The University of Georgia

University Council
Athens, Georgia 30602

March 10, 2008

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Dear Colleagues:

The attached proposal from the College of Education to offer the following majors under the Master of Arts in Teaching (MAT) degree will be on the agenda for the March 21, 2008, Full University Curriculum Committee meeting:

Early Childhood Education
Middle School Education
Social Studies Education
Mathematics Education
Science Education
Teaching Additional Languages
Special Education

Sincerely,

David Shipley

Mr. David E. Shipley, Chair
University Curriculum Committee

cc: Dr. Arnett C. Mace, Jr.
Professor Jere W. Morehead

1785
The University of Georgia

College of Education
Office of the Dean

DATE: February 1, 2008

TO: Graduate School Program Committee

FROM: Kathleen deMarrais, Associate Dean for Academic Programs

RE: MAT Proposals

On behalf of the College of Education, I appreciate meeting with the Committee to discuss our proposal for new M.A.T. degrees in Early Childhood Education, Mathematics Education, Science Education, Foreign Language Education, Middle School Education, Social Studies Education, and Special Education. The following points should serve to summarize and clarify our intent in these proposals:

1. The Board of Regents has officially requested all USG institution to have their programs meet the new definitions of the M.A.T. and M.Ed. degrees with the M.A.T. as the degree that includes initial teaching certification and the M.Ed. reserved for already certified teachers.
2. These new M.A.T. degrees will not affect or eliminate our current M.Ed. degree programs which will remain in place for previously certified teachers who seek advanced knowledge and skills in their fields.
3. These seven new M.A.T. degrees will offer masters degrees with initial certification for individuals with bachelors degrees in other fields who wish to pursue teacher certification at the masters level. Currently these individuals complete their initial certification programs within our existing M.Ed. degrees through a special track that has been used within each M.Ed. program for this purpose.
4. It is confusing to have the existing M.Ed. degrees serve two audiences, both advanced already certified and those seeking initial certification at the masters level. Separating these two tracks into the M.Ed. and M.A. T. with make the purpose of the degrees more clear to prospective students.
5. This separation will enable us to track the degrees conferred for each of these student groups, thus assisting us with the required reporting of initial certification students we prepare to the Board of Regents and the Professional Standards Commission, our state accrediting agency.

If you have any questions, please do not hesitate to call me at 706-542-6446 or email kathleen@ua.edu.

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DATE: November 12, 2007

TO: Graduate School Program Committee

FROM: Kathleen deMarrais, Associate Dean for Academic Programs

RE: MAT Proposals

As per your request, the following are responses to the questions the committee asked us to address.

- **Please clearly differentiate the two paths: MED and the MAT. Define an MED Degree Program and MAT Degree Program. How are they different?**
- **Expand on *What* you are doing and *Why.***
- **Are these requests a national trend?**

In AY2007, under the leadership of Dr. Jan Kettlewell, Associate Vice Chancellor for P-16 Initiatives, the Educator Preparation Academic Advisory Committee (EPAAC) passed a recommendation that defines both degrees for the University System of Georgia institutions (see attached M.A.T. Committee Report). As you can see from the text below, the Master of Arts in Teaching (MAT) is a program that leads to **initial teacher certification**. This approach to teacher education is known nationally as an "alternative" route to the more traditional four-year undergraduate program. The degree is intended for individuals who have undergraduate degrees in other related fields who decide they would like to pursue a teaching career. This degree is ideal for second career individuals as well. The Masters in Education degree is reserved for **already certified teachers** who wish to strengthen their content knowledge and understanding of the teaching/learning process. The following is an excerpt from the EPAAC recommendation:

1. *Principle: Within the University System of Georgia, the Master of Arts in Teaching (MAT) Degree will be a program that leads to initial teacher certification (Because the MAT includes at least two semesters of coursework at the post-baccalaureate level, initial certification will be at the T-5 level).*

2. *Principle: Graduate programs for teachers who are already certified will focus on both strengthening their content knowledge and on deepening their understanding of teaching and learning.*
   Actions:
   University System of Georgia institutions may offer two avenues for advanced study for teachers who are already certified: The Master of Education Degree through the College of Education; and the Master of Arts-Master of Science-

Master of Fine Arts Degree with a Teaching Emphasis through the College(s) of Arts and Sciences. The MAT will lead to T-5 teacher certification; the MS-MA-MFA with a Teaching Emphasis will not.

At the national level, over the past decade, there has been increased pressure on colleges of education to create alternative pathways for certification for students holding bachelors degrees, particularly those who are returning or second-career individuals. In part, this is to meet the increasing demand for teachers across the U.S. Nationally there is growth in the number of individuals entering the profession through routes other than the traditional four-year undergraduate program. These programs designed for college graduates or mid-career professionals are usually referred to as alternative certification programs. In 2007, 25.6% of all new USG-prepared teachers completed alternative-route programs. These alternative routes have been particularly attractive to students from diverse backgrounds. According to the 2007 USG Report on Teacher Preparation, of all new 2007 USG-prepared minority teachers, 35.9% were prepared through alternative-route programs. Among non-minority new teachers, only 23.2% completed alternative-route programs. Increasingly, these individuals have the content knowledge necessary, but lack the professional education component required for certification.

At the current time, many of the M.Ed. degrees in the College of Education are used for both initial teacher certification and for advanced study for already certified teachers seeking an additional degree. The new USG definitions assist us in differentiating the two pathways for masters degrees for teachers. With the agreement of all of the USG education deans, Dr. Jan Kettlewell asked that we request conversion of these programs in order to bring coherence and common definitions to all MAT and M.Ed. programs throughout the System. We intend to maintain the current M.Ed. for use by already certified teachers and use this new MAT degree as a route to initial teacher certification. The current M.Ed. degrees for the majors included in this request (Early Childhood, Education, Foreign Language Education, Mathematics Education, Middle School Education, Science Education, Social Studies Education, and Special Education) have existing options for (1) initial certification and (2) advanced study for already certified teachers. Hence, we are requesting approval for the M.A.T. degree designation for the existing initial certification option within these degrees. In the attached documents, we have provided sample programs of study for both degree options (MAT and M.Ed.) so the committee can review the differences. The primary difference across these programs between the MAT and MED are the courses required for certification, including field experiences and student teaching.

A second critical reason to distinguish between the degree names is that it will enable us to better track and report the number of teachers we are preparing through this alternative MAT degree. We must report the number of teachers we produce to both the Board of Regents Systems Office and to the Professional Standards Commission. With the MED designation used for both initial certification and for advanced teachers, it is impossible to distinguish these students using institutional research source. Clearly identifying MAT students in degrees conferred reports ensures accurate reporting of our performance measures to these bodies.

- **Provide a letter of support/approval from the College of Education Dean and the College of Arts and Sciences Dean. Include support letters for these requests.**

See attached.

- **How will you advertise/market? What is the market demand for these programs?**

Since initial certification at the masters level is already possible through our existing M.Ed., we have advertised through departmental web pages and through talking with prospective students. We have regular requests for this "alternative" masters route to certification. Many students who are looking for another career or second-career individuals call or email us to find out about MAT-type programs. This new degree designation would make the options more visible for students and would enable us to advertise more broadly. As was done in Occupational studies, we intend to create a college-wide flyer for distribution to announce our new degrees leading to teacher certification. In addition, with the support of STEM funding from the Board of Regents, we have just resourced an effort to recruit for our teacher education programs in mathematics, middle school, and science education. Many of these efforts will be directed toward this MAT pathway.

The Board of Regents is particularly interested in preparing more teachers to meet the state's needs. There continues to be a teacher shortage in the state that the system has responded to with its Double the Numbers, Double the Diversity initiative where all system institutions were asked to double the number of teachers and double the number of diverse teachers entering the profession. The attached PowerPoint presentation is a report Dr. Kettlewell presented to the Vice Presidents on November 7, 2007. As you can see, all institutions are being asked to participate in increasing the number of teachers to meet the state's demand. Many of these new teachers will be prepared through MAT programs.

- **It would be positive to mention how the MAT in Occupational Studies has grown/exploded, further supporting the need for these requests**.

Since its inception, the MAT in Occupational Studies has provided a model through which individuals holding bachelors degrees can complete both the masters and initial teacher certification. Since this degree was opened in AY2004, 63 students have completed the degree and are certified to teach. To show the growth, there was 1 graduate in 2004, 12 in 2005, 30 in 2006, and 20 in 2007 (to date).

- **Note whether there are any budgetary implications. If yes, explain.**

There are no budgetary implications for this proposal. The departments in which the programs are housed already do this work but within their existing M.Ed. degrees.

