017 [Prepare for Site Visit]</td>
<td>Submit data for site visit. Respond to any questions/clarifications as needed</td>
<td>Request clarification/additional evidence as needed</td>
</tr>
<tr>
<td>IV.</td>
<td>Spring 2018 [Site Visit]</td>
<td>Receive and host review team (2-4 days) Respond to first draft of site visit report</td>
<td>Conduct Site Visit Send first draft of site visit report within 4 weeks of site visit.</td>
</tr>
<tr>
<td>V.</td>
<td>Fall 2018 [CAEP Decision]</td>
<td>Accept or Appeal CAEP Decision within 30 days of CAEP’s Decision</td>
<td>Send CAEP Decision after site visit.</td>
</tr>
</tbody>
</table>

*Not to be confused with the institution’s program review to commence during Spring 2019.

11. External Reviews (This item only applies to doctoral level programs).

Form Revised 07/11/2014
12. Enrollment Projections and Monitoring:

   a. 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.)

<table>
<thead>
<tr>
<th></th>
<th>First FY</th>
<th>Second FY</th>
<th>Third FY</th>
<th>Fourth FY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. ENROLLMENT PROJECTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Majors</strong></td>
<td>15</td>
<td>20</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>Shifted from other programs</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>New to the institution</td>
<td>15</td>
<td>18</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total Majors</strong></td>
<td>15</td>
<td>20</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td><strong>Course Sections Satisfying Program Requirements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previously existing</td>
<td>0</td>
<td>7 (8*)</td>
<td>7 (8*)</td>
<td>7 (8*)</td>
</tr>
<tr>
<td>New</td>
<td>7 (8*)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Program Course Sections</strong></td>
<td>7 (8*)</td>
<td>7 (8*)</td>
<td>7 (8*)</td>
<td>7 (8*)</td>
</tr>
<tr>
<td><strong>Credit Hours Generated by Those Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing enrollments</td>
<td>0</td>
<td>2**</td>
<td>3**</td>
<td>3**</td>
</tr>
<tr>
<td>New enrollments</td>
<td>15</td>
<td>18</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total Credit Hours (see Note 1)</strong></td>
<td>450</td>
<td>600</td>
<td>690</td>
<td>780</td>
</tr>
<tr>
<td></td>
<td>(456^)</td>
<td>(606^)</td>
<td>(699^)</td>
<td>(789^)</td>
</tr>
</tbody>
</table>

b. 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.

**Note 1:** The formula applied: 15, 20, 23, and 26 students, respectively, taking 30 credit hours to complete the MAT in one year.

**Note 2:** Student Majors are strict calculations based on new enrollments plus existing enrollments (see Lines 8 and 9) and do not account for nominal majors, i.e., students accepted into the MAT program who are not registered for classes.

*The standard curriculum includes seven (7) required courses, some for 3 credit hours and others for 6 and 9 credit hours, for a total of 30 credit hours; the figure 8 under Course Sections, however, includes the additional 3 hour course section of EDUC 5010 edTPA Retake, a remediation class for students who need extra assistance in achieving certification.

** Denotes estimated carryover from previous year of students who did not complete program in one year.

^ Denotes sum based on calculating extra six credit hours in year 1, 2, 3, and 4 taking 33 credit hours in 8 sections for totals, respectively, of 546, 606, 669, and 789, to account for students completing in second year instead of in first year.

Form Revised 07/11/2014
To determine interest in a potential Master of Arts in Teaching in Secondary Education with initial teacher certification, 48 biology, 132 English, 98 history, and 101 mathematics seniors and recent graduates were contacted during summer 2014 to determine interest in this graduate degree program. Of the 379 polled, 135 (35%) responded, “Very Interested.” In addition, 148 MGA sophomores and juniors were polled during summer 2015 with approximately 19% of the 100 respondents “Moderately” or “Very Interested.” A composite majority of those interested in this proposed MAT degree already graduated with a Bachelor’s degree in English, history or mathematics, as well as current English and history majors. However, it is difficult to determine how many biology and mathematics graduates and undergraduates are interested but did not participate in the survey. A conservative projection of 10-15 percent was used for the first cohort although active marketing strategies may result in a larger and growing cohort during the first few years. No attrition was factored in for the following years.

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

Spring 2019

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

We will conduct targeted recruiting in partnership with school districts. All programs at MGA that are deemed nonviable because of enrollment shortfalls are subject to deactivation and termination through CPR.
15. Faculty Qualifications & Capacity:
   a. 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:

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Rank</th>
<th>Highest Degree</th>
<th>Degrees Earned</th>
<th>Academic Discipline</th>
<th>Area of Specialization</th>
<th>Current Workload (Fall 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Rhonda Amerson</td>
<td>Assistant Professor</td>
<td>Doctor of Education</td>
<td>*Doctor of Education *Education Specialist *Master of Education *Bachelor of Education</td>
<td>Education</td>
<td>*Curriculum Studies</td>
<td>ECSE 3430&lt;br&gt;MGED 3160&lt;br&gt;MGED 3170&lt;br&gt;MGED 4110&lt;br&gt;MGED 4270&lt;br&gt;Projected to teach&lt;br&gt;EDUC 5001&lt;br&gt;EDUC 5003</td>
</tr>
<tr>
<td>Dr. David Fuller</td>
<td>Professor &amp; Dean – School of Education</td>
<td>Doctor of Philosophy</td>
<td>*Doctor of Philosophy *Master of Education *Bachelor of General Studies</td>
<td>Education General Studies</td>
<td>*Special Education *General Studies</td>
<td>Project to teach&lt;br&gt;EDUC 5001&lt;br&gt;EDUC 5004&lt;br&gt;SPED 5001</td>
</tr>
<tr>
<td>Dr. Daryl Hancock</td>
<td>Director of Instructio nal Design &amp; Development</td>
<td>Doctor of Education</td>
<td>*Doctor of Education *Education Specialist *Master of Arts *Bachelor of Music Education</td>
<td>*Education *Music Education</td>
<td>*Education Administration *Curriculum &amp; Instructional Technology *Music Education *Music Education</td>
<td>Projected to teach&lt;br&gt;EDUC 5002</td>
</tr>
<tr>
<td>Dr. Sumitra Himangshu</td>
<td>Assistant Professor &amp; Assessment Coordinator</td>
<td>Doctor of Philosophy</td>
<td>*Doctor of Philosophy *Master Arts *Master of Zoological Studies</td>
<td>*Education *Science *Science</td>
<td>*Higher Education Thought &amp; Policy *Biology *Zoology</td>
<td>ISCI 2001&lt;br&gt;SCIE 3000&lt;br&gt;SCIE 3000&lt;br&gt;Projected to teach&lt;br&gt;EDUC 5001&lt;br&gt;EDUC 5004</td>
</tr>
</tbody>
</table>

Form Revised 07/11/2014
<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Rank</th>
<th>Highest Degree</th>
<th>Degrees Earned</th>
<th>Academic Discipline</th>
<th>Area of Specialization</th>
<th>Current Workload (Fall 15)</th>
</tr>
</thead>
</table>
| Dr. Elise Langan| Associate Professor   | Doctor of Philosophy                              | *Doctor of Philosophy  
*Master of Science  
*Bachelor of Science in Speech  
*Education  
*Theatre  
*International Education  
Cros-Cultural Exchange & Training  
*Teaching English as a Second Language  
*Theatre | Edu 3430 Edu 3802 Edu 4803 Projected to teach Educ 5001 Educ 5003 |
| Dr. Vicki Luther| Associate Professor   | Educational Doctorate                              | *Educational Doctorate  
*Master of Education  
*Bachelor of Science in Elementary Education  
*Early Childhood Special Education  
*Education  
*Early Childhood Special Education  
*Education Innovation & Leadership  
*Reading  
*Early Childhood Special Education | Edu 3200 Edu 3200 Projected to teach Educ 5001 Educ 5003 |
| Dr. Sherie Owens| Assistant Professor   | Doctor of Philosophy                              | *Doctor of Philosophy  
*Master of Education  
*Bachelor of Arts  
*Psychology  
*Education of Students with Exceptionalities  
*Learning Disorders  
*Psychology (General) | Edu 4500 Edu 2120 FYES 1001 SPED 4110 Projected to teach Educ 5001 SPED 5001 |
| Dr. Neil Rigole | Director, Innovations in Teaching & Learning    | Doctor of Philosophy                              | *Doctor of Philosophy  
*Master of Education  
*Bachelor of Science  
*Instructional Technology  
*Instructional Technology  
*Middle Grades Education | ITEC 4230 ITEC 4230 Projected to teach 5002 |
| Dr. Loleta Sartin| Assistant Professor | Doctor of Philosophy                              | *Doctor of Philosophy  
*Master of Education  
*Bachelor of Arts  
*Higher Education Admin.  
*Elementary Secondary/Gifted Education  
*Elem, Educ. | Edu 2110 Edu 2120 FYES 1001 FYES 1001 Projected to teach Educ 5001 |

Form Revised 07/11/2014
<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Rank</th>
<th>Highest Degree</th>
<th>Degrees Earned</th>
<th>Academic Discipline</th>
<th>Area of Specialization</th>
<th>Current Workload (Fall 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Randall Spaid</td>
<td>Professor</td>
<td>Doctor of Philosophy</td>
<td>*Doctor of Philosophy *Master of Science *Master of Arts *Bachelor of Science</td>
<td>*Education *Science Education *(Equiv) Animal Science *Guidance &amp; Counseling Education *Agriculture</td>
<td>EDUC 3550 ISCI 2002 SCIE 3001K &amp; L SCIE 3201K &amp; L Projected to teach EDUC 5001 EDUC 5005 EDUC 5006</td>
<td></td>
</tr>
<tr>
<td>New Faculty</td>
<td>Associate / Full Professor</td>
<td>Doctor of Philosophy</td>
<td>Education Special Education, Curriculum &amp; Instruction, Literacy</td>
<td>Projected to teach 9 credit hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Qualified So.E faculty will teach part-time in the graduate program.

Total Number of Faculty: 12

b. 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.

New faculty will preferably hold a doctorate in Curriculum & Instruction.

c. 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.)

Masters-level courses will be taught by the new faculty member and by reassigning SOE faculty. See the table below. Undergraduate courses will be taught by remaining faculty and adjunct faculty as needed.
<table>
<thead>
<tr>
<th>New Faculty F16</th>
<th>EDUC 5001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigole F16</td>
<td>ITEC 4205 (3)</td>
</tr>
<tr>
<td></td>
<td>ITEC 4701 (3)</td>
</tr>
<tr>
<td></td>
<td>EDUC 5002 (3)</td>
</tr>
<tr>
<td>Spaid F16</td>
<td>EDUC 3550 (3)</td>
</tr>
<tr>
<td></td>
<td>SCIE 3001K, L (4)</td>
</tr>
<tr>
<td></td>
<td>SCIE 3201K, L (4)</td>
</tr>
<tr>
<td></td>
<td>EDUC 5005 (6)</td>
</tr>
<tr>
<td>New Faculty Spr17</td>
<td>EDUC 5006 (9)</td>
</tr>
<tr>
<td>Spaid Spr17</td>
<td>SCIE 3101K, L (4)</td>
</tr>
<tr>
<td></td>
<td>ISCI 2001 (3)</td>
</tr>
<tr>
<td></td>
<td>ISCI 2002 (3)</td>
</tr>
<tr>
<td></td>
<td>EDUC 5004 (3)</td>
</tr>
<tr>
<td>Shikwambi Su17</td>
<td>SPED 5001 (3)</td>
</tr>
<tr>
<td>Luther Su17</td>
<td>EDUC 5003 (3)</td>
</tr>
</tbody>
</table>

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

a. For Expenditures:
   i. 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).

   ii. 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).

b. For Revenue:
   i. 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.
   ii. Explain how the new tuition amounts are calculated.
   iii. 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.).
   iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.
   v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.
c. When Grand Total Revenue is not equal to Grand Total Costs:

i. 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?

ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

<table>
<thead>
<tr>
<th>I. EXPENDITURES</th>
<th>First FY Dollars</th>
<th>Second FY Dollars</th>
<th>Third FY Dollars</th>
<th>Fourth FY Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel - reassigned or existing positions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty (see 15.a.ii)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time Faculty (see 15.a.ii)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants (see 15.a.ii)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators (see 15.a.ii)</td>
<td>10,025</td>
<td>10,125</td>
<td>10,226</td>
<td>10,328</td>
</tr>
<tr>
<td>Support Staff (see 15.a.ii)</td>
<td>1,872</td>
<td>1,891</td>
<td>1,910</td>
<td>1,929</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>3,569</td>
<td>3,605</td>
<td>3,641</td>
<td>3,677</td>
</tr>
<tr>
<td>Other Personnel Costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Existing Personnel Costs</strong></td>
<td>15,466</td>
<td>15,621</td>
<td>15,777</td>
<td>15,934</td>
</tr>
</tbody>
</table>

| EXPENDITURES (Continued)              |                  |                   |                  |                   |
| Personnel - new positions (see 15.a.i)|                  |                   |                  |                   |
| Faculty                              | 68,000           | 68,680            | 69,367           | 70,061            |
| Part-time Faculty                    |                  |                   |                  |                   |
| Graduate Assistants                  |                  |                   |                  |                   |
| Administrators                       |                  |                   |                  |                   |
| Support Staff                        | 50,000           | 50,500            | 51,005           | 51,515            |
| Fringe Benefits                      | 39,360           | 39,753            | 40,151           | 40,552            |
| Other personnel costs                | 20,400           | 20,604            | 20,810           | 21,018            |
| **Total New Personnel Costs**        | 177,760          | 179,537           | 181,333          | 183,146           |

| Start-up Costs (one-time expenses) (see 15.a.i) |                  |                   |                  |                   |
| Library/learning resources             |                  |                   |                  |                   |
| Equipment                              |                  |                   |                  |                   |
| Other                                  |                  |                   |                  |                   |
| Physical Facilities: construction or renovation (see section on Facilities) |                  |                   |                  |                   |
| **Total One-time Costs**               |                  |                   |                  |                   |

| Operating Costs (recurring costs – base budget) (see 15.a.i) |                  |                   |                  |                   |
| Supplies/Expenses                      | 3,000            | 2,000             | 2,000            | 2,000             |
| Travel                                 | 4,000            | 4,000             | 4,000            | 4,000             |
| Equipment                              |                  |                   |                  |                   |
| Library/learning resources | 6,000 | 5,000 | 8,000 | 8,000 |
| Other                     | 4,000 | 4,000 | 6,000 | 6,000 |
| **Total Recurring Costs** | 17,000 | 15,000 | 20,000 | 20,000 |
| **GRAND TOTAL COSTS**     | 210,226 | 210,158 | 217,110 | 219,080 |
| **III. REVENUE SOURCES**  |        |        |        |        |
| **Source of Funds**       |        |        |        |        |
| Reallocations of existing funds *(see 15 b.i)* | 15,826 |        |        |        |
| New student workload       |        |        |        |        |
| New Tuition *(see 15 b.ii)* | 122,400 | 137,700 | 153,000 | 175,950 |
| Federal funds              |        |        |        |        |
| Other grants *(see 15 b.iv)* |        |        |        |        |
| Student fees *(see 15 b.iii)* |        |        |        |        |
| Exclude mandatory fees     |        |        |        |        |
| (i.e., activity, health, athletic, etc.) | 72,000 | 81,000 | 90,000 | 103,500 |
| Other *(see 15 b.v)*       |        |        |        |        |
| New state allocation requested for budget hearing |        |        |        |        |
| **GRAND TOTAL REVENUES**   | 210,226 | 218,700 | 243,000 | 279,450 |
| **Nature of Revenues**     |        |        |        |        |
| Recurring/Permanent Funds  | 194,400 | 218,700 | 243,000 | 279,450 |
| One-time funds             | 15,826 |        |        |        |
| **Projected Surplus/Deficit** |        |        |        |        |
| (Grand Total Revenue – Grand Total Costs) *(see 15 c.i. & c.ii)* | 0 | 8,542 | 25,890 | 60,370 |

Please remember to include a detailed narrative explaining the projected expenditures and revenues following the instructions appearing at the beginning of the Budget section.
17. Facilities—Complete the table below.

<table>
<thead>
<tr>
<th>Type of Space</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>0</td>
</tr>
<tr>
<td>b. Indicate if the new program will require new space or use existing space. (Place an “x” beside the appropriate selection.)</td>
<td></td>
</tr>
<tr>
<td>i. Construction of new space is required</td>
<td>No</td>
</tr>
<tr>
<td>ii. Existing space will require modification</td>
<td>No</td>
</tr>
<tr>
<td>iii. If new construction or renovation of existing space is anticipated, provide the justification for the need.</td>
<td>N/A</td>
</tr>
<tr>
<td>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.</td>
<td>N/A</td>
</tr>
<tr>
<td>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.</td>
<td>N/A</td>
</tr>
<tr>
<td>vi. Existing space will be used as is</td>
<td>X</td>
</tr>
</tbody>
</table>

C. If new space is anticipated, provide information in space below.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Estimated construction cost</td>
<td>N/A</td>
</tr>
<tr>
<td>ii. Estimated total project budget cost</td>
<td></td>
</tr>
<tr>
<td>iii. Proposed source of funding</td>
<td></td>
</tr>
<tr>
<td>iv. Availability of funds</td>
<td></td>
</tr>
<tr>
<td>v. When will the construction be completed and ready for occupancy? (Indicate semester and year).</td>
<td></td>
</tr>
<tr>
<td>vi. How will the construction be funded for the new space/facility?</td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
</tr>
</tbody>
</table>

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.

N/A

c. List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)

<table>
<thead>
<tr>
<th>No. of Spaces</th>
<th>Type of Space</th>
<th>Number of Seats</th>
<th>Assignable Square Feet (ASF)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classrooms</td>
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<tr>
<td></td>
<td>Labs (dry)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Labs (wet)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Meeting/Seminar Rooms</td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>Offices</td>
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</tr>
<tr>
<td></td>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Chief Business Officer or Chief Facilities Officer Name &amp; Title</th>
<th>Phone No.</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Signature</td>
<td></td>
</tr>
</tbody>
</table>

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.

Middle Georgia State University is proposing a model that aligns with Christensen and Eyring’s (2011) recommendations: (1) mix of face-to-face, Web-enhanced, and online instruction, (2) increased attention to values, (3) interdepartmental/school faculty collaboration, (4) strong graduate programs, (5) greater emphasis on student-centric learning, (6) cross-disciplinary, integrated curriculum with customizable modules for biology, English, history and mathematics content areas, and (7) capacity for expansion and program entry points.
“Economic pressures and new models of education are presenting unprecedented competition to traditional models of the university (Horizon Report, 2011).” In their *The Innovative University*, Christensen and Eyring (2011) emphasize that disruptive technologies are at work in higher education and to remain viable campuses must embrace a new way of “doing.” The Middle Georgia State University School of Education faculty and College of Arts and Sciences faculty believe we are uniquely situated to provide an innovative and unique MAT program of study.

A US Department of Education meta-analysis and review of online learning studies, *Evaluation of Evidence-Based Practices in Online Learning* (Means, B., Toyama, Y., Murphy, R., Bakia, & Jones, K., 2010), found that “the mean effect size was larger for contrasts pitting blended learning against face-to-face instruction (g+ = +0.35) than for those of purely online versus face-to-face instruction (g+ = +0.05); the difference between the two subsets of studies was statistically significant (Q = 8.37, p < .01)” (p. 39).

B. Curriculum and Instruction
   i. Demonstration that the selected delivery technology is compatible with the nature and objectives of the program and courses.

   One of the major objectives of this program is to increase the number of certified teachers in secondary education in the central Georgia region. Using the college’s existing distance learning platform and other current resources such as Echo 360 Personal Capture, the school intends to facilitate learning on demand and promote learner-centered instruction while addressing the critical importance of providing detailed and timely feedback to the graduate interns.

   ii. Identification of whether instruction will be offered synchronously or asynchronously; online only or blended.

   This is a hybrid/blended program consisting of Web-enhanced online instruction and limited face-to-face interactive sessions and seminars onsite after field placement or evenings.

   iii. For collaborative programs, demonstration that changes to the curriculum will be coordinated and communicated among institutional partners.

   Not Applicable

   iv. Delineation of how grade disputes and other academic matters will be adjudicated within the collaborative.

   Not Applicable

   v. Description of the involvement of various departments in the development and coordination of the program.

   The School of Education and the Graduate Program Coordinator will collaborate efforts in advertising, recruiting, admission, progression, and graduation, as well as on annual and periodic program planning and assessment.
vi. Description of how increased demand for online instruction will affect the institution’s infrastructure inclusive of facilities.

It is anticipated that this program will have no negative impact on the institution’s infrastructure from the increased demand for online instruction. Since this proposed MAT could become one of three completely online master’s degrees, the School of Education will have to work carefully with instructional designers, especially during the summer of 2016. Nevertheless, the University will be able to meet this demand and delivery its online programs to meet the standards of Quality Matters, USG’s recommended best practices. See C, ii below.

C. Faculty

i. Description of the online teaching experience of faculty who will teach in the program.

All faculty projected to teach EDUC 5000 level courses have experiences/training delivering hybrid or online using the Brightspace/D2L management system.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Semester</th>
<th>Course</th>
<th>Hybrid</th>
<th>Online</th>
</tr>
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<tr>
<td>Dr. David Fuller</td>
<td></td>
<td>Dr. Fuller has taught numerous hybrid/online courses.</td>
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<tr>
<td>Dr. Darryl Hancock</td>
<td>Fall 13</td>
<td>Dr. Hancock has taught numerous hybrid/online courses.</td>
<td>X</td>
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</tr>
<tr>
<td></td>
<td>Fall 15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Sumitra Himangshu</td>
<td>Fall 13</td>
<td>ECSE 4560</td>
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<td>X</td>
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<td></td>
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<td>SCIE 3000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Vicki Luther</td>
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<td>ECSE 3200</td>
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<td></td>
</tr>
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<td></td>
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<td>ECSE 2110</td>
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<tr>
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<td></td>
<td>ECSE 3200</td>
<td></td>
<td></td>
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<tr>
<td>Dr. Sherie Owens</td>
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<td>ECSE 4520</td>
<td></td>
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<tr>
<td>Dr. Neil Rigole</td>
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<td>Dr. Rigole has taught numerous hybrid/online courses.</td>
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<tr>
<td>Dr. Shamani Shikwambi</td>
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<td>ECSE 2120</td>
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<tr>
<td>Dr. Randall Spaid</td>
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<td>Spring 16</td>
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<td></td>
<td>ISCI 2002</td>
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<tr>
<td></td>
<td></td>
<td>* eCORE classes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ii. Description of the online training of faculty who will teach in the program.

Faculty assigned to teach online graduate-level courses will be trained in Quality Matters™ by the MGA Center for Teaching Innovation. The training will address critical course components – (1) Learning Objectives (2), Assessment and Measurement (3), Instructional Materials (4), Course Activities and Learner Interaction (5), and Course Technology (6) - work together to ensure students achieve desired learning outcomes. See Appendix F for the QM standards and scoring rubric.
Appendix A

Course Descriptions

Course descriptions, pre- and co-requisites for core and specialty courses in the Master of Arts in Teaching in Secondary Education with Initial Teacher Certification. All courses are newly developed courses. (In approval stage)

EDUC 5001 - Foundations of Teaching for Learning
Credit: 3 hours
Prerequisite: Admission into the MAT program and hold a valid Pre-Service Certificate
Co-requisite: EDUC 5002 and EDUC 5005
Description: In preparation for effective entry into the classroom as a teacher, topics include teaching in the contemporary school; adolescent development; cognitive and behavioral approaches to learning, diversity, collaboration beyond the classroom; accommodating learners with exceptionalities; introduction to curriculum and instruction, and assessment. The use of technology is required. This course meets state and national standards.
NOTE: This course is non-transferable to a baccalaureate program.
Lecture/Lab Hours: Three hours per week

EDCU 5002 - Integrating Technology in School-Based Learning Environments
Pre-requisite: Admission into the MAT program and hold a valid Pre-Service Certificate
Co-requisites: EDUC 5001 and EDUC 5005
Description: Overview of systematic planning, development and evaluation of media-rich classroom instruction. Best practices collecting, summarizing, analyzing and applying assessment data to classroom improvement with techniques for organization and participation in a grade-level or school-wide collaborative team. The use of technology is required. This course meets state and national standards.
NOTE: This course is non-transferable to a baccalaureate program.
Lecture/Lab Hours: Three hours per week

EDUC 5003 - Reading and Multiple Literacies
Credit: 3 hours
Pre-requisites: A grade of “B” or better in EDUC 5001, EDUC 5002, 5004, 5005, 5006.
Co-requisite: SPED 5001
A study of design principles for promoting reading across the curriculum for guided inquiry, self-directed learning, collaborative learning, effective use of cultural and digital new media to meet the needs of diverse learners, as well as cognitive reading strategies for constructing meaning from text. The use of technology is required. This course meets state and national standards.
NOTE: This course is non-transferable to a baccalaureate program.
Lecture/Lab Hours: Three hours per week

EDUC 5004 - Methods of Teaching and Assessment for Learning
Credit: 3 hours
Pre-requisites: A grade of “B” or better in EDUC 5001, EDUC 5002 and EDUC 5005
Co-requisite: EDUC 5006
Description: An introduction to instructional strategies and curriculum for teaching secondary content that emphasizes effective instruction based on Universal Design, formulating student learning objectives, selection of appropriate pedagogies, and authentic assessments for data-driven decision making. The use of technology is required. This course meets state and national standards.
NOTE: This course is non-transferable to a baccalaureate program.

