Graduate Council
Mississippi State University

Number: 6
Date: March 2, 2012


Guests: S. Worthy, D. Brenner

1. Graduate Council Vice Chair Dr. David Monts asked for a motion to approve the Graduate Council minutes of November 18, 2011 and January 27, 2012.

2. Dr. Tim Barnett pointed out a mistake in the heading of the January 2012 minutes. The information had not been updated when copied from the previous minutes, including the date.

3. Dr. Barnett made a motion to approve both sets of minutes with the noted correction in the January 2012 minutes. The motion was seconded by Dr. Dan Seale. Graduate Council approved the November 18, 2011 and the January 27, 2012 minutes by acclamation.

4. University Committee on Courses and Curricula (UCCC)

   • New Degree – Master of Arts in Teaching – Middle Level [MAT-M]

   This proposal had previously been reviewed by a Graduate Council subcommittee, consisting of Drs. Lara Dodds (Chair), Kathy Dooley and Dwight Hare. Dr. Dodds made a motion to approve the proposal as submitted. Dr. David Lewis seconded the motion.

   After a brief discussion and questions answered by departmental representative Dr. Devon Brenner, Graduate Council members voted to approve the new degree proposal as presented.

5. Report from the Office of the Graduate School (OGS)

   Dr. Karen Coats, Interim Associate Dean of the Graduate School, presented the following report:

   • Graduate Student and Professional Appreciation Week will be held on campus April 2 through 5. This is a national observance week. A number of activities are scheduled, including the screening of the very popular PhD movie. Other plans include special graduate student discounts at local
restaurants, a graduate student forum, and an ice cream social. We are also trying to work an etiquette dinner set up in cooperation with the GSA.

- **Bridge Funds/Assistantship Deadlines**
  Please note the upcoming deadline for the Bridge Funds and Assistantships from the Office of the Graduate School. The deadline is March 7 and you can get all the details on the OGS website.

- **Deadline for Summer Internships for Minority Student**
  Deadline is today, please make your nomination now, we will be accepting applications for the next few days.

- **The checklists for the spring 2012 graduation are going out via campus mail today.** A total of 449 graduate students applied for graduation, 64 of them Ph.D.s. and one EDD.

- **2012 Graduate Student Mentor Award**
  Please encourage your students to nominate someone, the deadline is March 9.

- **We have a new Program Coordinator on board, her name is Margaret McMullen.**

6. **Report from Graduate Student Association (GSA)**

GSA Representatives were unable to attend – no report.

1. **Old Business**
   
   a) **Honor Code/Graduate Students (Coats)**

      Dr. Karen Coats stated that she has nothing concrete to report at this time but the special committee to revise the Honor Code has been very busy and thorough in reviewing, especially when it comes to gray areas. The committee is charged to draft an AOP for the Honor Code.

2. **New Business**
   
   a) **Graduate Minors (Worthy)**

      Dr. Sheri Worthy explained that the School of Human Sciences had submitted a proposal to UCCC to change the Graduate Gerontology Certificate to a minor. In light of a recent meeting in which Dr. Tim Chamblee stated that no minors can be awarded without a major in the program, Dr. Worthy stated that she wishes to withdraw that proposal.

      Dr. Worthy asked Graduate Council to consider making a change to the number of hours for the certificate from 18 hours required to 13-15 hours required.

      After some discussion, Dr. David Lewis made a motion to accept the modification to the certificate program as presented. Dr. Dan Seale seconded the motion.
Graduate Council members voted to approve the modification to the certificate program with one abstention.

For clarification, Graduate Council approval is not necessary for adding or deleting courses. This body only takes action on degree programs, not courses.

Meeting adjourned at 2:35 p.m.

The date for the next Graduate Council meeting has been set for Friday, March 23, 2012 at 1:30 p.m. in 611 Allen Hall.
To: Juan Silva, Chair, Graduate Council  
From: Lara Dodds  
Re: Subcommittee assessment of MAT-M Proposal  
Date: February 29, 2012

A subcommittee of the Graduate Council consisting of Lara Dodds, Kathy Dooley, and Dwight Hare convened to consider a proposal from the Department of Education to add a new degree program Master of Arts in Teaching—Middle Level (MAT-M) which will provide an alternate route program form middle school teachers. The MAT-M program will be supported by a US Department of Education TERMS (Teacher Education for Rural Middle Schools) grant for the first five years. The 100% on-line degree program is designed to address a shortage of qualified teachers in rural middle schools in Mississippi. The program and courses have the support of the Mississippi Department of Education.

The subcommittee has reviewed the proposal and accompanying documentation and found that the proposal represents a good use of resources. The program is designed such that it will continue to provide services after the grant has terminated. The proposal is an excellent example of cross college and cross departmental collaboration and warrants approval of the Graduate Council.