The University of Georgia

College of Education
Office of the Dean

DATE: November 19, 2007

TO: Graduate School Program Committee

FROM: Louis A. Castenell, Jr., Dean

RE: MAT Proposals

The College of Education fully supports the enclosed proposals for MAT degree designations for the programs in Early Childhood, Education, Foreign Language Education, Mathematics Education, Middle School Education, Science Education, Social Studies Education, and Special Education. As is explained in the accompanying memo, this change from MED to MAT will enable the College to distinguish between the two degree tracks (initial and advanced teachers) and to better track the production of our initial alternatively certified students at the masters level for reporting purposes to the state.

Thank you for your consideration of these changes.

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Board of Regents of the University System of Georgia
Educator Preparation Academic Advisory Committee (EPAAC)
MAT Committee Report

Five members of the MAT Committee[1] met on March 7, 2007: Hugh Ruppersburg, University of Georgia; Kent Layton, University of West Georgia; Ronnie Sheppard, Georgia Southern University; and Dorothy Zinsmeister and Jan Kettlewell, University System Office. The Committee drafted recommendations, sent them to EPAAC for feedback and to the Professional Standards Commission (PSC) to verify accuracy with state policies, and modified them accordingly. The Committee now submits this final report to EPAAC.

Recommendations: The MAT Committee recommends inclusion of two new principles and companying actions into the *Regents' Principles and Actions for the Preparation of Teachers for the Schools.*

1. *Principle: Within the University System of Georgia, the Master of Arts in Teaching (MAT) Degree will be a program that leads to initial teacher certification (Because program completion results in a master's degree, certification will be awarded by the PSC at level 5).*

   Actions:
   - Institutions currently offering master's degree programs that lead to initial teacher certification, other than the MAT, will seek administrative approval from the University System Vice Chancellor for Programs and Planning to rename them.
   - Institutions currently offering MAT degree programs that do not lead to initial teacher certification may redesign them and seek appropriate approvals in accordance with Principle 2, below.
   - All new MAT degree program proposals that are approved by the University System Vice Chancellor for Programs and Planning will lead to initial teacher certification at level 5.

2. *Principle: Graduate programs for teachers who are already certified will focus on both strengthening their content knowledge and on deepening their understanding of teaching and learning. (Following degree completion, PSC will award certification at level 5).*

   Actions:
   - University System of Georgia institutions may offer two avenues of study for teachers who are already certified: The Master of Education Degree through the College of Education; and the Master of Arts-Master of Science-Master of Fine Arts Degree with a Teaching Emphasis through the College(s) of Arts and Sciences. Both are considered "advanced" programs: Advanced degree work is accredited by NCATE and approved by the PSC for unit approval. The Education—Arts and Sciences collaborative structure within each institution is considered "the unit". The Education Dean is the titular head of the unit and is the liaison to the PSC.
   - New master's degree program proposals for teachers (MAT, MED, MS-MA-MFA with a Teaching Emphasis) will be collaboratively developed by the College of Education and the College(s) of Arts and Sciences; they will include a blend of coursework in content and pedagogy.

Rationale: These recommendations are offered to solve two problems: 1) The University System Vice Chancellor for Programs and Planning requested EPAAC to establish consistent meaning for use of the degree nomenclature, MAT; and 2) institutions reported various issues either within or between Colleges of Education and College(s) of Arts and Sciences regarding collaboration and/or degree prerogative.

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[1] The MAT Committee includes: Bob Parham, Augusta State University; Ronnie Sheppard, Bret Danilowicz, and Jane Hudak, Georgia Southern University; Kent Layton and David White, University of West Georgia; Louis Castenell, Kathleen Demarrais, and Hugh Ruppersburg, University of Georgia; Judy Carter and Joyce Jenkins, Fort Valley State University; Lettie Watford and David Garrison, Georgia Southwestern State University; Larnell Flannagan and Ray Wallace, Clayton State University; and Dorothy Zinsmeister and Jan Kettlewell, University System Office.

Krista Vanderpool

From: "Jan Kettlewell" <Jan.Kettlewell@USG.EDU>
To: <EDDEANS@LISTSERV.UGA.EDU>
Sent: Friday, August 11, 2006 4:43 PM
Subject: Conversion of Alternate M Eds to MATs

Hello all,

I promised to send you suggested language for seeking administrative approval for converting alternative M Ed programs that lead to initial teacher certification to MAT degree programs. Your request should be in letter form and it should come from your president to Frank Butler, Vice Chancellor for Academic, Faculty, and Student Affairs, with a cc to me. The text should go something like this:

I am writing to request administrative approval for converting the following existing majors within the Master of Education Degree to the Master of Arts Degree. Working with Jan Kettlewell, the USG Education Deans recently reached consensus on a definition of the Master of Arts in Teaching Degree. Its purpose is to offer a master's degree route to initial teacher certification for individuals who already hold a bachelor's degree in an academic discipline. The majors that we wish to convert to the MAT also lead to initial teacher certification. With the agreement of all of the USG education deans, Jan Kettlewell asked that we request conversion of these programs in order to bring coherence to MAT and M Ed programs throughout the System.

Please advise if questions.

Thanks, Jan

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Jan Kettlewell
Associate Vice Chancellor for P-16 Initiatives
Board of Regents of the University System of Georgia
270 Washington Street, SW
Atlanta, Georgia 30334
Ph (404) 656-2261; Fx (404) 657-0336
e-mail: Jan.Kettlewell@usg.edu

Please make note of my new email address

1785
The University of Georgia

Franklin College of Arts and Sciences
Office of the Dean

December 16, 2007

Dr. Kathleen Demarrais
Associate Dean
Aderhold Hall
College of Education
UGA Campus

Dear Kathleen,

The Franklin College of Arts and Sciences supports the proposal of the College of Education to make the MAT a degree that leads to initial teacher certification. It will be offered by the College of Education as a result. As you know, there has been discussion about this proposal over the last several years at meetings involving deans and other representatives of colleges of arts and sciences and of education at units throughout the University System of Georgia. At a meeting earlier this year chaired by Jan Kettlewell, an agreement was reached that the MAT would lead to teacher certification and that MAT programs offered by colleges of arts and sciences in the USG would be renamed as a result. A representative of the Franklin College attended this meeting.

In the Franklin College of Arts and Sciences, there is to my knowledge only one remaining degree track with the MAT designation. This degree is in English, and that department is now discussing a new designation for that degree.

Let me know if you need further information from the Franklin College concerning this matter.

Cordially,

Hugh Ruppersburg
Senior Assoc. Dean

College of Education
MAT Proposal
Early Childhood Education

The early childhood certification option (ECCO) in the MAT program is designed for candidates seeking initial certification to teach children in prekindergarten to grade 5. Candidates in ECCO are recommended for T4 certification after they successfully complete student teaching and submit a certification portfolio that is approved by the ECCO faculty. To obtain T4 certification, candidates must pass the Early Childhood Education Assessment of the Georgia Assessments for the Certification of Educators (GACE) and submit an application for certification to the Georgia Professional Standards Commission.

Proposed MAT **Currently MED+ initial certification** (minimum of 51 graduate credit hours plus 3 undergraduate hours in special education)	**MED for Advanced Teachers** **(already certified)** **36 semester Hours**
Courses include an undergraduate course in special education plus a minimum of 13 graduate courses (12 three-hour courses and a fifteen-hour student teaching course). At least 6 courses must have an EDEC or EDMS prefix; at least 3 courses must be from outside the department; at least 1 course must meet the diversity requirement. The 13 graduate courses also must be in the following areas:	The advanced M.Ed. program in early childhood education consists of 12 courses (36 semester hours). A minimum of 6 of the 12 courses must have an EDEC or EDMS prefix, and a minimum of 3 courses should be taken outside the Department of Elementary and Social Studies Education. At least 1 course must meet the diversity requirement.
AREA A: Curriculum and Teaching in Early Childhood Environments (4–5 courses, 12–15 credit hours) <u>Required Courses</u> EDEC 7020 Theory and Curriculum in Early Childhood Education EDEC 7040 Induction to Teaching (required for degree; taken after certification is awarded) <u>Other Courses</u> EDEC 7010 Trends and Issues in Early Childhood Education EDEC 7050 Problems of Teaching in Early Childhood Education EDEC 7060 Academic Community Learning EDEC 7130 Teaching Styles in the Elementary Classroom EDEC 7160 Instructional Strategies for Early Childhood Education EDEC 7190 Educational Environments for Young Children: Birth–Eight EDEC 7420 Organization of Early Childhood Classrooms	**AREA A: Curriculum and Teaching in Early Childhood Environments (at least 4 courses)** EDEC 7010 Trends and Issues in Early Childhood Education EDEC 7020 Theory and Curriculum in Early Childhood Education EDEC 7050 Problems of Teaching in Early Childhood Education EDEC 7060 Academic Community Learning EDEC 7130 Teaching Styles in the Elementary Classroom EDEC 7160 Instructional Strategies for Early Childhood Education EDEC 7190 Educational Environments for Young Children: Birth–Eight EDEC 7420 Organization of Early Childhood Classroom
AREA B: Historical, Philosophical, and Social Foundations (1 course, 3 credit hours) CHFD 7150 Families, Schools, and Communities EDEC 7120 Children's Social Lives EDEC 7180 Understanding Cultural and Linguistic Diversity in Schools (corequisite: EDEC 7180L)	**AREA B: Historical, Philosophical, and Social Foundations (at least 1 course)** EDEC 7120 Children's Social Lives EDEC 7180 Understanding Cultural and Linguistic Diversity in Schools (corequisite: EDEC 7180L)