Lecture/Lab Hours: Three hours per week

EDUC 5005 - Practicum I and Seminar *(EDUC 5005)*
Credit: 6 hours
Pre-requisite: Admission into the MAT program and hold a valid Pre-Service Certificate
Co-requisite: EDUC 5001 and EDUC 5002
Description: Seminar topics shall include Universal Design lesson planning and assessment, accommodating diverse learners with authentic assessments, infusing appropriate digital new media to sustain student engagement, collaborative planning and grading, professional ethics and dispositions, Positive Behavioral Interventions and Supports (PBIS), and data-driven decision-making. The use of technology is required. This course meets state and national standards.
NOTE: A minimum of 300 hours of teaching in a 6-12 school setting is required.
NOTE: This course is non-transferable to a baccalaureate program.

Lecture/Lab Hours: Six hours per week.

EDCU 5006 - Practicum II and Seminar
Credit: 9 hours
Pre-requisites: Hold a valid Pre-Service Certificate and a grade of "B" or better in EDUC 5001, EDUC 5002, EDUC 5005 and EDUC 5006
Co-requisite: EDUC 5004
Description: Seminar topics shall include Universal Design lesson planning and assessment, accommodating diverse learners with authentic assessments, infusing appropriate digital new media to sustain student engagement, collaborative planning and grading, professional ethics and dispositions, Positive Behavioral Interventions and Supports (PBIS), and data-driven decision-making. The use of technology is required. This course meets state and national standards.
NOTE: A minimum of 600 hours of teaching in a 6-12 school setting is required.
NOTE: This course is non-transferable to a baccalaureate program.

Lecture/Lab Hours: Nine hours per week.

SPED 5001 - Adolescent Development and Diverse Learning Needs
Credit: 3 hours
Pre-requisites: Hold a valid Pre-Service Certificate and a grade of “B” or better in EDUC 5001, EDUC 5002, EDUC 5004, EDUC 5005 and EDUC 5006.
Co-requisite: EDUC 5003
Description: Learners are examined from the standpoint of developmental characteristics; social, cultural, racial, and gender affiliation; socioeconomic status; religious influences; learning styles; first language; special needs; and exceptionalities. Adolescents are also examined from biological, psychological, cognitive, and social perspectives within the tapestry of their families and communities; and through the influences of societal and cultural norms. The use of technology is required. This course meets state and national standards.
NOTE: This course is non-transferable to a baccalaureate program.

Lecture/Lab Hours: Three hours per week
Appendix B

Program and Curriculum Approval

School of Education – Faculty approval October 29, 2015

MIDDLE GEORGIA STATE UNIVERSITY
School of Education

Faculty Meeting
October 29, 2015

Call to Order  Dr. David Fuller called to order to a Special Meeting under the Weekly Faculty Meeting of the School of Education (SOE) of Middle Georgia State University (MGA) at 10:20 A.M. on Thursday, October 29, 2015 in TEB 303.

Roll Call  Those present were: Dr. Rhonda Amerson, Dr. David Fuller, Dr. Sumitra Himangshu, Ms. Molly Kimsey, Dr. Elise Langan, Dr. Vicki Luther, Dr. Sherie Owens, Ms. Wendy Pooler, Dr. Loleta Sartin, Dr. Shamani Shikwambi, and Dr. Randy Spaid.

Dr. Fuller opened the special meeting and requested that Dr. Randy Spaid proceed with the next-levels discussion of the M.A.T. proposal. Dr. Fuller then called for a motion approving the submission of the M.A.T. Proposal. Dr. Elise Langan moved the motion forward, seconded by Dr. Loleta Sartin. Dr. Spaid acknowledged the faculty who were involved in the development of the curriculum, and syllabi included in the M.A.T. proposal and distributed two documents for further discussion:

(iv)  Overarching Program Learning Objectives

The discussion for the above items centered around specifying actual public school hours (#12 M.A.T. Admissions Requirements), instead of during public school hours. Dr. Spaid also shared the proposed Memorandum of Understanding with Bibb County School District and the Quality Matters Rubrics which are applied to all online syllabi. Dr. Fuller shared the edTPA Performance Assessment Retake Policy to be instituted with the M.A.T. program. And the proposed EDUC 5010 Intensive edTPA Retake course.

There was no additional discussion regarding the submission of the M.A.T. proposal, so Dr. Fuller called for a vote, which carried unanimously.

Submitted respectfully,
Sumitra Himangshu, Ph.D.

Academic Affairs Committee

Graduate Studies Council Curriculum and Assessment Committee approval

Faculty Senate approval

Form Revised 07/11/2014
Appendix C

Updated InTASC Core Teaching Standards
Source

The standards have been grouped into four general categories to help users organize their thinking about the standards:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine
possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision-making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. Leadership, collegial support, and collaboration enhance a cycle of continuous self-improvement. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners’ needs and accomplish their school’s mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Appendix D

Assessment Plan

Master of Arts in Teaching (MAT) Secondary Education with Initial Teacher Certification Assessment Plan/Cycle

Assessment of the MAT program will be conducted through a systematic and comprehensive plan. This plan will include assessment of the Program Student Learning Outcomes (SLOs), and self-reporting related to the Council for the Accreditation of Educator Preparation (CAEP) standards, and will follow the established institution assessment plan. Assessment will occur throughout the program in each course and at the completion of the program using a variety of assessment tools such as formative and summative evaluation.

Assessment Cycle of Program SLOs

<table>
<thead>
<tr>
<th>SLO</th>
<th>2016 Fall</th>
<th>2017 Spring</th>
<th>2017 Sum</th>
<th>2017 Fall</th>
<th>2018 Spring</th>
<th>2018 Sum</th>
<th>2018 Fall</th>
<th>2019 Spring</th>
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<td>X</td>
</tr>
</tbody>
</table>

The program delivery model is cohort-based. The curricular design is consistent with the well-known model of guiding student learning from foundational competencies to holistic/critical thinking (Benner and constructivism). Individual course SLOs are assessed by various methods during the semester and, upon completion of each course, and in conjunction with all course assessments, providing evidence of mastery of the program SLOs.

Assessment methods include pass rates on the professional certification exam, employer satisfaction, course graded assignments, fieldwork performance (student teaching at the professional development school (PDS), student program assessment and academic unit assessment. Annual unit assessment reports will be submitted to the Office of Academic Affairs each spring, and the entire inaugural program outcomes will be evaluated at the completion of the program in summer 2017. As new cohorts are admitted, assessment will occur annually.

Assessment of Student Learning Outcomes

1. The summative assessment data are collected for all learning outcomes.
2. Each SLO has an assessment instrument with associated rubric (s) for the purpose of data collection.
3. The faculty member collects data on each SLO at the completion of the assessed class.
4. The faculty member analyzes the data and submits the results to the Graduate Program Coordinator.
5. The Graduate Program Coordinator and the School of Education Graduate Curriculum Committee (which also oversees graduate curricula) convene the following semester to evaluate the results.
6. Based on the findings and recommendations, Student Learning Initiatives are developed to address areas of student learning that need strengthening.

Form Revised 07/11/2014
7. Student Learning Initiatives are assessed with the original SLOs the following cycle and are analyzed on the next academic year’s spring program report.

**The School of Education Graduate Program Coordinator**

The SOE Graduate Program Coordinator oversees the overall assessment process and has the following responsibilities:

- Collects all assessment reports
- With the Graduate Curriculum Committee, reviews and evaluates the assessment data
- Keeps a record of the recommendations made and actions taken based on the findings in order to improve student learning
- Write annual program reports for submission to Office of Planning and Assessment
- Completes CAEP, GaPSC, and SACS assessment requirements and reports
- Keeps abreast of CAEP, GaPSC, and SACS assessment requirements
- Maintains course data and assessment information in the School’s repository
- Serves as a liaison between the Graduate Studies Council, the Academic Affairs Committee, and the School of Education

**The Graduate Curriculum Committee**

This committee reviews graduate curricula and recommends changes to graduate courses; or, deletions of courses; or, the addition of new graduate courses. The committee will forward recommendations with a rationale for curriculum improvements to the full faculty. In addition to its role in the Program Student Learning Outcome Assessment process, the School of Education Graduate Curriculum Committee is responsible for reviewing survey data and recommending improvement of the curriculum, the student learning outcomes, and the program goals.

**Schedule of Graduate Course Student Learning Objectives**

Recommendations to revisit and modify the Course SLOs are the responsibility of the School of Education Graduate Curriculum Committee and the Graduate Program Coordinator working in conjunction with the faculty, the Dean of the SOE, and the Dean of Graduate Studies. This review occurs annually and as required by the Office of Planning and Assessment. The assessment process provides the MAT program with the stability of meaningful instruction, the opportunity for curricular renewal as professional standards change, and a structured framework for teaching, faculty development, and program viability.

The MAT program will apply for the developmental phase of CAEP accreditation (see timeline below.) Therefore, obtaining candidacy includes development of a Systematic Evaluation Plan that addresses all aspects of program evaluation, one of which is Student Learning Objectives (SLOs.) Certain program outcomes (employer satisfaction survey, employment rates and student satisfaction) will be completed 6-12 months following graduation and employment to address the CAEP accreditation standards.

As a new program at Middle Georgia State University, the faculty will conduct a self-study for the USG in the form of a Comprehensive Program Review after three years.
Quality Assurance for Online Graduate Programs
The University subscribes to Quality Matters (QM), the internationally recognized leader in identifying best practices for online course delivery in higher education and for promoting institutional awareness and review of online courses through its Quality Matters Rubric Standards. The School of Education graduate faculty have either an in-depth awareness of QM or initiatives in place to align faculty development with QM.

As a formal structure of professional development and quality assurance in online curriculum, the Office of Graduate Studies will:

- Sponsor organized training*, self-assessment of individual courses, onsite peer review, and follow-up training that will lead to program compliance/improvement at the level of best practices for both the MSIT and the MAT degrees
- Conduct new QM training and/or ascertain previous QM training for all prospective graduate faculty fall 2016
- Require all graduate faculty to complete QM’s self-assessment of their online graduate classes in January 2017
- Have outside consultant review all online graduate classes and compose report for internal MGA use in January 2017
- Consultant findings reviewed by Curriculum and Assessment Committee of the Graduate Studies Council in spring 2017
- Include consultant report as element of spring 2017 program report
- Develop Office of Graduate Studies common QM guidelines for all online classes spring 2016
- Codify common QM guidelines in Graduate Faculty Handbook
- Conduct follow-up training with graduate faculty fall 2017
- Track common QM guidelines in spring 2018, spring 2019, and spring 2020 program reports

*This training will be conducted by MGA’s Center for Innovation in Teaching and Learning
### Assessment of Student Learning Outcomes

**Curriculum Map/SLO**

**Master of Arts in Teaching (MAT) Secondary Education**

<table>
<thead>
<tr>
<th>SLO</th>
<th>Concepts Skills Introduced</th>
<th>SLO Concepts Skills Practiced</th>
<th>SLO Concepts Skills Assessed</th>
<th>Assessment Method</th>
<th>Target Performance For Assessment</th>
</tr>
</thead>
</table>
| **Office of Graduate Studies**  
**GSLO 1**  
Define, describe, summarize and defend their mastery of program subject matter. | Assessed in MAT SLOs 1-3 Assessment Plan Below | Reported in spring cycle to Office of Academic Affairs as collected by Program Director. | | | |
| **MAT SLO 1**  
Candidates have a deep understanding of the subjects they teach and know multiple pedagogies to teach those subjects to secondary students; possesses broad, current and specialized knowledge of subject matter and demonstrates this knowledge to colleagues, parents and students; possesses an interdisciplinary understanding of curriculum and its applications to real life and effectively demonstrates understanding through the use of multiple explanations, technologies and/or strategies; possesses strong pedagogical content knowledge and uses that knowledge to plan innovative solutions for instructional challenges; and, actualizes the integration of content, pedagogy and interdisciplinary understanding through instruction that is integrated, flexible, elaborate and deep. | EDUC 5001  
EDUC 5002 | EDUC 5002  
EDUC 5004  
EDUC 5005 | EDUC 5006  
EDUC 5003  
SPED 5001 | Lesson Plans  
Assessment Plans  
Field Experiences  
Observation by Cooperating Teacher and Univ. Supervisor  
Assessed Fall and Spring 2017 methods and practica courses | At least 90% of students will earn a grade of 85% or better on key assessments, TKES, edTPA |
| **MAT SLO 2**  
Candidates are committed to their students and are responsible for managing and monitoring student learning; treat students fairly and | EDUC 5001  
EDUC 5002 | EDUC 5002  
EDUC 5004  
EDUC 5005 | EDUC 5006  
EDUC 5003  
SPED | Case Study Projects  
Grading Rubric  
Lesson Plans  
Assessment Plans | At least 90% of students will earn a grade of 85% or better on key assessments, TKES, edTPA |