The subcommittee recommends that the Graduate Council approve this proposal for the new degree program MAT-M.
NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Mail Stop 9699 (244 Magruder Street, 2nd Floor), Phone: 325-0831.

College: Education  Department: CISE
Contact Person: Devon Brenner  Mail Stop: 9705  E-mail: dgb19@msstate.edu
Nature of Change: Add New Degree - IHL Approval Required
Distance Learning (Campus 5)
Degree Program Name: Master of Art
MAT-Middle Level

Summary of Proposed Changes:
Create the 36-hour Master of Arts in Teaching-Middle Level (MAT-M)

Department Head
Chair, College or School Curriculum Committee
Dean of College or School
Chair, University Committee on Courses and Curricula
Chair, Graduate Council (if applicable)
Chair, Deans Council

☐ SACS Letter Sent
DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education

Contact Person: Devon Brenner

Nature of Change: AOCE Approval

Department: CISE

Phone: 5-7119 E-mail: dgb19@msstate.edu

Date Initiated: 1/1/2012 Effective Date: SU 2012

Current Degree Program Name: Master of Arts in Teaching

Major: Middle Level

Concentration:

Summary of Proposed Changes:

Approved: ____________________________ Date: 1-19-2012

Department Head

Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

2-2-12

2/2/12

2-16-12
January 17, 2012

To Whom It May Concern:

The Department of Curriculum, Instruction, and Special Education (CISE) in the College of Education at Mississippi State University currently has an approved Master of Arts in Teaching – Secondary Education (MAT-S) alternate route program. This letter confirms that faculty in CISE have approval from the Institutions of Higher Learning to add a Middle Grades Education alternate route program (MAT-M). Assuming the program receives institutional approval from MSU, the Institutions of Higher Learning approves the inception of this program in Summer/Fall 2012.

Respectfully,

Alfred Rankins, Jr.

Alfred Rankins, Jr., Ph.D.
Associate Commissioner for Academic and Student Affairs
BACKGROUND INFORMATION/JUSTIFICATION FOR THE MASTER OF ARTS IN TEACHING-MIDDLE LEVEL (MAT-M)

In October of 2011, the department of Curriculum, Instruction, and Special Education and the College of Education were awarded a Transition to Teaching Grant from the US Department of Education for the TERMS (Teacher Education for Rural Middle Schools) program. The TERMS Transition to Teaching Grant is funded for $3.7 million dollars over the next five years. The grant is awarded to allow the College of Education to develop an alternate route degree program to provide new, qualified teachers for middle level (grades 4-8) classrooms in rural Mississippi. Specifically, the TERMS grant will fund the creation of a Master of Arts in Teaching-Middle Level (MAT-M) degree program.

The design of the MAT-M degree program builds on the success of the existing MAT-S (Master of Arts in Teaching-Secondary) that already exists in the department of Curriculum, Instruction, and Special Education. The MAT-S program has been supported by a Transition to Teaching Grant since 2009 and provides an alternate route degree program for secondary education. MAT-M will use the same architecture as the MAT-S but will provide middle level licensure.

Because the TERMS grant was awarded in late October of 2011, we fall outside of the normal time period for developing or modifying degree programs at the IHL. However, because of the need for middle level teachers in rural Mississippi, and because of the success of the current MAT-S program on the MSU campus, we have received permission to move forward with the MAT-M program from the Institutions of Higher Learning and the Mississippi Department of Education, pending university approval. IHL has granted permission for the department to begin offering the MAT-M in the summer of 2012, so that new teachers can begin teaching in the fall of this year.

The TERMS grant will provide scholarships and incentives to many students in the degree program. Students who are employed in any of the 19 TERMS partner districts across the state will receive $5,000 in scholarships. The partner school districts are those with severe teacher shortages and high number of students living in poverty. Many of these are districts whose staffs include large numbers of Teach for America or Mississippi Teacher Corps teachers. While these individuals may be excellent teachers, they do not possess a permanent teacher license, and they often leave the community and the classroom after their service commitment is completed. It is our belief that these districts will be better served by working with local individuals who already have roots in the communities to prepare qualified teachers for these needy districts.
Proposal to Create the Master of Arts in Teaching-Middle Level (MAT-M)

1. CATALOG DESCRIPTION

Degree: Master of Arts in Teaching  
Major: Middle Level

The Master of Arts in Teaching-Middle Level (MAT-M) is an alternate route licensure program of study that consists of 36 semester hours of graduate-level coursework. It is designed for a candidate with a bachelor's degree in a field other than teacher education who wishes to prepare for a career as a middle level teacher. In addition to the criteria for admission to a Master of Science degree program in CISE (with the exception of a teaching license), MAT-M candidates must pass the Praxis I and Praxis II Specialty Area Test required for middle level licensure by the Mississippi Department of Education, possess either 21 hours in a single content area or pass the secondary education Praxis II specialty area test for a specific content area, and pass a certified background check.