EDEC 8120 Social Constructivist Approaches to Understanding Classroom Motivation
EDEC 8140 Cross-Cultural Perspectives on Learning Environments for Children and Young Adolescents
EDEC 8150 Research and Theory in Family-School-Community Interactions
EDEC 8200 Early Educational Intervention for Young Children Placed At-Risk
EDEC 8201 Social, Economic, and Political Perspectives in the Education of Young Children: Birth to 8 Years
EFND 7020 History of Education in the United States to 1865
EFND 7030 History of Education in the United States since 1865 + EFND 7100 Gender and Education
EFND 7110 The African American Educational Experience
EFND 7120 Sociological Theories of Education
EFND 7140 Social and Cultural Context of Teaching
EFND 7200 Multicultural Education in the United States
EFND 8130 Education as Democracy
ELAN 7040 Language and Culture in the Classroom
EPHY 8010 Philosophy of Education
EPHY 8040 Pragmatism and Education
EPHY 8060 Social and Political Philosophies of Education
EPHY 8070 Ethics and Education
SOCI 6060 Sociology of Education

AREA C: Psychological Foundations (1 course, 3 credit hours)
CHFD 8920 Behavior Problems in Children
EDEC 7110 The Educational Role of Play in Early Childhood Education
EDEC 7200 Developmental Issues of Elementary School Learners
EDEC 8020 Self-Instruction for Classroom Processes
EDEC 8110 Methods for Observing Children in Schools
EDEC 8120 Social Constructivist Approaches to Understanding Classroom Motivation
EDEC 8140 Cross-Cultural Perspectives on Learning Environments for Children and Young Adolescents
EPSY 6010 Foundations of Human Development for Education
EPSY 6060 Foundations of Motivation for Education
EPSY 6800 Foundations of Cognition for Education
EPSY 8180 Psychology of Learning and Instruction

AREA D: School Subject Areas (4–5 courses, 12–15 credit hours)
<u>Required Courses</u>
EDIT 6150 Introduction to Computer-Based Education

EMAT 6410 Mathematical Learning in PreK–Grade 5
or
EMAT 6420 Mathematics Methods for Early Childhood

READ 6010 Foundations of Reading Instruction

EDEC 8140 Cross-Cultural Perspectives on Learning Environments for Children and Young Adolescents
EDEC 8150 Research and Theory in Family-School-Community Interactions
EFND 7110 The African American Educational Experience
EFND 7120 Sociological Theories of Education
EFND 7140 Social and Cultural Context of Teaching
EFND 7150 Anthropology of Education
EFND 7200 Multicultural Education in the United States
EFND 7210 Examining Race and Culture in Education Reform and Policy
ELAN 7040 Language and Culture in the Classroom
SOCI 6060 Sociology of Education

AREA C: Psychological Foundations (at least 1 course)
EDEC 7110 The Educational Role of Play in Early Childhood Education
EDEC 7200 Developmental Issues of Elementary School Learners
EDEC 8120 Social Constructivist Approaches to Understanding Classroom Motivation
EPSY 6010 Foundations of Human Development for Education
EPSY 6060 Foundations of Motivation for Education
EPSY 6800 Foundations of Cognition for Education

AREA D: School Subject Areas (at least 1 course)
ARED 7310 Multicultural and Cross-Cultural Study in Art Education
ARED 7350 Teaching Arts in the Elementary School
CHFD 7130 Creative Activities for Young Children
EDIT 6150 Introduction to Computer-Based Education
ELAN 6100 Language Arts, Grades P-8
ELAN 6310 Survey of Children's Literature, Grades P–8
ELAN 6631 Teaching Language-Minority Students
ELAN 7016 Folk Literature, Grades P-12
ELAN 7310 Children's Literature in the Curriculum, Grades P–8
ELAN 7318 Culturally Diverse Children's Literature
ELAN 7320 Writing Pedagogy, Grades P–8
ELAN 7330 Storytelling and the Oral Tradition, Grades P–8
ELAN 7630 ESOL, Grades P–12
EMAT 6410 Mathematical Learning in PreK-Grade 5
EMAT 6420 Mathematics Methods for Early Childhood
ESCI 6200 Science, Technology, and Society
ESCI 6230 Environmental Science Education
ESCI 6420 Science for Early Childhood Education
ESCI 7020 Teaching Science in the Elementary School
ESOC 7420 Social Studies for the Young Child
HPRB 6420 Health in Early Childhood
PEDS 6300 Physical Education for the Elementary School
PEDS 7060 Human Diversity in Curriculum and

or
READ 6020 Children with Reading Problems
or
READ 6420 Literacy Development and Instruction in Early Childhood

Other Courses
ARED 7310 Multicultural and Cross-Cultural Study in Art Education
ARED 7350 Teaching Arts in the Elementary School
CHFD 7130 Creative Activities for Young Children
ELAN 6100 Whole Language Teaching in Early Childhood Education
ELAN 6310 Survey of Children's Literature, Grades P–8
ELAN 6631 Teaching Language-Minority Students
ELAN 7040 Language and Culture in the Classroom
ELAN 7310 Children's Literature in the Curriculum, Grades P–8
ELAN 7318 Culturally Diverse Children's Literature
ELAN 7320 Writing Pedagogy, Grades P–8
ELAN 7330 Storytelling and the Oral Tradition, Grades P–8
ELAN 7600 Reading and Writing in a Non-Native Language
ELAN 7630 ESOL, Grades P–12
ELAN 8040 Languages, Cultures, and Literacies
ESCI 6200 Science, Technology, and Society
ESCI 6230 Environmental Science Education
ESCI 6420 Science for Early Childhood Education
ESOC 7420 Social Studies for the Young Child
HPRB 6420 Health in Early Childhood
PEDS 6300 Physical Education for the Elementary School
PEDS 7060 Human Diversity in Curriculum and Instruction
READ 7110 Computer-Based Instruction in Reading Education
READ 7800 Sociopolitical Perspectives in Literacy Education
READ 8300 Culture, Literacy, and the Classroom
READ 6050 Materials for Reading Instruction

AREA E: Research and Evaluation (1 course, 3 credit hours)
EDEC 7170 Evaluation of the Elementary School
EDEC 7500 Teacher Action Research
EDEC 8110 Methods for Observing Children in Schools
EPSY 7100 Individual Assessment of Development
ERSH 6200 Methods of Research in Education

Field Experiences and Student Teaching (1 course, 15 credit hours)
EDEC 7460 Student Teaching in Early Childhood Education

Instruction
READ 6010 Foundations of Reading Instruction
READ 6020 Children with Reading Problems
READ 6420 Literacy Development and Instruction in Early Childhood
READ 7110 Computer-Based Instruction in Reading Education

AREA E: Research and Evaluation (at least 1 course,)
EDEC 7170 Evaluation of the Elementary School
EDEC 7500 Teacher Action Research
ERSH 6200 Methods of Research in Education
ERSH 6600 Applied Educational Assessment

College of Education
MAT Proposal
MIDDLE SCHOOL EDUCATION

The Middle School Master's Certification Program is a minimum of two years of full time course work including summers. Required courses are offered only at the Athens Campus during the regular day and evening class schedule. Additional courses may be required to meet pre-requisites for teaching specializations. The professional teaching courses start once a year in the fall semester.