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provide equitable access to the full curriculum by respecting individual differences and accommodating diverse learners; understand human development and learning and use this understanding to create enriching educational experiences and/or environments for all students; create a safe, well-managed, supportive, inclusive and challenging learning environment; use multiple methods, technologies, resources and organizational arrangements for class instruction in order to meet goals articulated for individual students and address the school improvement plan initiatives; monitors student progress with a variety of authentic, informal and formal assessment methods and uses results for data-driven decision making in order to increase student achievement; are accountable to colleagues and administrators, accurately interprets student performance data and communicates results to multiple audiences in various formats.

| MAT SLO 3 | EDUC 5001 | 5001 | Field Experiences Assessed at completion of Spring and summer 2017 (End of Semester) | Case Study Projects Grading Rubric Lesson Plans Assessment Plans Field Experiences Observation by Cooperating Teacher and Univ. Supervisor Assessed at completion of Spring and summer 2017 (End of Semester) | At least 85% of students will earn a grade of 85% on the Case Study Paper a projects and research At least 90% of students will earn a grade of 85% or better on key assessments, TKES, edTPA |
| ———— | ———— | ———— | ———— | ———— | ———— |
| Candidates think systematically about practice, learn from experience, and are members of learning communities; collaborate with colleagues, parents and/or other professionals and lead appropriately to strengthen school effectiveness, to advance knowledge, and to influence policy and practice; reflect regularly upon daily practice, and draw upon experience and the professional literature to design and conduct research aimed at improved student achievement; proactively involve and lead parents and other members of the community in support of instruction and education; engage in | EDUC 5002 | EDUC 5002 | Case Study Projects Grading Rubric Lesson Plans Assessment Plans Field Experiences Observation by Cooperating Teacher and Univ. Supervisor Assessed at completion of Spring and summer 2017 (End of Semester) | Case Study Projects Grading Rubric Lesson Plans Assessment Plans Field Experiences Observation by Cooperating Teacher and Univ. Supervisor Assessed at completion of Spring and summer 2017 (End of Semester) | At least 85% of students will earn a grade of 85% on the Case Study Paper a projects and research At least 90% of students will earn a grade of 85% or better on key assessments, TKES, edTPA |
| ———— | ———— | ———— | ———— | ———— | ———— |
| ———— | ———— | ———— | ———— | ———— | ———— |

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on-going professional development by joining professional organizations, participating in conferences, mentoring new staff, etc.; adhere to professional ethical standards while conducting and sharing participatory action research.

<table>
<thead>
<tr>
<th>Office of Graduate Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSLO 2</td>
</tr>
<tr>
<td>Produce graduate level scholarship, research or professional project that is original and significant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected Level of Achievement</th>
<th>Frequency of Assessment</th>
<th>Assessment Method(s)</th>
<th>Results of Data Collection and Analysis</th>
<th>Action for Program Development</th>
<th>Appendix/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5001</td>
<td>EDUC 5002</td>
<td>EDUC 5006</td>
<td>5003</td>
<td>5005</td>
<td>Action research Project</td>
<td>Grading Rubric</td>
</tr>
<tr>
<td>At least 90% of students will earn a grade of 85% or better on the Action Research Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MAT Program Systematic Evaluation Plan Spring 2019

STANDARD 1 – Mission and Administrative Capacity
The mission of the School of Education reflects the governing organization’s core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the School of Education program and achievement of identified program outcomes.

1.1 The mission/philosophy and program outcomes of the School of Education are congruent with the core values and mission //goals of the governing organization.

Mission / philosophy and program outcomes

<table>
<thead>
<tr>
<th>Frequency of Assessment</th>
<th>Assessment Method(s)</th>
<th>Results of Data Collection and Analysis</th>
<th>Action for Program Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every three (3) years, or when there is a change at the institutional level</td>
<td>Table is used to compare documents to determine congruency (College catalog, School of Education handbooks)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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1.2 The governing organization and School of Education ensure representation of the SOE Dean and School of Education faculty in governance activities; opportunities exist for student representation in governance activities.

| SOE Dean, School of Education faculty, and students are represented in governance activities | The Dean of the School of Education is a member of at least one SOE Committee and at least one college committee or task force. 100% of faculty are members of at least one School of Education committees School of Education faculty are equally represented in the membership of committees. A School of Education graduate intern will serve as a representative to the School of Education's Graduate Committee and the Graduate Council | Annually | Committee meeting minutes | Annually | Committee meeting minutes | Annually | Committee meeting minutes | Annually | Committee meeting minutes |

1.3 Communities of interest have input into program processes and decision-making.

| Communities of interest Teacher Education Council (TEC) | An Academic Advisory Committee (TEC) meeting is held at least annually. Recommendations from Academic Advisory Committee members and employers for changes to curriculum and/or policy are considered. | Annually | Advisory Board (TEC) meeting minutes | Annually | Advisory Board meeting minutes |

1.4 Partnerships that exist promote excellence in School of Education, enhance the profession, and benefit the community.

<p>| Partnerships Bibb County School District Professional Development | Partnerships and affiliated Fieldwork (PDS) institutions are selected to promote excellence in School of Education enhance the | Annually | Memoranda of Understanding Meeting Minutes |</p>
<table>
<thead>
<tr>
<th>Schools</th>
<th>profession and benefit the community. Fieldwork (PDS) sites are evaluated annually by students and faculty for appropriateness to student learning outcomes.</th>
<th>Annually</th>
<th>Narrative regarding partnerships “Fieldwork (PDS) Facility” Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 The School of Education Graduate Program Coordinator holds a terminal degree. 1.5 The SOE Dean is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.</td>
<td>SOE Dean is experientially qualified and meets all governing and state requirements</td>
<td>The Dean of the School of Education program is qualified through institution, accreditation standards, Georgia Board of School of Education requirements, and experience.</td>
<td>Initially upon hire</td>
</tr>
<tr>
<td>1.6 When present, School of Education faculty who coordinate or lead program options/tracks are academically and experientially qualified.</td>
<td>School of Education Graduate Program Coordinator is academically and experientially qualified.</td>
<td>The coordinator of the graduate School of Education program is qualified through institution and accreditation standards/policy and by experience.</td>
<td>Initially upon hire</td>
</tr>
<tr>
<td>1.7 The SOE Dean has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.</td>
<td>SOE Dean responsibilities</td>
<td>The SOE Dean has adequate resources to fulfill the roles and responsibilities for the program. The SOE Dean workload is</td>
<td>Annual review</td>
</tr>
</tbody>
</table>

Form Revised 07/11/2014
<table>
<thead>
<tr>
<th>Policy</th>
<th>Description</th>
<th>Frequency</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.8 SOE Dean</td>
<td>The SOE Dean has the authority to prepare and administer the program budget with faculty input.</td>
<td>Annual review</td>
<td>Job description, Review of budget, Faculty meeting minutes, Communication documentation</td>
</tr>
<tr>
<td>1.9 Policies for School of Education</td>
<td>Faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the School of Education.</td>
<td>100% of the policies of the department are congruent with those of the university unless differences are justified</td>
<td>MGA Faculty Handbook compared to SOE Faculty Handbook, Tenure and Promotion policies as outlined in Faculty Handbook and the Faculty Senate documents, Wage and Salary scale, Hiring Process Manual</td>
</tr>
<tr>
<td>1.10 Distance education</td>
<td>Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the School of Education.</td>
<td>Annual</td>
<td>University, School of Education and philosophy statements (MGA website)</td>
</tr>
<tr>
<td>Distance Education</td>
<td>The online MAT program meets university and department mission/philosophy priorities</td>
<td>Annually</td>
<td></td>
</tr>
</tbody>
</table>

**STANDARD 2 Faculty and Staff**
Qualified and credentialed faculty are sufficient in number to ensure the achievement of the student learning outcomes and program outcomes. Sufficient qualified staff are available to support the School of Education.

2.1 Full-time faculty hold a minimum of a terminal degree in Education; a minimum of 50% of the full-time faculty hold earned doctorates or are currently enrolled in doctoral study. Full- and part-time faculty include those individuals teaching and/or evaluating students in classroom, fieldwork (PDS), or laboratory settings.
<table>
<thead>
<tr>
<th>Qualification of full-time faculty</th>
<th>100% of full-time faculty hold a graduate degree in School of Education 50% of full-time faculty hold or are enrolled in a terminal degree program</th>
<th>Upon hire and annually</th>
<th>Faculty credentialing records Academic transcripts Semester academic progress reports from enrolled faculty</th>
</tr>
</thead>
</table>

2.2 Part-time faculty hold a minimum of a graduate degree with a major in School of Education; a minimum of 50% of the part-time faculty hold earned doctorates or are currently enrolled in doctoral study.

N/A – no part-time faculty employed in Graduate Program

<table>
<thead>
<tr>
<th>Faculty Credentials and Qualifications</th>
<th>100% of graduate faculty document and maintain expertise and certification in areas of teaching and practice 100% of graduate faculty credentials meet governing organization and state requirements</th>
<th>Annual</th>
<th>Faculty evaluations Job descriptions CV Institutional and regional faculty credentialing policies</th>
</tr>
</thead>
</table>

2.3 Faculty (full- and part-time) credentials reflect expertise in their area(s) of teaching and advanced practice certifications when required.

<table>
<thead>
<tr>
<th>Sufficient number of full-time faculty to meet SLO and program outcomes</th>
<th>The student to faculty ratio for classroom instruction (theory) is at least six students to one (6:1) faculty member. The student to faculty ratio for fieldwork (PDS) lab instruction is maximum of 4 students to one faculty member (4:1).</th>
<th>Annually</th>
<th>Faculty teaching assignments and workload Class rosters</th>
</tr>
</thead>
</table>

2.5 The number of full-time faculty is sufficient to ensure that the student learning outcomes and program outcomes are achieved.

2.6 Faculty (full- and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and fieldwork (PDS) practices.
<table>
<thead>
<tr>
<th>Faculty expertise</th>
<th>100% of faculty will maintain expertise in their areas of classroom/fieldwork (PDS) responsibility. 100% of faculty will engage in scholarship, evidence-based teaching and fieldwork (PDS) practice.</th>
<th>Annually</th>
<th>Faculty curriculum vitae. Faculty annual evaluation.</th>
</tr>
</thead>
</table>

2.7 The number, utilization, and credentials of staff and non-SOE faculty within the School of Education are sufficient to achieve the program goals and outcomes.

<table>
<thead>
<tr>
<th>Staff and non-School of Education faculty</th>
<th>80% of the faculty affirm that the graduate School of Education program has a sufficient number of staff (Internal and External) to achieve the program goals and outcomes.</th>
<th>Annually</th>
<th>Secretarial and administrative assistant’s job descriptions. Annual staff evaluation. Faculty Resource Satisfaction Survey.</th>
</tr>
</thead>
</table>

2.8 Faculty (full- and part-time) are oriented and mentored in their areas of responsibility.

<table>
<thead>
<tr>
<th>Faculty orientation and mentoring</th>
<th>100% of faculty are oriented and mentored upon hire or change in position. 100% of graduate faculty receive professional development in areas of graduate teaching skills.</th>
<th>Upon hire or change in position</th>
<th>Faculty Orientation Checklist. School of Education Professional Development Plan.</th>
</tr>
</thead>
</table>

2.9 Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.