Proposed MAT (Currently MED+ initial certification) 78 Semester Hours	**MED for Advanced Teachers (already certified) 36 Semester Hours**
PROGRAM SUMMARY **Educational Foundations** 6 Semester Hours **Middle School Education** 15 Semester Hours **Professional Teaching** 22 Semester Hours **Content Areas** 32 Semester Hours **Research** 3 Semester Hours **Total Hours** **78** Semester Hours	The advanced M.Ed. program in middle school education consists of 12 courses (36 semester hours). The courses are taken in four areas: (a) historical, philosophical, psychological, and social foundations (1 course); (b) characteristics, programs, and problems of the middle school (5 courses); (c) middle school subject matter (5 courses); and (d) research (1 course)
Courses Related to Educational Foundations: (minimum 6 hours) EFND elective (3 semester hours) – Must be 6000-level or above OR EPSY elective (3 semester hours) – Must be 6000-level or above SPED 2000 (3 semester hours) - Survey of Special Education (or equivalent)	**AREA A: Historical, Philosophical, Psychological, and Social Foundations (1 course)** EFND 7040 History of Education in the United States EFND 7100 Gender and Education EFND 7110 Race, Class, and Education EFND 7120 Sociological Theories of Education EFND 7140 The Social and Cultural Contexts of Teaching EFND 7200 Multicultural Education in the United States EPSY 6010 Foundations of Human Development for Education EPSY 6800 Foundations of Cognition for Education EPSY 7100 Individual Assessment of Development
Courses Related to Middle Grades Schools and the Education of Young Adolescents (minimum 15 hours) EDMS 7030 (3 semester hours) – The Middle School (required) EDMS 7060 (3 semester hours) – Service-Learning (required) EDMS 7050 (3 semester hours) – Teaching Young Adolescents EDMS 7080 (3 semester hours) – Curriculum Planning for the Middle School EDMS 7090 (3 semester hours) – Instructional Strategies for the Middle School EDMS 7100 (3 semester hours) – Evaluation of the Middle School	**AREA B: Characteristics, Programs, and Problems of the Middle School (5 courses)** ***Section 1 (2 courses)*** # EDMS 7030 The Middle School # EDMS 7060 Academic Community Learning ***Section 2 (2–3 courses)*** EDMS 7050 Teaching Young Adolescents EDMS 7080 Curriculum Planning for the Middle School EDMS 7090 Instructional Strategies for the Middle School EDMS 7100 Evaluation of the Middle School
Professional Teaching Courses: (minimum 22 hours) EDMS 5020 (3 semester hours) - Educating Young Adolescents EDMS 5020L (0-3 semester hours) – Educating Young Adolescents Lab (Field Experience required, hours variable) EDMS 5030 (3 semester hours) - The Middle School Curriculum	***Section 3 (0–1 course)*** EDMS 7120 Children's Social Lives EDMS 7130 Teaching Styles in the Elementary Classroom EDMS 7500 Action Research EDMS 8020 Self-Instruction for Classroom Processes EDMS 8100 Theories and Research on Teachers' Thinking EDMS 8120 Social Constructivist Approaches to Understanding

EDMS 5030L (0-3 semester hours) – The Middle School Curriculum Lab (Field Experience required, hours variable)
READ 3530 (3 semester hours) - Content Area Reading in the Middle School (or equivalent)
EDMS 5460/7460 (12-18 semester hours) - Student Teaching
EDMS 5040 (1-3 semester hours) - Teaching in the Middle School

Content Areas (minimum 32 hours)
Choose a Specialization Area I and Area II from the following:
Language Arts
ELAN 5210 (3 semester hours) - Children's Literature and Oral language Grades 4-8
ELAN 5220 (3 semester hours) – Writing Pedagogy Grades 4-8
Language Arts Electives (12 semester hours) - Must include one American literature
course 3000-level or above. Other electives may be selected from English 3000-level or
above, Classics, Comparative Literature 3000-level or above, Drama, Language
Education, Linguistics, Reading or Speech
Mathematics
EMAT 5280/7280 (3 semester hours) - Teaching Number Systems in the Middle School
MATH 5020/7020 (3 semester hours) - Arithmetic for Middle School Teachers
EMAT 5290/7290 (3 semester hours) - Teaching Geometry & measurement in the
Middle School
MATH 5030/7030 (3 semester hours) - Geometry & Measurement for Middle school
Teachers
EMAT 5320/7320 (3 semester hours) - Teaching Algebra in the Middle School
MATH 5035/7035 (3 semester hours) - Algebra for Middle School Teachers
Science
GEOL 4750/6750 (4 semester hours) - Earth Science for Middle School Teachers (or
equivalent)
ESCI 4430 (3 semester hours) - Science curriculum for the Middle School (or equivalent)
CHEM 1060 (4 semester hours) - Physical Science for Middle School Teachers (or
equivalent)
ESCI 4440 (3 semester hours) - Methods of Teaching Science in Middle School (or
equivalent)
Science Elective (3 semester hours) – Selected from but not limited to ENTO 5730/ENTO 5730L, BIOL 1104/1104L, BIOL 1107/1107L, BIOL 1108/1108L, ASTR 1010/1010L, or GEOG 1112/1112L
Social Science
ESOC 4400/6400 (3 semester hours) - Teaching Social Studies in the Middle Grades
Social Science Electives (15 hours) selected from - ESOC Classroom Motivation
EDMS 8140 Cross-Cultural Perspectives on Learning Environments for Children and Young
Adolescents
EDMS 8150 Research and Theory in Family–School–Community Interactions
EDMS 8180 Research in Multicultural Teacher Education
EDMS 8190 Mentoring in Learning to Teach

AREA C: Middle School Subject Matter (5 courses)
The candidate must take at least 2 courses in each of 2 of the following subject areas:
language arts/reading, mathematics, science, social studies. The candidates should consult with the advisor about appropriate courses.

AREA D: Research (1 course)
EDMS 6990 Research Seminar in Middle School Education
ERSH 6200 Methods of Research in Education

4150/6150 Teaching United States History, ESOC 5010/7010 Teaching of Geography, ESOC 5520/7520 Teaching Politics, Government and Citizenship, ESOC 5200/7200 Economic Education in the Social Science Curriculum, History-3000 level or above. **Course Related to Research (3 hours minimum)**EDMS 6990 (3 semester hours) – Research Seminar in Middle School Education OR ERSH 6200 (3 semester hours) – Methods of Research in Education	

College of Education
MAT Proposal
SOCIAL STUDIES EDUCATION

The M.Ed. Initial Certification (M.Ed.I.C.) enables individuals who have an undergraduate degree in history or a social science discipline to secure **initial** teacher certification.

Proposed MAT (Currently MED+ initial certification) 36 Semester Hours	**MED for Advanced Teachers (already certified) 33-36 Semester Hours**
Initial Certification (30 credit hours total; 9 credit hours for M.Ed.) ESOC 6350 Social Studies Curriculum in Secondary Schools (3 credit hours) ESOC 6360 Methods of Teaching Social Studies in Secondary Schools (3 credit hours) ESOC 4450L Senior Field Experience in Social Studies Education (3 credit hours) ESOC 7460 Student Teaching in Social Studies Education (15 credit hours) ESOC 7560 Student Teaching Seminar (3 credit hours) SPED 2000 Survey of Special Education (3 credit hours) **Social Foundations of Foundations (3-6 credit hours)** **Curriculum and Instruction (6-12 credit hours)** <u>Required Courses:</u> ESOC 7050 Problems of Teaching Secondary Social Studies (3 credit hours) ESOC 7080 Curriculum Planning in Social Sciences (3 credit hours) <u>Elective Courses:</u> ESOC 6100 Teaching United States History (3 credit hours) ESOC 6380 Computer Technology Applications in Social Science Education (3 credit hours) ESOC 6400 Teaching Social Studies in the Middle Grades (3 credit hours) ESOC 7010 Teaching of Geography (3 credit hours) ESOC 7200 Economic Education in the Social Science Curriculum (3 credit hours) ESOC 7250 Simulations and Role Playing in the Social Studies (3 credit hours) ESOC 7420 Social Studies for the Young Child (3	**Social Foundations of Foundations (3-6 credit hours)** **Curriculum and Instruction (6-12 credit hours)** <u>Required Courses:</u> ESOC 7050 Problems of Teaching Secondary Social Studies (3 credit hours) ESOC 7080 Curriculum Planning in Social Sciences (3 credit hours) <u>Elective Courses:</u> ESOC 6100 Teaching United States History (3 credit hours) ESOC 6380 Computer Technology Applications in Social Science Education (3 credit hours) ESOC 6400 Teaching Social Studies in the Middle Grades (3 credit hours) ESOC 7010 Teaching of Geography (3 credit hours) ESOC 7200 Economic Education in the Social Science Curriculum (3 credit hours) ESOC 7250 Simulations and Role Playing in the Social Studies (3 credit hours) ESOC 7420 Social Studies for the Young Child (3 credit hours) ESOC 7520 Teaching Politics, Government, and Citizenship (3 credit hours) ESOC 8010 History of Social Studies Education (3 credit hours) ESOC 8250 Values Education for Citizenship (3 credit hours) Or Approved Substitute Course(s) **Research (3 credit hours)** <u>Required Courses:</u> ESOC 6990 Research Seminar in Social Studies Education (3 credit hours) Or Approved Substitute Course(s)

credit hours)
ESOC 7520 Teaching Politics, Government, and Citizenship (3 credit hours)
ESOC 8010 History of Social Studies Education (3 credit hours)
ESOC 8250 Values Education for Citizenship (3 credit hours)
Or Approved Substitute Course(s)

Research (3 credit hours)
Required Courses:
ESOC 6990 Research Seminar in Social Studies Education (3 credit hours)
Or Approved Substitute Course(s)

History and Social Sciences (15-21 credit hours)

Initial certification in Georgia is offered in the following single fields: History, Economics, Geography, and Political Science. Undergraduate transcripts will be reviewed carefully for their content in these areas. Graduate-level courses taken in these four disciplines will count towards both initial certification requirements and the M.Ed. degree. Graduate-level courses taken in other social science disciplines will count toward the M.Ed. degree. Approved content-centered alternatives offered the Social Studies Education Program include:

HIST 6XXX and higher ESOC 6100 may be substituted for 1 HIST content course
GEOG 6XXX and higher ESOC 7010 may be substituted for 1 GEOG content course
POLS 6XXX and higher ESOC 7520 may be substituted for 1 POLS content course
ECON 6XXX and higher ESOC 7200 may be substituted for 1 ECON content course
Or Approved Substitute Course(s)

History and Social Sciences (15-21 credit hours)

HIST 6XXX and higher ESOC 6100 may be substituted for 1 HIST content course
GEOG 6XXX and higher ESOC 7010 may be substituted for 1 GEOG content course
POLS 6XXX and higher ESOC 7520 may be substituted for 1 POLS content course
ECON 6XXX and higher ESOC 7200 may be substituted for 1 ECON content course
Or Approved Substitute Course(s)

College of Education
MAT Proposal
MATHEMATICS EDUCATION

This program is designed for the applicant who has earned an undergraduate degree in mathematics or a related subject area and now seeks state certification in Mathematics Education to teach in Georgia public schools, grades 7-12 *and* a master's degree from the University of Georgia (which leads to T-5 certification). The total number of mathematics content courses from the bachelor's, masters, and courses taken for certification must be at least 17 (with 8 being upper division). **All other certification requirements must be met in order for UGA to recommend the individual for certification.**

Proposed MAT (Currently MED+ initial certification)	**MED for Advanced Teachers (already certified)**
PROGRAM SUMMARY **Educational Foundations** **Area A:** 3 Semester Hours **Curriculum & Instruction** **Area B:** 8-9 Semester Hours **Content Area** **Area C:** 18 Semester Hours (beyond the 33 hours required for certification) **Research** **Area D:** 3 Semester Hours **Electives** **Area E:** 6 Semester Hours **Educational Psychology** (3 hours): Typically EPSY 6800 **Curriculum and Instruction** (8-9 hours) EMAT 7050 Teaching Secondary School Mathematics **OR** EMAT 6360 Teaching and Learning Secondary School Mathematics *Note: EMAT 6360 requires concurrent participation in EMAT 7360 Secondary School Mathematics Field Experience, but EMAT 7360 does not fit in the MEd program of study. EMAT 7080 Curriculum in Mathematics Education EMAT 6990 Seminar in Mathematics (2-3 hours) **OR** EMAT 6950 Professional Seminar in Teaching Mathematics **Teaching Field - 6 approved courses in MATH, STAT, EMAT** Examples include MATH 6000, 6010, 7200, 7210, STAT 6070, 6210, 6220, EMAT 6680, 6600, 6550, 6450, 6650 *Note: As a general rule, MATH 7001, 7002, 7003, 7020, 7030, and 7035 cannot be used in the teaching field. Similarly, EMAT 6410, 6420, 6360, 7360, 7460, and 7700 generally cannot be used in the	PROGRAM SUMMARY **Educational Foundations** **Area A:** 3 Semester Hours **Curriculum & Instruction** **Area B:** 8-9 Semester Hours **Content Area** **Area C:** 18 Semester **Research** **Area D:** 3 Semester Hours **Electives** **Area E:** 6 Semester Hours **Educational Psychology** (3 hours): Typically EPSY 6800 **Curriculum and Instruction** (8-9 hours) EMAT 7050 Teaching Secondary School Mathematics EMAT 7080 Curriculum in Mathematics Education EMAT 6990 Seminar in Mathematics (2-3 hours) **Teaching Field - 6 approved courses in MATH, STAT, EMAT** Examples include MATH 6000, 6010, 7200, 7210, STAT 6070, 6210, 6220, EMAT 6680, 6600, 6550, 6450, 6650 **Research** (3 hours) Typically ERSH 6200, 6300, or 6600 **Options (Two approved elective courses, applied project, or thesis required)** Plan A with applied project or thesis, 3 hours. Plan B with two elective courses, 6 hours

teaching field. **Note: The total number of mathematics content courses from the bachelor's, masters, and courses taken for certification must be at least 17. **Research** (3 hours) Typically ERSH 6200, 6300, or 6600 **Electives (Two approved elective courses, applied project, or thesis required)** Plan A requires an applied project or thesis with 3 hours of appropriate enrollment Plan B requires 6 hours of elective courses (EMAT 7460 or 7700 can be used here) **Additional requirements:** Written comprehensive exams must be passed. ***Note:*** *All candidates for certification must meet requirements for certification. These requirements may necessitate taking courses beyond those needed for the MEd. At the present time, these requirements include 2 courses in educational foundations, 1 course in the nature of exceptionality, and student teaching or an internship. These courses may or may not fit into the program of study for the masters degree. In addition, all candidates must obtain a passing score on GACE test to be eligible to apply for certification.*	

College of Education
MAT Proposal
SCIENCE EDUCATION

In the Department of Science Education, the objective of graduate work is to assist students in acquiring knowledge and skills in both the teaching of science and in their specific discipline beyond that possible in a baccalaureate degree. Depending on the student's interest and experience, the focus of additional study can be the teaching of science at the elementary, middle, secondary or higher education levels.
Completion of the Masters programs in science education is intended to prepare students to serve as master teachers, department chairpersons, or science instructional supervisors in school systems, and leads to certification at the T-5 level for the State of Georgia.
Those wishing to complete initial certification must meet all state requirements, including a course in special education and a supervised student teaching/internship experience. These courses may not fit in the masters degree program of study.

Proposed MAT (Currently MED=initial certification	**MED for Advanced Teachers (already certified) 36 Semester Hours**
PROGRAM SUMMARY **Educational Foundations** **Area B & C:** 6 Semester Hours **Content Area** **Area D:** 9 Semester Hours **Curriculum & Instruction** **Area D**: 12 Semester Hours **Research** **Area E:** 6 Semester Hours **Total Hours** 33 Semester Hours A typical program for the Masters degrees in Science Education includes such requirements as specified by the Department screening committee and a minimum of preparation in the following areas: **Science (minimum of 9 semester hours)** Any 6000+ level science course approved by the advisor may be included. Graduate courses meeting this requirement are available at the University of Georgia in such areas as astronomy, biochemistry and molecular biology, biology, botany, cellular biology, chemistry, ecology, entomology, geology, genetics, marine science, physical geography, and physics. Scientific research internships for graduate credit are also strongly encouraged, and can sometimes be arranged through faculty in the various science departments. In addition, courses from applied science fields such as agronomy, agriculture, forestry, food science, animal science, plant pathology, and veterinary medicine may be used in the program with advisor approval.	The M.Ed. program in Science Education is intended for science teachers who wish to improve their science content knowledge and teaching abilities. It includes a minimum of 36 semester hours of graduate coursework. It includes study in the sciences, science education, educational foundations and educational research. A final portfolio or research project is required. **Science (minimum of 9 semester hours)** Any 6000+ level science course approved by the advisor may be included. Graduate courses meeting this requirement are available at the University of Georgia in such areas as astronomy, biochemistry and molecular biology, biology, botany, cellular biology, chemistry, ecology, entomology, geology, genetics, marine science, physical geography, and physics. Scientific research internships for graduate credit are also strongly encouraged, and can sometimes be arranged through faculty in the various science departments. In addition, courses from applied science fields such as agronomy, agriculture, forestry, food science, animal science, plant pathology, and veterinary medicine may be used in the program with advisor approval. **Curriculum and Instruction in Science Education. (12 semester hours)** A minimum of 12 semester hours in science education are required. ESCI 7040 and 7080 are essential core courses. At least one year of teaching is required concurrent with or prior to taking ESCI 7040 and 7080. Commonly used courses include the following:

Curriculum and Instruction in Science Education. (12 semester hours)
A minimum of 12 semester hours in science education are required. ESCI 7040 and 7080 are essential core courses. At least one year of teaching is required concurrent with or prior to taking ESCI 7040 and 7080. Commonly used courses include the following:

ESCI 6000: Special Problems in Science Education
ESCI 6200: Methods of Teaching Science to students with Special Educational Needs
ESCI 6220: Marine Science Education

ESCI 6230: Environmental Science Education
ESCI 6420: Science for Early Childhood Education
ESCI 6480: Technological Capabilities for Science Teaching
ESCI 7020: Teaching Science in the Elementary School
ESCI 7040: Teaching Strategies for Middle and Secondary Science Teachers
ESCI 7060: Technology in Science Education
ESCI 7080: Curriculum Planning in Science Education

Education Foundations (6 semester hours, one in psychological and one in social foundations)
A minimum of six semester hours of coursework in educational foundations is required. The goal is to achieve adequate knowledge in the history and philosophy of education, psychological and sociological foundations of education and multicultural education.