<table>
<thead>
<tr>
<th>Faculty performance</th>
<th>80% of faculty will achieve a rating of “meet” related to scholarship, service, and</th>
<th>Annually</th>
<th>Annual faculty evaluation. Faculty curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional and distance technologies support and professional development</td>
<td>100% of graduate faculty who engage in distance education teaching receive professional development related to online instructional strategies and technologies</td>
<td>Annually</td>
<td>Annual faculty evaluations Documentation of faculty in-service/ workshop attendance and/or certificates Confirmation of training by the Center for Innovation in Teaching, Learning and Alternative Delivery</td>
</tr>
<tr>
<td>---</td>
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</tr>
</tbody>
</table>

**STANDARD 3** Student policies and services support the achievement of the student learning outcomes and program outcomes of the School of Education.

3.1 Policies for School of Education students are congruent with those of the governing organization, publicly accessible, nondiscriminatory, and consistently applied; differences are justified by the student learning outcomes and program outcomes.

<table>
<thead>
<tr>
<th>Student Policies</th>
<th>100% of School of Education graduate policies are congruent with the college, are publicly accessible, nondiscriminatory and consistently applied; differences are justified by the student learning outcomes and program outcomes</th>
<th>Annually</th>
<th>MGA Graduate Catalog MGA Student Handbook MGA Graduate School of Education Student Handbook Graduate School of Education Course Syllabi Faculty Meeting Minutes</th>
</tr>
</thead>
</table>

3.2 Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and the NCATE contact information.
<table>
<thead>
<tr>
<th>Public Information</th>
<th>100% of all information/documentation is consistent, clear, and accurate and current NCATE accreditation status is posted per guidelines throughout official university documents</th>
<th>Annually</th>
<th>MGA Graduate Catalog MGA Website MGA School of Education Recruitment and Admissions Information (printed and on all material on Web Page MGA graduate Course Syllabi</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.3 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.</strong></td>
<td>All students are clearly and consistently notified of changes in policies, procedures, and program information in a timely manner</td>
<td>Annually</td>
<td>MGA BrightSpace/D2L School of Education course(s) Course Syllabi School of Education Student Handbook receipt</td>
</tr>
<tr>
<td><strong>3.4 Student services are commensurate with the needs of School of Education students, including those receiving instruction using alternative methods of delivery.</strong></td>
<td>100% of program graduates indicate satisfaction with available student support services</td>
<td>Annually</td>
<td>“Student Program Evaluation” upon completion of program as indicated by a mean of 4.0 or greater on a scale of 1 – 5</td>
</tr>
<tr>
<td><strong>3.5 Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.</strong></td>
<td>100% of graduate student educational records are in compliance with the policies of the institution and state and federal guidelines</td>
<td>Annually</td>
<td>Office of the Registrar Office of Financial Aid Student and Financial Handbooks</td>
</tr>
</tbody>
</table>
3.6 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.

| Compliance with Title IV | 100% of School of Education student financial aid records comply with Title IV and certification requirements are maintained including default rates and results of financial compliance audits | Annually | Office of Financial Aid MGA Academic Catalog Admissions Office/recruitment Information |

3.6.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

| Student Loan Repayment Program | Current comprehensive student loan repayment policies are accessible to all students | Annually | Office of Financial Aid MGA Academic Catalog Admissions Office/Recruitment Information |

3.6.2 Students are informed of their ethical responsibilities regarding financial assistance.

| Financial Aid Ethics | 100% of students receiving financial aid are informed of their ethical responsibility | Annually | Office of Financial Aid MGA Academic Catalog Admissions Office/Recruitment Information |

3.6.3 Financial aid records are maintained in compliance with the policies of the governing organization, state, and federal guidelines.

| Financial Aid Records | 100% of financial aid records are maintained in compliance with the policies of the governing organization, state, and federal guidelines | Annually | Office of Financial Aid MGA Academic Catalog Recruitment Information |

3.7 Records reflect that program complaints and grievances receive due process and include evidence of resolution.

<p>| Grievances and Complaints | 100% of all grievances and/or complaints are addressed as outlines in the MGA Graduate Student Code of Conduct | Annually | Student Affairs Dean Graduate School |</p>
<table>
<thead>
<tr>
<th>Orientation to technology is provided, and technological support is available to students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate IT support services</td>
</tr>
<tr>
<td>100% of graduate students are provided an orientation to online learning platform and technical equipment used in program.</td>
</tr>
<tr>
<td>Technological support is available 24 hours a day and 7 days per week.</td>
</tr>
<tr>
<td>Annually</td>
</tr>
<tr>
<td>Center for Innovation in Teaching, Learning, and Alternative Delivery: <a href="http://www.mga.edu/faculty-affairs/teaching-innovation.aspx">http://www.mga.edu/faculty-affairs/teaching-innovation.aspx</a></td>
</tr>
<tr>
<td>BrightSpace Homepage</td>
</tr>
<tr>
<td>BrightSpace graduate School of Education course page</td>
</tr>
<tr>
<td>3.9 Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.</td>
</tr>
<tr>
<td>Distance education policies</td>
</tr>
<tr>
<td>100% of graduate students receive an orientation to distance education technology requirements and policies</td>
</tr>
<tr>
<td>Annually</td>
</tr>
<tr>
<td>Graduate Student Handbook</td>
</tr>
<tr>
<td>Course Syllabi</td>
</tr>
<tr>
<td>BrightSpace Homepage</td>
</tr>
<tr>
<td>Center for Innovation in Teaching, Learning, and Alternative Delivery: <a href="http://www.mga.edu/faculty-affairs/teaching-innovation.aspx">http://www.mga.edu/faculty-affairs/teaching-innovation.aspx</a></td>
</tr>
</tbody>
</table>
STANDARD 4* Curriculum
The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the School of Education consistent with safe practice in contemporary education environments.

4.1 The curriculum is congruent with established standards for master’s/postmaster’s programs, including appropriate advanced School of Education practice competencies, role-specific professional standards and guidelines, and certification requirements, and has clearly articulated student learning outcomes and program outcomes consistent with contemporary practice.

<table>
<thead>
<tr>
<th>Curriculum Congruent with Standards</th>
<th>The curriculum is congruent with established standards for MAT Programs. The curriculum is based upon the following: GA Professional Standards Commission GaPSC, Council Accrediting Education Preparation (CAEP)</th>
<th>Annually</th>
<th>MAT workgroup minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tables showing relationship between SLOs and competencies and essentials</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Student learning outcomes are used to organize the curriculum, guide instruction, direct student learning activities, and evaluate student progress.</th>
<th>Annually</th>
<th>Faculty review of course student learning outcomes, Assessment of achievement of program student learning outcomes with each cohort, Course assignments and grades, Review of student fieldwork (PDS) grades, End of course evaluation</th>
</tr>
</thead>
</table>

4.3 The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

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<table>
<thead>
<tr>
<th>Curriculum Development and Review</th>
<th>100% of the curriculum is developed for rigor and currency. End of semester course review by faculty for rigor and currency</th>
<th>Annually</th>
<th>Curriculum Committee minutes Faculty and student Course Evaluation Test Item Analysis</th>
</tr>
</thead>
</table>

4.4 The curriculum is designed to prepare graduates to be information literate and to practice from an evidence-based approach in their direct and indirect advanced School of Education roles.

<table>
<thead>
<tr>
<th>Information literacy and evidence based approach</th>
<th>100% of graduates will rate their level of attainment on items related to information literacy and evidence-based practice as a 4 or greater on a scale of 1-5.</th>
<th>Annually</th>
<th>Student End of Course Evaluation</th>
</tr>
</thead>
</table>

4.5 The curriculum is designed so that graduates of the program are able to practice in a culturally and ethnically diverse global society.

<table>
<thead>
<tr>
<th>Concepts that are culturally, ethnic and socially diverse</th>
<th>100% of the MAT courses incorporate concepts related to diversity and provide opportunities for students to gain perspectives on a regional, national or global level</th>
<th>Every 2 years</th>
<th>Table of Courses Course Objectives and assignments that support diversity concepts</th>
</tr>
</thead>
</table>

4.6 The curriculum and instructional processes reflect educational theory, inter-professional collaboration, research, and current standards of practice.

<table>
<thead>
<tr>
<th>Instructional Process reflects theory, collaboration, research and standards of practice</th>
<th>100% of MAT courses reflect educational theory, inter-professional collaboration, research, and current standards of practice.</th>
<th>Every 2 years</th>
<th>Student evaluation of student learning outcomes Student course and end of program evaluation Faculty end of course review Employer satisfaction survey Graduate surveys</th>
</tr>
</thead>
</table>

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4.7 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of the student learning outcomes.

| Evaluation Methodologies | A variety of assessment methods are used to evaluate the curriculum and student achievement of student learning outcomes and professional/practice competencies. | Annually | Office of Graduate Studies Assessment Plan, MAT Program Assessment Plan, Faculty Minutes, Graduate Council Minutes |

4.8 Program length is congruent with the attainment of identified student learning outcomes and program outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.

| Program length | The length of the program is consistent with the University, Georgia Board of Regents and NCATE guidelines. | Every 3 years or when a change occurs in the MAT curriculum or governing organization guidelines | Curriculum committee meeting minutes reflecting review of curriculum, degree plan and college requirements for graduation were discussed |

4.9 Practice learning environments support the achievement of student learning outcomes and program outcomes.

| Learning Environments | 100% of practice learning environments are selected to support the achievement of student learning outcomes. | Annually | Student course evaluations, Review of Fieldwork (PDS) site evaluation completed by faculty and students, Review of Syllabi |

4.10 Students participate in fieldwork (PDS) experiences that are evidence-based and reflect contemporary practice and nationally established patient health and safety goals.

| Fieldwork (PDS) Experience | 100% of fieldwork (PDS) sites where student experiences | Annually | Curriculum committee meeting |
| Fieldwork (PDS) Agency Contracts | 100% of fieldwork (PDS) affiliation agreements are current and clearly identify expectations to ensure protection of students | Every year or when there is a change by either party in a contract | Fieldwork (PDS) MOU documents |

4.12 Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the student learning outcomes.

| Learning Outcomes | Learning activities, instructional materials, and evaluation methods are level appropriate and consistent with the student learning outcomes | Annually | Review of course syllabi, course/Fieldwork (PDS) objectives, assignments, and student evaluation tools (rubrics, Fieldwork (PDS) evaluations) |

STANDARD 5 Resources
Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the student learning outcomes and program outcomes of the School of Education.

5.1 Fiscal resources are sustainable, sufficient to ensure the achievement of the student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.
| Fiscal resources | Fiscal allocations from institutional budget are sufficient to achieve unit outcomes of the School of Education programs. Student to faculty ratio for classroom instruction (theory) is at least six students to one (6:1) faculty member. Student to faculty ratio for Fieldwork (PDS) lab instruction is at most 4 students to one faculty member (4:1). | Annually | School of Education department budget | Course rosters | |

5.2 Physical resources are sufficient to ensure the achievement of the School of Education outcomes, and meet the needs of the faculty, staff, and students.

| Physical resources | 80% of the faculty, staff, and students will affirm that the School of Education program has sufficient physical resources to achieve the program goals and outcomes | Annually | Faculty/Staff satisfaction survey “Student Program Evaluation” upon completion of program as indicated by a mean of 4.0 or greater on a scale of 1 – 5 | |

5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

| Learning resources and technology | 100% of the full-time faculty and a minimum of 50% of the students will have the opportunity to provide input in the selection of learning resources and new technology | Annual | “Faculty Learning Resources and Technology Request” form End of Year request for funds “Budget Conference” | |
5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.

<table>
<thead>
<tr>
<th>Alternate methods of delivery</th>
<th>80% of the faculty will be satisfied with the resources available</th>
<th>Annual</th>
<th>Faculty Learning Resources and Technology Request” form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80% of students will be satisfied with the resources available during their program of study</td>
<td></td>
<td>End of Year request for funds</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Budget Conference Incremental Request” form</td>
</tr>
</tbody>
</table>

STANDARD 6 Outcomes
Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and role-specific graduate competencies of the School of Education.

6.1 The systematic plan for evaluation of the School of Education emphasizes the ongoing assessment and evaluation of each of the following: • Student learning outcomes; • Program outcomes; • Role-specific professional competencies; and • The GaPSC and CAEP Standards. The systematic plan of evaluation contains specific, measurable expected levels of achievement; frequency of assessment; appropriate assessment methods; and a minimum of three years of data for each component within the plan.**

<table>
<thead>
<tr>
<th>Systematic Evaluation Plan</th>
<th>Student learning outcomes, program outcomes, role-specific competencies, and</th>
<th>Annually</th>
<th>Evaluation Committee establishes a timeline for program</th>
</tr>
</thead>
</table>

Form Revised 07/11/2014
<table>
<thead>
<tr>
<th>Accreditation standards are evaluated annually and aggregated for a 3-year period.</th>
<th>Evaluation Data collection 3 academic years (2016-2019) Review and identify data trends for faculty discussion and potential program changes.</th>
</tr>
</thead>
</table>

6.2 Evaluation findings are aggregated and trended by program option, location, and date of completion and are sufficient to inform program decision-making for the maintenance and improvement of the student learning outcomes and the program outcomes.