EPSY 6010: Foundations of Human Development
EPSY 6800: Foundations of Cognition for Education
EPSY 7110: Characteristics of Gifted Children
ERSH 7600: Construction of Education Measuring Instruments
EPSY 8180: Psychology of Learning and Instruction
ESCI 8210: Multicultural Education Research

Research (6 semester hours)
A minimum requirement of three semester hours plus ESCI 7650 are required.

ERSH 6200: Methods of Research in Education
ESCI 6990: Research Seminar in Science Education
ESCI 7650: Applied Project in Science Education

Portfolio Requirements
The portfolio will address five standards based on those in the NSTA document, with three being mandatory and two others being selected by the student. The mandatory standards are (a) content/nature of science (combination of NSTA standards 1 and 2), (b) curriculum (NSTA standard 6), and (c) social context (NSTA standard 7).

ESCI 6000: Special Problems in Science Education
ESCI 6200: Methods of Teaching Science to students with Special Educational Needs
ESCI 6220: Marine Science Education

ESCI 6230: Environmental Science Education
ESCI 6420: Science for Early Childhood Education
ESCI 6480: Technological Capabilities for Science Teaching
ESCI 7020: Teaching Science in the Elementary School
ESCI 7040: Teaching Strategies for Middle and Secondary Science Teachers
ESCI 7060: Technology in Science Education
ESCI 7080: Curriculum Planning in Science Education

Education Foundations (6 semester hours, one in psychological and one in social foundations)
A minimum of six semester hours of coursework in educational foundations is required. The goal is to achieve adequate knowledge in the history and philosophy of education, psychological and sociological foundations of education and multicultural education.

EPSY 6010: Foundations of Human Development
EPSY 6800: Foundations of Cognition for Education
EPSY 7110: Characteristics of Gifted Children
ERSH 7600: Construction of Education Measuring Instruments
EPSY 8180: Psychology of Learning and Instruction
ESCI 8210: Multicultural Education Research

Research (6 semester hours)
A minimum requirement of three semester hours plus ESCI 7650 are required.

ERSH 6200: Methods of Research in Education
ESCI 6990: Research Seminar in Science Education
ESCI 7650: Applied Project in Science Education

Portfolio Requirements
The portfolio will address five standards based on those in the NSTA document, with three being mandatory and two others being selected by the student. The mandatory standards are (a) content/nature of science (combination of NSTA standards 1 and 2), (b) curriculum (NSTA standard 6), and (c) social context (NSTA standard 7).

The following indicators are added to the social context standard to make the multicultural nature of science teaching and learning explicit:
• designs and employs a range of learning activities that address the needs of culturally, ethnically, and economically diverse learners
• demonstrates an understanding of students with special needs and ways in which their special needs may be accommodated in the science learning environment

The details of the portfolio contents are specified in the rubric

The following indicators are added to the social context standard to make the multicultural nature of science teaching and learning explicit: • designs and employs a range of learning activities that address the needs of culturally, ethnically, and economically diverse learners • demonstrates an understanding of students with special needs and ways in which their special needs may be accommodated in the science learning environment The details of the portfolio contents are specified in the rubric attached to this description. Three pieces of evidence for each of five standards must be represented in the portfolio, in addition to a table of contents and a critical autobiography (which is completed as an assignment in the ESCI 7650 course). ***Note:*** *All candidates for certification must meet requirements for certification. These requirements may necessitate taking courses beyond those needed for the MEd. At the present time, these requirements include 2 courses in educational foundations, 1 course in the nature of exceptionality, and student teaching or an internship. These courses may or may not fit into the program of study for the masters degree. In addition, all candidates must obtain a passing score on GACE test to be eligible to apply for certification.*	attached to this description. Three pieces of evidence for each of five standards must be represented in the portfolio, in addition to a table of contents and a critical autobiography (which is completed as an assignment in the ESCI 7650 course).

College of Education
MAT Proposal
Teaching Additional Languages

The program is designed for students who have earned undergraduate degrees and seek **initial** state certification to teach a foreign language in Georgia P-12 public schools. A wide range of program offerings and electives accommodates student needs and interests. The program consists of two groups of courses. Group I courses are generally taken first and fulfill requirements for initial T-4 teacher certification. Group II courses fulfill requirements for the master's degree and T-5 certification.

Proposed MAT (Currently MED+ initial certification)	**MED for Advanced Teachers (already certified) 36 Semester Hours**
Group I courses (these fulfill requirements for initial T-4 teacher certification): Social Foundations of Education - (9 credit hours) EFND 2030 Foundations of Education (3 credit hours) SPED 2000 Survey of Special Education (3 credit hours) EPSY 2020 Learning and Development in Education (3 credit hours) **Curriculum and Methods - 3 courses - (9 credit hours)** ELAN 4530 Foreign Language Curriculum and Methodology in Elementary and Middle Schools (3 credit hours) ELAN 4531 Foreign Language Curriculum & Methodology in Secondary Schools (3 credit hours) ELAN 5540 Creating Learning Communities in the LOTE Classroom (3 credit hours) **Practicum and Student Teaching - 2 courses – (18 credit hours)** ELAN 5550 Field-Based Practicum in Foreign Language Education (3 credit hours) ELAN 5560 Student Teaching in Foreign Language Education (15 credit hours) **OR** ELAN 5555 Supervised Foreign Language Internship (15 credit hours) **Group II courses (these fulfill requirements for the M.Ed. and T-5 certification) (36 Credit Hours)** **Curriculum and Methods 1 course:** ELAN 7500 (3 Credit Hours)	**Methods - 2 courses to be chosen from:** ELAN 7630 ELAN 6730 ELAN 6630 **Second language acquisition- 1 course:** ELAN 7730 First and second language acquisition or equivalent **or** ELAN 8600 Classroom second language acquisition **Language study - 4 courses to include:** ELAN 6631 Bilingualism and bilingual education **Literacy - 1 course to be chosen from:** ELAN 7601 ELAN 7602 **Classroom discourse- 1 course:** ELAN 7732 Classroom discourse **Cultural awareness - 1 course:** ELAN 7040 Language and culture in the classroom or equivalent **Research methods - 2 courses:** ELAN 7070 Research methods in language education or equivalent ELAN 7655 Master's and Ed.S. Research Practicum

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Second language acquisition- 1 course: ELAN 7730 First and second language acquisition **OR** ELAN 8600 Classroom second language acquisition (3 credit hours) **Language study -** 5 graduate courses in the target language, typically taken in language or area studies departments (15 credit hours) **Classroom discourse - 1 course:** ELAN 7732 Classroom discourse (3 credit hours) **Literacy - 1 course to be chosen from:** ELAN 7601 Non-native language literacy in children **OR** ELAN 7602 Non-native language literacy in adolescents and adults **Cultural awareness - 1 course: (3 credit hours)** ELAN 7040 Language and culture in the classroom or equivalent **Research methods - 2 courses: (6 credit hours)** ELAN 7070 Research methods in language education or equivalent ELAN 7655 Master's and Ed.S. Research Practicum	

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SPECIAL EDUCATION
(36 credit hours)

Special Education offers a **M.Ed.** and **M.A.**, each with one of three emphasis areas, including 1) Special Education - General Curriculum, 2) Special Education - Adapted Curriculum, and 3) Early Childhood Special Education - General Curriculum. The program of study for each of these emphases follows.