<table>
<thead>
<tr>
<th>Trended Aggregate Data used to inform program decision-making</th>
<th>The Evaluation Committee under the guidance of the School of Education Graduate Program Coordinator, reviews data trends and reports at least quarterly to School of Education faculty at large. Program decisions are guided by evaluation findings.</th>
<th>Annually</th>
<th>Evaluation, Curriculum, and Faculty Committee Minutes NCATE Standards Evaluation Tools Faculty Course Evaluation Student Course Evaluation Student End of Program Evaluation</th>
</tr>
</thead>
</table>

6.3 Evaluation findings are shared with community stakeholders.

<table>
<thead>
<tr>
<th>Evaluation Findings are shared with communities of interest</th>
<th>100% of evaluation findings are shared with administration, NCATE via annual reports, faculty, communities of interest, Fieldwork (PDS) site stakeholders</th>
<th>Annually</th>
<th>Faculty Meeting Minutes Review reports to NCATE Minutes from Advisory Council</th>
</tr>
</thead>
</table>

6.4 The program demonstrates evidence of achievement in meeting the program outcomes.
6.4.1 Performance on licensure and/or certification exam: The certification exam pass rates for first-time candidates will be at or above the national mean.

6.4.1 Not applicable: Candidates must pass the GACE II in the content area for admission to the program.

6.4.2 Program completion: Expected levels of achievement for program completion are determined by the faculty and reflect student demographics and program options.

<table>
<thead>
<tr>
<th>Program Completion Rates</th>
<th>Program completion rate: 90% of students who enter the MAT class will complete the MAT program in three semesters</th>
<th>Annually</th>
<th>Program enrollment rate per cohort</th>
<th>Program Completion date per cohort</th>
</tr>
</thead>
</table>

6.4.3 Graduate program satisfaction: Qualitative and quantitative measures address graduates six to twelve months post-graduation.

<table>
<thead>
<tr>
<th>Graduate Program Satisfaction</th>
<th>85% of graduates will identify their overall satisfaction with the MAT program as “satisfied” or “very satisfied”</th>
<th>Annually at 6-12 months following graduation</th>
<th>Data analysis from surveys completed 6-12 months post-graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>85% of graduates will offer written comments of overall satisfaction with the MAT program graduates.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.4.4 Employer program satisfaction: Qualitative and quantitative measures address employer satisfaction with graduate preparation for entry-level positions six to twelve months post-graduation.

<table>
<thead>
<tr>
<th>Employer Satisfaction</th>
<th>85% of employers will identify their overall satisfaction with the education of graduates as “satisfied” or “very satisfied”</th>
<th>Annually at 6-12 months after graduation</th>
<th>Employer Survey Data from graduate competency surveys completed by representatives from employing agencies annually</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>85% of employers will offer written comments of overall satisfaction with the MAT program graduates.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.4.5 Job placement rates: Expected levels of achievement are determined by the faculty and are addressed through quantified measures six to twelve months post-graduation.
| Job Placement Rates | 100% of graduates will be employed in an advanced practice role within 6 to 12 months. | Annually | Verification of employment of graduates and employing agencies 6-12 months post-graduation Graduate follow-up survey |   |   |   |
Appendix E

MEMORANDUM OF UNDERSTANDING BETWEEN
THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
BY AND ON BEHALF OF
MIDDLE GEORGIA STATE UNIVERSITY
AND
BIBB COUNTY SCHOOL DISTRICT

Middle Georgia State University begins with a rich history drawn from the consolidation of Macon State College and Middle Georgia College. Each institution has been recognized for the quality of its Teacher Education programs and they will carry that quality on into the new institution. The reputation for preparing teacher leaders who understand and are able to implement best practices in the classroom will continue. This tradition of excellence has been maintained only by expanding opportunities for continuous professional enhancement. For this reason, the School of Education (SOE) at Middle Georgia State University is pleased that the Bibb County School District has consented to work with Middle Georgia State University, as a professional partner in its educator preparation program. This document affirms the intention of both partners to work for mutual benefits.

This partnership effort is committed to providing an environment in which learning by children and adults will be integrated. Thus, both Bibb County School District and Middle Georgia State University will benefit from simultaneous renewal of school and university collaboration for the preparation of pre-service teachers and the development of in-service teachers.

CONCEPTUAL FRAMEWORK OBJECTIVES
The major thrust of the conceptual framework of Middle Georgia State University School of Education draws from its philosophy consisting of four essential elements that help develop a highly-qualified, adaptive professional who will contribute to the field of education and affect the lives of children and communities in positive and meaningful ways. Through the use of a cohort model, teacher candidates participate in the cohesive and coordinated pre-service experience by being part of a community of learners that stimulates and enables inquiry, encourages reflection, and leads to shared knowledge and professional growth.

Graduates exiting the program will exemplify the following four essential elements, becoming competent, accountable, reflective, and engaged adaptive professionals in the field. This adaptive professional is one who continuously assesses his or her own practice and knowledge and makes changes accordingly to ensure that every child in his or her classroom is successful. Guided by performance objectives aligned with national and state standards, the mission of the School of Education is to prepare adaptive professionals who are competent, accountable, reflective, and engaged for the central Georgia region and beyond.

AGREEMENT
Because of this collaborative and integrative endeavor, the partners recognize the centrality of efforts to improve the learning of children, the preparation of pre-service teachers, and the development of in-service teachers. Acceptance of these primary aims commits the partners to the following shared responsibilities:
Middle Georgia State University
Middle Georgia State University agrees to enter into a one (1) year partnership with Bibb County School District beginning the 2016-2017 school year.
1. **Middle Georgia State University** agrees to send well-prepared teacher candidates who will provide individual and group instruction for **Bibb County School District** students.

2. **Middle Georgia State University** agrees to maintain a productive professional relationship with **Bibb County School District** by having the professor(s) responsible for pre-service teachers work in close collaboration with classroom teachers. Additionally, the Dean and/or the Coordinator of Field Experiences will maintain ongoing communication with the appropriate public school administrators.

3. **Middle Georgia State University** agrees to have the pre-service teachers follow the policies, procedures, and professional conduct expectations of the school’s teachers.

4. **Middle Georgia State University** agrees to have the pre-service teachers follow the policies and procedures regarding the conducting of research and the use of videotaping with the **Bibb County School District**.

5. **Middle Georgia State University** agrees to provide in-service training for classroom teachers as requested.

6. **Middle Georgia State University** agrees to inform the principal, and/or President or other appropriate personnel of any serious issue(s) concerning the program.

7. **Middle Georgia State University**, School of Education is accredited through the Georgia Professional Standards Commission (GaPSC) and the National Council for Accreditation of Teacher Education (NCATE). Providers accredited under NCATE standards, as well as those accredited under the Teacher Education Accreditation Council (TEAC) standards, are now served by the single specialized accreditation system for educator preparation in the United States, the Council for the Accreditation of Educator Preparation (CAEP). More than 900 educator preparation providers participate in the CAEP accreditation system.

**Bibb County School District**

**Bibb County School District** agrees to enter into a one (1) year partnership with **Middle Georgia State University** beginning with the 2016-2017 school year. As a professional partner, **Bibb County School District** agrees to accept teacher candidates from **Middle Georgia State University**.

1. **Bibb County School District** agrees to provide appropriate classroom space in which the teacher candidate can work.

2. **Bibb County School District** agrees to allow teacher candidates to work directly with students, both for individual tutoring and for assisting the classroom teacher with small group and large group instruction.

3. **Bibb County School District** will encourage teachers to be receptive to working in close collaboration with the teacher candidate.

4. **Bibb County School District** agrees to immediately inform the Dean or the Coordinator of Field Experiences of any serious issues concerning the program or individual teacher candidates.

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FOCUS

Middle Georgia State University and Bibb County School District agree that the quality of their respective programs will improve as all participants subscribe to the following expectations:

1. Time is set aside for reflection and shared dialogue about teaching and learning as well as about ways to improve the teacher preparation program.

2. Participants share knowledge about practices and theoretical connections.

3. The school, university, and community value the work done by both teacher candidates and in-service teachers.

4. The featuring of student growth and the enhancement of the teaching profession are the highest priorities.

CONCLUSION

By affixing their signatures below, the undersigned parties agree to establish a positive working relationship. This partnership is built upon trust and respect for each other's primary mission, namely the enhancement of teacher candidate's teaching experience and the promotion of high quality educational opportunities for public and private school students. However, should circumstances arise that give reasons for dissolution of the partnership, the parties will mutually agree upon the terms of termination.

Middle Georgia State University/Bibb County School District partnership is officially recognized and agreed on this__ day of ____________, 2015.

AGREED TO BY:
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
On behalf of Middle Georgia State University

BPB COUNTY SCHOOL DISTRICT

Dr. Martha Venn, Provost
Middle Georgia State University

Dr. Curtis Jones, Jr., Superintendent
Bibb County School District

Date

Date

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Appendix F

Quality Matters

The Quality Matters Higher Education Rubric, Fifth Edition, 2014 is a set of 8 General Standards and 43 Specific Review Standards used to evaluate the design of online and blended courses. The Rubric is complete with Annotations that explain the application of the Standards and the relationship among them. A scoring system and set of online tools facilitate the review by a team of Peer Reviewers.

Unique to the Rubric is the concept of alignment. This occurs when critical course components - Learning Objectives (2), Assessment and Measurement (3), Instructional Materials (4), Course Activities and Learner Interaction (5), and Course Technology (6) - work together to ensure students achieve desired learning outcomes. Specific Standards included in Alignment are indicated in the Rubric Annotations.

Quality Matters Rubric Standards

**Course Overview and Introduction**

1.1 Instructions make clear how to get started and where to find various course components.

1.2 Students are introduced to the purpose and structure of the course.

1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly.

1.4 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided.

1.5 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

1.6 Minimum technical skills expected of the student are clearly stated.

1.7 The self-introduction by the instructor is appropriate and available online.

1.8 Students are asked to introduce themselves to the class.

**Learning Objectives (Competencies)**

2.1 The course learning objectives describe outcomes that are measurable.

2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.

2.3 All learning objectives are stated clearly and written from the students’ perspective.

2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.

2.5 The learning objectives are appropriately designed for the level of the course.

**Assessment and Measurement**

3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.

3.2 The course grading policy is stated clearly.
3.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation and are tied to the course grading policy.

3.4 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.

3.5 Students have multiple opportunities to measure their own learning progress.

**Instructional Materials**

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.

4.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

4.3 All resources and materials used in the course are appropriately cited.

4.4 The instructional materials are current.

4.5 The instructional materials present a variety of perspectives on the course content.

4.6 The distinction between required and optional materials is clearly explained.

**Learner Interaction and Engagement**

5.1 The learning activities promote the achievement of the stated learning objectives.

5.2 Learning activities provide opportunities for interaction that support active learning.

5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.

5.4 The requirements for student interaction are clearly articulated.

**Course Technology**

6.1 The tools and media support the course learning objectives.

6.2 Course tools and media support student engagement and guide the student to become an active learner.

6.3 Navigation throughout the online components of the course is logical, consistent, and efficient.

6.4 Students can readily access the technologies required in the course.

6.5 The course technologies are current.

**Learner Support**

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.

7.2 Course instructions articulate or link to the institution’s accessibility policies and services.
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services.

7.4 Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed and how students can access the services.

**Accessibility**

8.1 The course employs accessible technologies and provides guidance on how to obtain accommodation.

8.2 The course contains equivalent alternatives to auditory and visual content.

8.3 The course design facilitates readability and minimizes distractions.

8.4 The course design accommodates the use of assistive technologies.

Use of this 2011 Quality Matters™ Rubric document is restricted to institutions that subscribe to the Quality Matters™
Appendix G

Admission Policy

Master of Arts in Teaching Secondary Education with Initial Teacher Certification

The Master of Arts in Teaching Secondary Education with Initial Teacher Certification (MAT) program prepares the candidate who holds a Bachelor’s degree in biology, English, history or mathematics from a Georgia Professional Standards Commission (GaPSC) accredited institution to provide educational services for all students in grades 6-12. The program is offered as full-time program.

MAT Admission Requirements
Admission into the MAT Program is competitive and granted on a space available basis. Students must:

1. Be admitted to Middle Georgia State University (MGA) in good academic standing with a cumulative GPA of 3.0 or higher on all courses to include transfer, transient, or taken as a part of a prior degree. Students who have not met all requirements for admission but have a cumulative GPA between 2.75-2.99 may submit a letter of appeal as part of their application. Disciplinary action at MGA and/or any other institution that the student has attended or while in the military may prevent admission.
2. Submit an official transcript indicating the awarding of a Bachelor’s degree in biology, English, history or mathematics from a GaPSC accredited institution.
3. Submit a graduate program admission packet to the Office of Graduate Studies. Admission packets are found on the Office of Graduate Studies website. Prospective students may also contact the Office of Graduate Studies for an admission packet. Deadline for submission of packets is March 1st for fall semester. Packets submitted after the deadline will be considered after all applicants meeting the deadline are processed. Admission packets must be complete in order for the Pre-Service Certificate to be requested.
4. Present a passing score on the GACE Program Admissions Assessment or show evidence of exemption from any of the following national exam scores: minimum 525 composite score on Praxis I (if taken prior to August 2006); SAT – minimum combined score of 1000 on SAT verbal/math; ACT minimum combined score of 43 on English/Math; or GRE minimum combined score of 1030 on verbal/quantitative prior to August 1, 2011 or minimum combined score of 297 on verbal/quantitative if taken after August 1, 2011.
5. Provide a clear criminal background check and proof of completion of the Georgia Educator Ethics Entry Assessment (350G). Information regarding both will be provided in the admission packet.
6. Provide passing scores at the Induction Level (220+) on the GACE content area assessments for your degree.
7. Provide biographical statement including professional goals and two professional recommendations.
8. Complete GaPSC GCIC background check and Verification of Lawful Presence paperwork.
9. The School of Education will request a Pre-Service Certificate from the GaPSC for the prospective candidate. The decision to issue the Pre-Service Certificate resides solely with the GaPSC.
10. Upon receipt of a copy of the Pre-Service Certificate by the School of Education the School of Education will notify the prospective candidate of their acceptance as a graduate intern in writing.

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11. Upon acceptance, students are referred to as “graduate interns.”
12. Be available during regular public school day hours for practicums.
13. Upon acceptance, graduate interns must present proof of having liability insurance and a LiveText account.
14. Graduate interns must sign their program of study. Graduate interns are required to follow the program of study as prepared by the School of Education. Deviations from that program without prior consent from the Dean of the School of Education will result in dismissal from the School of Education.

MAT Academic Progress and Completion
Graduate interns must meet the following requirements to remain in the MAT program:

1. Maintain an overall cumulative GPA of 3.0 or greater in all courses in the major.
2. Earn a grade no lower than a “B” in all MGA graduate level education program courses.
3. Retake only one graduate level course where a grade of “C”, “D” or “F” was earned. Students will not be allowed to progress into subsequent courses.
4. Pass all key assessments with an 80% mastery.
5. Interns must meet end-of-semester Program Checkpoints to progress to the next semester.
6. Maintain professional liability insurance, a LiveText account and hold a valid Pre-Service Certificate for the duration of the program.
7. Provide evidence of attempting the Georgia Educator Ethics Exit Assessment (360G) prior to progression into Practicum II (EDUC 5006).
8. Complete residency requirements for MGA.
9. Adhere to all policies and codes of personal and professional conduct, which originate with the School of Education, MGA, the GaPSC and associated Local Units of Administration (LUAs).

Certification Requirements:
Interns are recommended for certification by the School of Education after successful completion of the degree program and earning passing scores on the following:
1. edTPA portfolio (Passing score: 35 or higher): AND

Upon receipt of passing scores on the above assessments and the MGA Official Transcript with the degree awarded the School of Education will recommend the candidate for certification. The decision to grant a Certificate of Eligibility rests solely with the Georgia Professional Standards Commission.

MAT Dismissal Policy
Failure to meet progression requirements will result in dismissal from the School of Education.

A graduate intern may also be dismissed from the School of Education for disciplinary reasons. Behavioral concerns can/would be addressed through the Office of Student Affairs of MGA. In addition, students may be dismissed from the School of Education for inappropriate behaviors as outlined in the School of Education Graduate Student Handbook. Behaviors that are grounds for removal from the clinical experiences include, but are not limited to: confidentiality breeches, harassment, absenteeism or tardiness, malpractice/negligence, failure to follow School of Education or clinical site policies and procedures, failure to fulfill responsibilities, or other activities that the supervisor deems unsafe or inappropriate. Ongoing patterns of unsafe/unprofessional behavior may be grounds for dismissal from the School of Education.
**Code of Ethics Violations**

Pre-Service Certificate holders are certified individuals, and they are expected to uphold the Code of Ethics for Georgia Educators. Both Educator Preparation Providers (EPPs) and Local Units of Administration (LUAs) [school districts] are equally responsible for reporting suspected violations of the Code of Ethics to GaPSC. All educators are mandated reporters and are required to report alleged misconduct. For the educator, failure to report could result in a sanction of the educator’s certificate, and for an EPP, failure to report could cause impact the EPP’s approval status.

**MAT Re-Entry Policy**

Students who meet all present criteria for readmission to the School of Education Graduate Program, must submit a completed readmission application, a criminal background check, and must submit a letter of intent by the application deadline. Prior to readmission, a student must hold a valid Pre-Service Certificate. Readmission occurs on a space available basis.

**edTPA Policies and Procedures for Resubmission**

edTPA is a teaching performance assessment mandated by the Georgia Professional Standards Commission (GaPSC) for candidates seeking initial teaching certification. Candidates enrolled in Practicum I and II (student teaching) must meet or exceed the Georgia professional performance score set by the state in order to qualify for an Induction Certificate (initial teaching certificate) in Georgia.

All graduate interns are required to complete an edTPA portfolio during student teaching – Practicum I and II. Candidates must use the state-approved edTPA handbook, specific to their content area, to complete the portfolio, and submit it through LiveText. Candidates will be assigned a Clinical Supervisor (University Faculty) to provide support throughout the semester. Candidates should submit their edTPA portfolios to Pearson for official scoring.

The School of Education edTPA Advisory Committee has identified the following process to support candidates who need additional opportunities to achieve the Georgia professional performance score required for certification. Candidates whose edTPA submission does not satisfy the Georgia professional performance score requirement will work with the edTPA Review Team to address areas for improvement.

The edTPA Review Team will consist of the edTPA Coordinator, Clinical Supervisor, and Program Chair. The Team will follow the SCALE Policy for Retakes to determine whether a candidate needs to repeat 1 task, 2 tasks, or a complete retake. The edTPA Review Team will develop an Action Plan identifying strengths and weaknesses to determine the candidate’s retake option.

**edTPA Portfolio Retake Options**

1. Retake Option not requiring Field Placement: One task retake not requiring a field placement during Practicum II semester

2. Retake Options requiring Field Placement: One task retake requiring a field placement and enrolling in edTPA Practicum course (variable credit)

In order to retake edTPA, candidates must follow the recommendation(s) of the edTPA Review Team and enroll in a support course as necessary in order to retake edTPA.

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Retake Support and Resubmission

Candidates choosing to retake edTPA with or without a course requirement will work with an assigned faculty member (content mentor, and/or clinical supervisor) to review the candidate’s performance on the edTPA. The edTPA Review Team will review with the candidate the areas for improvement on the edTPA portfolio and, referencing the SCALE document edTPA Retake Decision-making and Support Guidelines for Programs and Faculty, determine the needed professional support to develop a plan of action for submitting the identified edTPA components.

At the conclusion of the review and development of the action plan, the candidate will implement the action plan using resources available within LiveText, and on edTPA.com. All edTPA retakes must be submitted for official scoring by the end of the semester following the unsuccessful edTPA attempt. A graduate intern that student teaches fall semester and earns a non-passing edTPA score, must submit their second edTPA portfolio prior to the end of the following spring semester. A graduate intern that student teaches spring semester and has a non-passing edTPA submission must submit their second edTPA portfolio prior to the end of the following fall semester.

Candidates will be responsible for all costs incurred in redoing edTPA submissions. These costs include, but are not limited to, the cost of enrolling in the course, fees assigned to the course, and submission costs for official scoring of the portfolio.
Appendix K

The new Teacher Keys Effectiveness System (TKES) consists of multiple components, including the Teacher Assessment on Performance Standards (TAPPS), Surveys of Instructional Practice, and measures of Student Growth and Academic Achievement. The overarching goal of TKES is to support continuous growth and development of each teacher.

Performance Standard 1: Professional Knowledge
The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Performance Standard 2: Instructional Planning
The teacher plans using state and local school district outcomes and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Performance Standard 3: Instructional Strategies
The teacher promotes student learning by using research-based instructional strategies relevant to the context to engage students in active learning and facilitate the students' acquisition of key skills.

Performance Standard 4: Differentiated Instruction
The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Performance Standard 5: Assessment Strategies
The teacher uses a variety of assessment strategies to determine validity and appropriateness for the context and student population.

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<table>
<thead>
<tr>
<th>Performance Standard 6: Assessment Uses</th>
<th>Level IV</th>
<th>Level III</th>
<th>Level II</th>
<th>Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents. (Teachers rated at Level IV continually seek ways to serve as role models or teacher leaders.)</td>
<td>The teacher consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</td>
<td>The teacher inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.</td>
<td>The teacher does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Performance Standard 7: Positive Learning Environment</th>
<th>Level IV</th>
<th>Level III</th>
<th>Level II</th>
<th>Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. (Teachers rated at Level IV continually seek ways to serve as role models or teacher leaders.)</td>
<td>The teacher consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</td>
<td>The teacher inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</td>
<td>The teacher inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.</td>
<td></td>
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</tbody>
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<thead>
<tr>
<th>Performance Standard 8: Academically Challenging Environment</th>
<th>Level IV</th>
<th>Level III</th>
<th>Level II</th>
<th>Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners. (Teachers rated at Level IV continually seek ways to serve as role models or teacher leaders.)</td>
<td>The teacher consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</td>
<td>The teacher inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.</td>
<td>The teacher does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.</td>
<td></td>
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<thead>
<tr>
<th>Performance Standard 9: Professionalism</th>
<th>Level IV</th>
<th>Level III</th>
<th>Level II</th>
<th>Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession. (Teachers rated at Level IV continually seek ways to serve as role models or teacher leaders.)</td>
<td>The teacher consistently exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</td>
<td>The teacher inconsistently supports the school’s mission or rarely takes advantage of professional growth opportunities.</td>
<td>The teacher shows a disregard toward professional ethics or the school’s mission or rarely takes advantage of professional growth opportunities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard 10: Communication</th>
<th>Level IV</th>
<th>Level III</th>
<th>Level II</th>
<th>Level I</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. (Teachers rated at Level IV continually seek ways to serve as role models or teacher leaders.)</td>
<td>The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</td>
<td>The teacher inconsistently communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.</td>
<td>The teacher inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.</td>
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</tr>
</tbody>
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Appendix I

National Educational Technology Standards – Teachers (NETS-T)

1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventions.
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes.
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
b. Develop technology-enhanced learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources.
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.

3. Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

International Society for Technology in Education

Effective teachers model and apply the ISTE Standards for Students (Standards©) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.
4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.

c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.

d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.

5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning.

b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

"Connected learning. Connected world."
Appendix M

Georgia Professional Standards Commission “Mother Rule:” GaPSC 505-3-.01
REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS
AND EDUCATOR PREPARATION PROGRAMS (Effective July 3, 2014)

(3) GENERAL REQUIREMENTS APPLICABLE TO ALL EDUCATOR PREPARATION PROVIDERS
AND EDUCATOR PREPARATION PROGRAMS.

(b) Accreditation of Institutions/Agencies with an Educator Preparation Provider

1. Institutions of higher education with a college, school, department or other entity that is a
GaPSC-approved educator preparation provider shall be fully accredited by a GaPSC
accepted accreditation agency at the level(s) of degree(s) granted by the institution. The
institution must be accredited at Level II to grant a bachelor's degree, at Level III to grant a
master’s degree,... The institution shall submit program(s) for GaPSC approval that
correspond to the appropriate level of accreditation and in a field recognized for
certification by the GaPSC. If an institution has submitted an application for change in
degree level to a GaPSC-accepted accreditation agency, and is seeking Developmental
Approval of a program(s) at the proposed new degree level by the GaPSC, the GaPSC must
accredit the institution at the new degree level prior to approval review.

3. CAEP accreditation of an educator preparation provider shall be accepted as a route to
GaPSC approval of an educator preparation provider administratively based in the state of
Georgia.