Proposed MAT **(Currently MED+ initial certification)** (36 Credit Hours + any needed Prerequisites)	**MED for Advanced for Teachers** **(already certified)** 36 Semester Hours
Special Education - General Curriculum **(M.A. or M.Ed.)** (36 Credit Hours + any needed Prerequisites) **Prerequisites for those with no Initial Certification (21 credit hours total)** SPED 2000 Survey of Special Education (3 credit hours) SPED 3030 Introduction to Assessing Individuals with Disabilities (3 credit hours) SPED 3050 Classroom and Behavior Management for Individuals with Disabilities (3 credit hours) SPED 4440/7440 Practicum in Special Education (9 credit hours) READ 4010 The Teaching of Reading (3 credit hours) **OR** approved teaching of reading course **Core Curriculum (15 credit hours total)** SPED 7010 Clinical Assessment in Special Education (3 credit hours) SPED 7230 Methods for Teaching Social Skills (3 credit hours) SPED 7460 Internship in Special Education (3 credit hours) SPED 7500 Advanced Technology in Special Education (3 credit hours) SPED 7650 Applied Project in Special Education (M.Ed.) (3 credit hours) **OR** SPED 7300 Master's Thesis (M.A.) (3 credit hours) **Characteristics Courses (9 credit hours total)** SPED 7120 Learning Disabilities (3 credit hours) Any two of the following courses: SPED 7100 Early Childhood Special Education (3 credit hours) SPED 7110 Mental Retardation (3 credit hours) SPED 7130 Behavioral Disorders (3 credit hours) SPED 7610 Seminar in Autism Spectrum Disorders (3 credit hours) **Methods Courses (6 credit hours total)** SPED 7200 Methods and Curriculum in Early Childhood	**Special Education - General Curriculum** **(M.A. or M.Ed.)** **Core Curriculum (15 credit hours total)** SPED 7010 Clinical Assessment in Special Education (3 credit hours) SPED 7230 Methods for Teaching Social Skills (3 credit hours) SPED 7460 Internship in Special Education (3 credit hours) SPED 7500 Advanced Technology in Special Education (3 credit hours) SPED 7650 Applied Project in Special Education (M.Ed.) (3 credit hours) **OR** SPED 7300 Master's Thesis (M.A.) (3 credit hours) **Characteristics Courses (9 credit hours total)** SPED 7120 Learning Disabilities (3 credit hours) Any two of the following courses: SPED 7100 Early Childhood Special Education (3 credit hours) SPED 7110 Mental Retardation (3 credit hours) SPED 7130 Behavioral Disorders (3 credit hours) SPED 7610 Seminar in Autism Spectrum Disorders (3 credit hours) **Methods Courses (6 credit hours total)** SPED 7200 Methods and Curriculum in Early Childhood Special Education (3 credit hours) SPED 7220 Methods for Teaching Academic Skills (3 credit hours) SPED 7250 Written Language Disorders (3 credit hours) **Research Courses (6 credit hours total)** Any two of the following courses: SPED 8370 Single-Subject Research Methodology in Special Education (3 credit hours) ERSH 6200 Methods of Research in Education (3 credit hours) ERSH 6300 Applied Statistical Methods in Education [Prereq: ERSH 6200] (3 credit hours) ERSH 8310 Applied Analysis of Variance Methods in Education (3 ERSH 8320 Applied Correlation & Regression Methods in

Special Education (3 credit hours)
SPED 7220 Methods for Teaching Academic Skills (3 credit hours)
SPED 7250 Written Language Disorders (3 credit hours)

Research Courses (6 credit hours total)
Any two of the following courses:
SPED 8370 Single-Subject Research Methodology in Special Education (3 credit hours)
ERSH 6200 Methods of Research in Education (3 credit hours)
ERSH 6300 Applied Statistical Methods in Education [Prereq: ERSH 6200] (3 credit hours)
ERSH 8310 Applied Analysis of Variance Methods in Education
ERSH 8320 Applied Correlation & Regression Methods in Education [Prereq: ERSH 8310] (3 credit hours)
QUAL 8400 Qualitative Research Traditions [Prereq: ERSH 6200] (3 credit hours)
QUAL 8410 Designing Qualitative Research
EDMS (EDEC) (QUAL) 7500 Action Research [Prereq: Permission of Department] (3 credit hours)

Special Education - Adapted Curriculum (M.A. or M.Ed.)
(36 Credit Hours + any needed Prerequisites)

Prerequisites for those with no Initial Certification (21 credit hours total)
SPED 2000 Survey of Special Education (3 credit hours)
SPED 3030 Introduction to Assessing Individuals with Disabilities (3 credit hours)
SPED 3050 Classroom and Behavior Management for Individuals with Disabilities (3 credit hours)
SPED 4440/7440 Practicum in Special Education (9 credit hours)
READ 4010 The Teaching of Reading (3 credit hours)

Core Curriculum (15 credit hours total)
SPED 7010 Clinical Assessment in Special Education (3 credit hours) **OR** EPSY 8120 Autism Spectrum Disorders & Mental Retardation [Prereq: Permission of Department] (3 credit hours)
SPED 7230 Methods for Teaching Social Skills (3 credit hours)
SPED 7460 Internship in Special Education (3 credit hours)
SPED 7500 Advanced Technology in Special Education (3 credit hours)
SPED 7650 Applied Project in Special Education (M.Ed.) (3 credit hours) **OR** SPED 7300 Master's Thesis (M.A.) (3 credit hours)

Characteristics Courses (6 credit hours total)
Any two of the following courses:
SPED 7100 Early Childhood Special Education (3 credit hours)
SPED 7110 Mental Retardation (3 credit hours)
SPED 7610 Seminar in Autism Spectrum Disorders (3 credit hours)

Methods Courses (9 credit hours total)
SPED 7210 Methods for Teaching Functional Skills (3 credit hours)
Any two of the following courses:
SPED 7200 Methods and Curriculum in Early Childhood Special Education (3 credit hours)
SPED 7260 Instructional Design for Elementary Children w/Autism Spectrum Disorders (3 credit hours)
SPED 7270 Social/Communication Instruction for Children w/Autism Spectrum Disorders (3 credit hours)

Research Courses (6 credit hours total)
Any two of the following courses:
SPED 8370 Single-Subject Research Methodology in Special Education (3 credit hours)
ERSH 6200 Methods of Research in Education (3 credit hours)
ERSH 6300 Applied Statistical Methods in Education [Prereq: ERSH 6200] (3 credit hours)
ERSH 8310 Applied Analysis of Variance Methods in Education (3 credit hours)
ERSH 8320 Applied Correlation & Regression Methods in Education [Prereq: ERSH 8310] (3 credit hours)
QUAL 8400 Qualitative Research Traditions [Prereq: ERSH 6200] (3 credit hours)
QUAL 8410 Designing Qualitative Research
EDMS (EDEC) (QUAL) 7500 Action Research [Prereq: Permission of Department] (3 credit hours)

Special Education - Adapted Curriculum (M.A. or M.Ed.)

Core Curriculum (15 credit hours total)
SPED 7010 Clinical Assessment in Special Education (3 credit hours) **OR** EPSY 8120 Autism Spectrum Disorders & Mental Retardation [Prereq: Permission of Department] (3 credit hours)
SPED 7230 Methods for Teaching Social Skills (3 credit hours)
SPED 7460 Internship in Special Education (3 credit hours)
SPED 7500 Advanced Technology in Special Education (3 credit hours)
SPED 7650 Applied Project in Special Education (M.Ed.) (3 credit hours) **OR** SPED 7300 Master's Thesis (M.A.) (3 credit hours)

Characteristics Courses (6 credit hours total)
Any two of the following courses:
SPED 7100 Early Childhood Special Education (3 credit hours)
SPED 7110 Mental Retardation (3 credit hours)
SPED 7610 Seminar in Autism Spectrum Disorders (3 credit hours)

Methods Courses (9 credit hours total)
SPED 7210 Methods for Teaching Functional Skills (3 credit hours)
Any two of the following courses:
SPED 7200 Methods and Curriculum in Early Childhood Special Education (3 credit hours)
SPED 7260 Instructional Design for Elementary Children w/Autism Spectrum Disorders (3 credit hours)
SPED 7270 Social/Communication Instruction for Children w/Autism Spectrum Disorders (3 credit hours)

Research Courses (6 credit hours total)
Any two of the following courses:
SPED 8370 Single-Subject Research Methodology in Special Education (3 credit hours)
ERSH 6200 Methods of Research in Education (3 credit hours)
ERSH 6300 Applied Statistical Methods in Education [Prereq: ERSH 6200] (3 credit hours)
ERSH 8310 Applied Analysis of Variance Methods in Education (3 credit hours)
ERSH 8320 Applied Correlation & Regression Methods in Education [Prereq: ERSH 8310] (3 credit hours)
QUAL 8400 Qualitative Research Traditions [Prereq: ERSH 6200] (3 credit hours)
QUAL 8410 Designing Qualitative Research
EDMS (EDEC) (QUAL) 7500 Action Research [Prereq: Permission of Department] (3 credit hours)

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Methods Courses (9 credit hours total)
SPED 7210 Methods for Teaching Functional Skills (3 credit hours)
Any two of the following courses:
SPED 7200 Methods and Curriculum in Early Childhood Special Education (3 credit hours)
SPED 7260 Instructional Design for Elementary Children w/Autism Spectrum Disorders (3 credit hours)
SPED 7270 Social/Communication Instruction for Children w/Autism Spectrum Disorders (3 credit hours)

Research Courses (6 credit hours total)
Any two of the following courses:
SPED 8370 Single-Subject Research Methodology in Special Education (3 credit hours)
ERSH 6200 Methods of Research in Education (3 credit hours)
ERSH 6300 Applied Statistical Methods in Education [Prereq: ERSH 6200] (3 credit hours)
ERSH 8310 Applied Analysis of Variance Methods in Education (3 credit hours)
ERSH 8320 Applied Correlation & Regression Methods in Education [Prereq: ERSH 8310] (3 credit hours)
QUAL 8400 Qualitative Research Traditions [Prereq: ERSH 6200] (3 credit hours)
QUAL 8410 Designing Qualitative Research
EDMS (EDEC) (QUAL) 7500 Action Research [Prereq: Permission of Department] (3 credit hours)

Early Childhood Special Education - General Curriculum (M.A. or M.Ed.)
(36 Credit Hours + any needed Prerequisites)

Prerequisites for those with no Initial Certification (18 credit hours total)
CMSD 3120 Study of Language Development (3 credit hours)
SPED 3030 Introduction to Assessing Individuals with Disabilities (3 credit hours)
SPED 3050 Classroom and Behavior Management for Individuals with Disabilities (3 credit hours)
SPED 4440/7440 Practicum in Special Education (9 credit hours)

Core Curriculum (15 credit hours total)
SPED 7010 Clinical Assessment in Special Education (3 credit hours) **OR** EPSY 8120 Autism Spectrum Disorders & Mental Retardation [Prereq: Permission of Department] (3 credit hours)
SPED 7230 Methods for Teaching Social Skills (3 credit hours)
SPED 7460 Internship in Special Education (3 credit hours)
SPED 7500 Advanced Technology in Special Education (3 credit hours)
SPED 7650 Applied Project in Special Education (M.Ed.) (3 credit hours) **OR** SPED 7300 Master's Thesis (M.A.) (3 credit hours)

Early Childhood Special Education - General Curriculum (M.A. or M.Ed.)