4. Local units of administration seeking GaPSC approval as an educator preparation
provider shall follow all applicable GaPSC policies and procedures, e.g., preconditions to
determine eligibility for a review, approval review requirements, post review requirements,
Commission decisions, public disclosure policy, and annual reporting procedures. Out-of-
state institutions accredited by CAEP and approved by the GaPSC to prepare individuals for
Georgia performance-based certification in the field of Educational Leadership must
maintain National Recognition status by the CAEP-accepted Specialized Professional
Association for Educational Leadership programs for the Educational Leadership
program(s) offered to Georgia educators and shall follow all applicable GaPSC policies,
including, but not limited to, those regarding Preparation Program Effectiveness Measures,
annual reporting and data submission requirements. In order to maintain approval status,
all GaPSC-approved educator preparation providers (including out-of-state providers
offering GaPSC-approved Educational Leadership programs) must comply with all
applicable GaPSC rules and policies.

5. The educator preparation provider must be approved by the GaPSC before candidates are
formally admitted to educator preparation programs.

6. GaPSC educator preparation provider approval cycles shall include Developmental
Approval valid for three (3) years and continuing approval valid for seven (7) years. The
Developmental Approval Review is used to determine if the new educator preparation
provider has the capacity to meet state standards; it is followed (in three years) by an Initial
Performance Review to determine if the educator preparation provider has evidence of
meeting state standards. For IHEs seeking CAEP accreditation, the Initial Performance
Review will be conducted jointly by state and national (CAEP) examiners. Following the
Initial Performance Review, the GaPSC will conduct Continuing Reviews of the educator preparation provider and all preparation programs at seven (7) year intervals. For IHEs seeking to maintain CAEP accreditation, the Continuing Review will be conducted jointly by state and national (CAEP) examiners. The GaPSC and/or CAEP will require a Focused Approval Review or a Probationary Review of an approved or accredited educator preparation provider and/or its educator preparation programs in fewer than seven (7) years if annual performance data indicate standards are not being met, or if a previous approval review indicates pervasive problems exist that limit provider capacity to offer programs capable of meeting standards and requirements specified in GaPSC educator preparation and certification rules.

7. Each educator preparation provider approved to offer educator preparation programs shall comply with all reporting requirements, to include the submission of data in the Traditional Program Management System (TPMS) or the Non-traditional Reporting System (NTRS), and the submission of data related to Preparation Program Effectiveness Measures and data required in GaPSC and federal annual reports on the performance of the educator preparation provider and all educator preparation programs.

(d) GaPSC Approval of Educator Preparation Programs

(e) Educator Preparation Program Requirements

1. Admission Requirements
   (i) GaPSC-approved educator preparation providers shall ensure that candidates admitted into initial preparation programs at the baccalaureate level or higher have a minimum GPA of 2.5 on a 4.0 scale. The provider shall ensure that the average GPA of each admitted cohort (at the provider level) is 3.0 or higher. The provider shall ensure candidates admitted into initial preparation programs at the post-baccalaureate level have attained appropriate depth and breadth in both general and content studies, with a minimum of a bachelor's degree from a GaPSC-accepted accredited institution.

   (ii) GaPSC-approved educator preparation providers shall ensure that candidates admitted into initial preparation programs meet the GaPSC Program Admission Assessment requirement. A passing score on the Program Admission Assessment (formerly the Basic Skills Assessment) or a qualifying exemption is required for admission to all initial preparation programs except those leading to certification in the field of Trade and Industrial (T & I) Education. Candidates seeking T & I certification who do not hold an associate's degree must pass the Program Admission Assessment within three (3) years of program admission or prior to program completion, whichever occurs first. Qualifying exemptions include minimum scores on the ACT, GRE, and SAT.

   (iii) Beginning July 1, 2015, GaPSC-approved educator preparation providers shall require at or prior to admission to initial teacher preparation programs at the baccalaureate level or higher, completion of a criminal record check. As of July 1, 2015, successful completion of a criminal record check is required to earn the Pre-service Certification and to participate in field and clinical experiences in Georgia P-12 schools.

   (vi) GaPSC-approved educator preparation providers shall require candidates seeking certification in a teaching field, educational leadership and/or the service fields of Media Specialist and School Counseling to complete either five (5) or more quarter hours or three
(3) or more semester hours of coursework in the identification and education of children who have special educational needs or the equivalent, through a Georgia-approved professional learning program. This requirement may be met in a separate course, or content may be embedded in courses and experiences throughout the preparation program.

(vii) GaPSC-approved educator preparation providers shall provide information to each candidate on the process for completing a criminal record check and Georgia's tiered certification structure, professional learning requirements, and employment options.

2. Recommendation for the Pre-service Certificate
   (i) Beginning July 1, 2015, all candidates admitted to initial teacher preparation programs at the baccalaureate level or higher must be recommended for the Pre-service Certificate.

3. Program Content and Curriculum Requirements
   (i) Preparation programs for educators prepared as teachers shall incorporate the latest version of the InTASC Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium.

   (ii) GaPSC-approved educator preparation providers shall require a major or equivalent in all secondary and P-12 fields, where appropriate.

   (iii) GaPSC-approved educator preparation providers shall ensure that candidates complete a well-planned sequence of courses and/or experiences in professional studies that includes knowledge about and application of professional ethics and social behavior appropriate for school and community, ethical decision-making skills, and specific knowledge about the Georgia Code of Ethics for Educators. Candidates are expected to demonstrate knowledge and dispositions reflective of professional ethics and the standards and requirements delineated in the Georgia Code of Ethics for Educators. GaPSC-approved educator preparation providers shall assess candidates' knowledge of professional ethics and the Georgia Code of Ethics for Educators either separately or in conjunction with assessments of dispositions.

   (iv) GaPSC-approved educator preparation providers shall ensure that candidates are prepared to implement Georgia mandated standards [i.e., Georgia Performance Standards (GPS); Common Core Georgia Performance Standards (CCGPS)] in each relevant content area and any Georgia mandated educator evaluation system.

   (v) GaPSC-approved educator preparation providers shall require that candidates seeking certification demonstrate satisfactory proficiency in computer and other technology applications and skills, and satisfactory proficiency in integrating technology into student learning. This requirement may be met through content embedded in courses and experiences throughout the preparation program and through demonstration of knowledge and skills during field and clinical experiences. At a minimum, candidates shall be exposed to the specialized knowledge and skills necessary for effective teaching in a distance learning environment.

4. Requirements for Partnerships, and Field and Clinical Experiences
   (i) GaPSC-approved educator preparation providers shall establish and maintain collaborative relationships with P-12 schools which are formalized as partnerships and
focused on continuous school improvement and student achievement through the preparation of candidates and professional development of P-20 educators.

(ii) GaPSC-approved educator preparation providers shall require in all programs leading to initial certification and endorsement programs, field experiences that include organized and sequenced engagement of candidates in settings that provide them with opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards. The experiences must be systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their knowledge and skills. Since observation is a less rigorous method of learning, emphasis should be on field experience sequences that require active professional practice or demonstration and that include substantive work with P-12 students or P-12 personnel as appropriate depending upon the preparation program. Field experience placements and sequencing will vary depending upon the program.

(iii) GaPSC-approved educator preparation providers shall ensure that candidates complete supervised field experiences consistent with the grade levels of certification sought. Programs leading to secondary certification (6-12) shall require field experiences in two grade levels: 6-8 and 9-12.

(iii) GaPSC-approved educator preparation providers shall require candidates in initial teacher preparation programs at the baccalaureate level or higher and scheduled to complete programs after January 1, 2015, to attempt the state-approved assessment of educator ethics prior to program completion. A passing score on the state-approved assessment of educator ethics is not required for program completion; however, a passing score is required for state certification.

(iv) GaPSC-approved educator preparation providers shall offer clinical practice (residency/internships) in those fields for which the GaPSC has approved the EPP. Although year-long residencies/internship experiences in which candidates experience the beginning and ending of the school year are recognized as most effective and are therefore strongly encouraged, graduate interns must spend a minimum of one full semester or the equivalent in residencies or internships in regionally accredited schools. Candidates in Birth Through Kindergarten programs may participate in residencies or internships in regionally accredited schools or in pre-schools accredited by USDOE- or CHEA-accepted accrediting agencies. GaPSC preparation program rules may require additional clinical practice (reference GaPSC Rules 505-3-.05 -.109).

(v) GaPSC-approved educator preparation providers shall ensure P-12 faculty or staff who supervise candidates in residencies or internships meet the following requirements. P-12 supervisors shall:

(I) be professionally certified in the field of certification sought by the candidate;
(II) have a minimum of three years of experience in a teaching, service, or leadership role; and
(III) have demonstrated, through formal evaluations, successful performance in the field of certification sought by the candidate.

In cases where one or more of these requirements cannot be met, the EPP and school must develop a plan to address the deficiencies.

Form Revised 07/11/2014
5. Testing Requirements

(i) Educator preparation providers shall determine traditional program candidates' readiness for state-approved content testing and shall authorize candidates for testing only in their field(s) of preparation and only at the appropriate point in the preparation program. GaPSC-approved educator preparation providers shall require all enrolled candidates to attempt the state-approved content assessment within the content assessment window of time that begins on a date determined by the EPP after program admission and ends on August 31 in the year of program completion, and at least once prior to program completion. A passing score on the state-approved content assessment is not required for program completion; however, a passing score is required for state certification.

6. Program Completion Requirements

(i) GaPSC-approved educator preparation providers may accept professional learning units (PLU) or documented experience relevant to the program of study in lieu of requiring candidates to repeat the same or similar coursework for University credit.

(ii) GaPSC-approved educator preparation providers shall provide, at appropriate intervals, information to candidates about instructional policies and requirements needed for completing educator preparation programs, including all requirements necessary to meet each candidate’s certification objective(s), the availability of social and psychological counseling services, job opportunities, and market needs based on supply and demand data.

(iii) GaPSC-approved educator preparation providers shall include a variety of options for program completion, e.g. multiple delivery models, degree options and individualized programs.

(f) Verification of Program Completion

1. A single educator preparation provider within the educational organization and a designated official within the educator preparation provider shall provide evidence to the GaPSC that program completers have met the requirements of the approved programs, including all applicable Special Georgia Requirements, and thereby qualify for state certification.

2. GaPSC-approved educator preparation providers shall, through the Traditional Program Management System (TPMS) or the Non-traditional Reporting System (NTRS) and a minimum of two times each academic year, notify the GaPSC of program completers and verify their qualifications for certification only in fields for which the provider has GaPSC-approved educator preparation programs.

3. GaPSC-approved educator preparation providers shall require that candidates completing baccalaureate programs have a 2.5 GPA overall average on a 4.0 scale; and that candidates completing post-baccalaureate, certification-only programs have a 2.5 GPA on a 4.0 scale for the required coursework in the approved non-degree program in order to complete the program and qualify for state certification.

4. GaPSC-approved educator preparation providers shall ensure program completers meet all requirements of the approved program in effect at the time the candidate was officially
admitted to the program and any additional program requirements with effective dates after program admission, as described elsewhere in this rule.

5. GaPSC-approved educator preparation providers shall require program completers requesting the approved provider submit to the GaPSC verification of program completion more than five years after program completion to meet requirements specified by the educator preparation provider to assure up-to-date knowledge in the field of certification sought.
Appendix N

Council for the Accreditation of Educator Preparation (CAEP) Standards

Standard 1:
CONTENT AND PEDAGOGICAL KNOWLEDGE
The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.
Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Standard 2:
CLINICAL PARTNERSHIPS AND PRACTICE
The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.
Partnerships for Clinical Preparation

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators
2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences
2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Standard 3:
CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY
The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4.

Plan for Recruitment of Diverse Candidates who Meet Employment Needs
3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Admission Standards Indicate That Candidates Have High Academic Achievement and Ability
3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state’s minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:
- is in the top 50 percent from 2016-2017;
- is in the top 40 percent of the distribution from 2018-2019; and
- is in the top 33 percent of the distribution by 2020.

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.

Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.

The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

Additional Selectivity Factors
3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Selectivity During Preparation
3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

Form Revised 07/11/2014
Selection at Completion
3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates’ success and revises standards in light of new results.

Standard 4:
PROGRAM IMPACT
The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development
4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness
4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, those completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers
4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers
4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5:
PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT
The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements...
and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.

Quality and Strategic Evaluation
5.1 The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement
5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.
Appendix O

Letters of Support

Bibb County School District Superintendent

Middle Georgia State University Provost