Core Curriculum (15 credit hours total)
SPED 7010 Clinical Assessment in Special Education (3 credit hours) **OR** EPSY 8120 Autism Spectrum Disorders & Mental Retardation [Prereq: Permission of Department] (3 credit hours)
SPED 7230 Methods for Teaching Social Skills (3 credit hours)
SPED 7460 Internship in Special Education (3 credit hours)
SPED 7500 Advanced Technology in Special Education (3 credit hours)
SPED 7650 Applied Project in Special Education (M.Ed.) (3 credit hours) **OR** SPED 7300 Master's Thesis (M.A.) (3 credit hours)

Characteristics Course (3 credit hours total)
SPED 7100 Early Childhood Special Education (3 credit hours)

Methods Course (3 credit hours total)
SPED 7200 Methods and Curriculum in Early Childhood Special Education (3 credit hours)

Early Childhood Courses (9 credit hours total)
CMSD 6540 Language Assessment & Intervention w/Preschool Children **OR** Equivalent (3 credit hours)
SPED 7220 Methods for Teaching Academic Skills (3 credit hours)
One related elective (Based on Advisor Approval) (3 credit hours)

Research Courses (6 credit hours total)
Any two of the following courses:
SPED 8370 Single-Subject Research Methodology in Special Education (3 credit hours)
ERSH 6200 Methods of Research in Education (3 credit hours)
ERSH 6300 Applied Statistical Methods in Education [Prereq: ERSH 6200] (3 credit hours)
ERSH 8310 Applied Analysis of Variance Methods in Education (3 credit hours)
ERSH 8320 Applied Correlation & Regression Methods in Education [Prereq: ERSH 8310] (3 credit hours)
QUAL 8400 Qualitative Research Traditions [Prereq: ERSH 6200] (3 credit hours)
QUAL 8410 Designing Qualitative Research
EDMS (EDEC) (QUAL) 7500 Action Research [Prereq: Permission of Department] (3 credit hours)

Characteristics Course (3 credit hours total) SPED 7100 Early Childhood Special Education (3 credit hours) **Methods Course (3 credit hours total)** SPED 7200 Methods and Curriculum in Early Childhood Special Education (3 credit hours) **Early Childhood Courses (9 credit hours total)** CMSD 6540 Language Assessment & Intervention w/Preschool Children **OR** Equivalent (3 credit hours) SPED 7220 Methods for Teaching Academic Skills (3 credit hours) One related elective (Based on Advisor Approval) (3 credit hours) **Research Courses (6 credit hours total)** Any two of the following courses: SPED 8370 Single-Subject Research Methodology in Special Education (3 credit hours) ERSH 6200 Methods of Research in Education (3 credit hours) ERSH 6300 Applied Statistical Methods in Education [Prereq: ERSH 6200] (3 credit hours) ERSH 8310 Applied Analysis of Variance Methods in Education (3 credit hours) ERSH 8320 Applied Correlation & Regression Methods in Education [Prereq: ERSH 8310] (3 credit hours) QUAL 8400 Qualitative Research Traditions [Prereq: ERSH 6200] (3 credit hours) QUAL 8410 Designing Qualitative Research EDMS (EDEC) (QUAL) 7500 Action Research [Prereq: Permission of Department] (3 credit hours)	

Board of Regents Strategic Plan

Goal 4
Progress in Teacher Production

Jan Kettlewell
November 7, 2007

Goal 4

- Strengthening USG's partnerships with the state's other education agencies
- Endorse and help implement the goals adopted by the Alliance of Education Agency Heads:
  - Increase the high school graduation rate, decrease high school drop-out rate, and increase post-secondary enrollment rates
  - Strengthen teacher quality, recruitment, and retention
  - Improve workforce readiness skills
  - Develop strong educational leaders, particularly at the building level
  - Improve the SAT/ACT scores of Georgia students

Two Board Initiatives

- *Regents' Principles for the Preparation of Teachers for the Schools*
  - First class of teachers entered schools in 2002
  - *Principles* called upon USG institutions to increase their responsiveness to needs of schools
- Double the Number, Double the Diversity of Teachers Prepared by the USG
  - Baseline—2004
- Today—progress on USG teacher production since 2002 and 2004

USG 2007 Report*

Highlights

- Since 2002, USG has prepared over 20,100 new teachers
- In 2007, USG prepared 44% more teachers than in 2002
- In 2007, USG prepared 21% more teachers than in 2004
- In 2007, USG prepared 17% more minority teachers than in 2004

* 2007 Report on Teacher Preparation at USG Institutions to be released 11-13-07

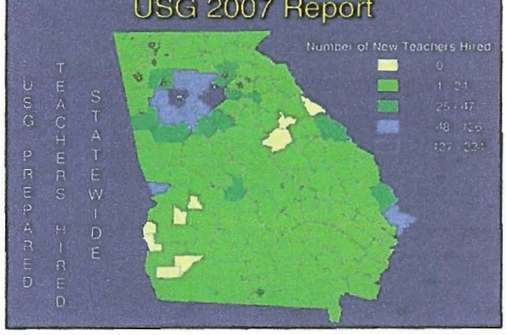
USG 2007 Report*

Highlights

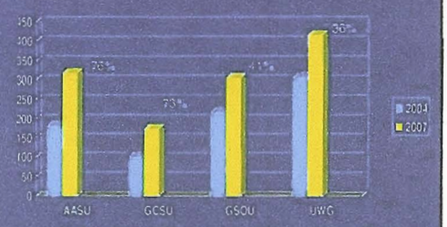
- USG has a 77% yield rate—teachers prepared by USG one year who are teaching in the Georgia public schools the next year
- USG prepared teachers have lower teacher attrition rate after one-year of teaching in the Georgia public schools than non-USG prepared teachers
  - 5% attrition rate for USG prepared teachers
  - 14% attrition rate for non-USG prepared teachers

* 2007 Report on Teacher Preparation at USG Institutions to be released 11-13-07

USG 2007 Report

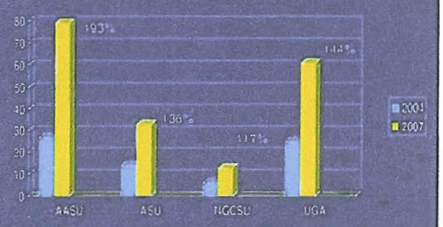


USG Institutions with Greatest Gains in Over-all Teacher Production



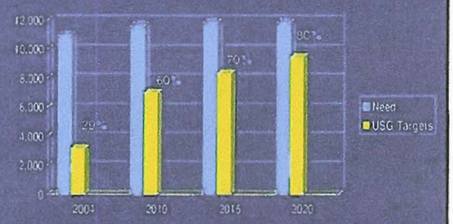
University of Georgia is the largest producer of new teachers: 572 new teachers in 2007

USG Institutions with Greatest Gains in Minority Teacher Production



Georgia State University is the largest producer of new minority teachers: 180 new minority teachers in 2007

USG Production Targets as Percent of State Need*



*Need for new teachers projected from PSC data, with an assumed 30% reduction in new teacher attrition through collaborative work; additional resources will need to be targeted for teacher preparation programs to reach these goals

Attribution

- Mark Pevey, P-16 Department
  - Built the data system linkages between USG teacher preparation institutions and the public schools
    - Allows deans, from their desktop, to follow the teachers they prepare into the public schools
    - Allows deans to use data about the success of teachers they prepare to continuously improve their teacher preparation programs
  - Developed the Report, in collaboration with the USG Education Deans
- Report will be produced annually
- Teacher production progress also reported annually on the P-16 Department's Balanced Scorecard

Questions