Required courses include EDE 8113 Middle Level Management and the Young Adolescent, EDE 8123 Foundations for Teaching Middle Level Mathematics, RDG 8113 Middle Level Literacy Instruction, EPY 8473 Middle Level Assessment and Evaluation, RDG 8123 Supporting the Middle Level Literacy Learner, EDE 8133 Middle Level Internship I, EDF 8553 Research in the Classroom, EDE 8133 Middle Level Internship II, RDG 8133 Middle Level Content Area Literacy Instruction, EDE 8153 Professional Roles of the Middle Level Educator, a diversity elective, and either EDE 8163 Teaching Middle Level Mathematics Content or EDE 8173 Teaching Middle Level Social Studies or EDE 8183 Teaching Middle Level Science, and a graduate-level diversity elective.

2. CURRICULUM OUTLINE

<table>
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<tr>
<th>Course title</th>
<th>Hours</th>
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<td>EDE 8113 Middle Level Management and the Young Adolescent</td>
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<tr>
<td>EDE 8123 Foundations for Teaching Middle Level Mathematics</td>
<td>3</td>
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<tr>
<td>RDG 8113 Middle Level Literacy Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EPY 8473 Middle Level Assessment and Evaluation</td>
<td>3</td>
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<tr>
<td>RDG 8123 Supporting the Middle Level Literacy Learner</td>
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<tr>
<td>EDE 8133 Middle Level Internship I</td>
<td>3</td>
</tr>
<tr>
<td>EDF 8553 Research in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDE 8143 Middle Level Internship II</td>
<td>3</td>
</tr>
<tr>
<td>RDG 8133 Middle Level Content Area Literacy Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDE/EDS/EDX/EDF/EPY diversity elective selected in consultation with advisor</td>
<td>3</td>
</tr>
<tr>
<td>EDE 8153 Professional Roles of the Middle Level Educator</td>
<td>3</td>
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<tr>
<td>EDE 8163 Teaching Middle Level Mathematics Content or</td>
<td>3</td>
</tr>
<tr>
<td>EDE 8173 Teaching Middle Level Social Studies or</td>
<td>3</td>
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<tr>
<td>EDE 8183 Teaching Middle Level Science</td>
<td></td>
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<tr>
<td>Total Hours</td>
<td>36</td>
</tr>
</tbody>
</table>
The MAT-M will be a completely online degree program, with no requirements to attend courses or experiences on the MSU campus. Students, particularly recipients of the TERMS scholarship, will have an opportunity to participate in summer orientations and workshops on the MSU campus, but these will not be mandatory for completion of the degree program.

The MAT-M will be offered on a cohort model in the following order:

**Summer**: Completion of these courses allows a student to be recommended for a three-year temporary teaching license:
- EDE 8113 Middle Level Management and the Young Adolescent
- EDE 8123 Foundations for Teaching Middle Level Mathematics
- RDG 8113 Middle Level Literacy Instruction
- EPY 8473 Middle Level Assessment and Evaluation

**School Year**: During fall and spring, students will be enrolled in the internship, which is required by MDE for permanent licensure. The internship courses will allow for observation, mentoring, and feedback during the first year of teaching. Each semester, students will enroll in a concurrent course that will focus on assisting and supporting the teacher with practical issues (e.g., adapting instruction for students who struggle, evaluating and research effectiveness of practice)

**Fall**
EDE 8133 Middle Level Internship I
RDG 8123 Supporting the Middle Level Literacy Learner

**Spring**
EDE 8143 Middle Level Internship II
EDF 8553 Research in the Classroom

**Summer**: The final four courses in the program will be taken in the summer after the internship. These courses will allow teachers to reflect on the year of teaching, deepen content area pedagogy skills, and become a more effective middle level teacher. Completion of the degree program will allow the student to be recommended for permanent licensure in grades 4-6 and content area licensure in a single content area for grades 7-8. The final four courses include:
- RDG 8133 Middle Level Content Area Literacy Instruction
- Diversity elective (e.g. EDX 8173 Special Education in the Regular Classroom or EDS 8623 Principles of Effective Instruction, already approved as AOCE courses)
- EDE 8153 Professional Roles of the Middle Level Educator
- A content area methods course consistent with the students' content area licensure (EDE 8163 Teaching Middle Level Mathematics Content or EDE 8173 Teaching Middle Level Social Studies or EDE 8183 Teaching Middle Level Science)
3. JUSTIFICATION FOR AOCE OFFERING
The MAT-M will be a Campus 5 online degree for several reasons. First, the population being served is truly a distance population. The degree will meet the needs of individuals who have earned bachelor's degrees in non-teaching fields but who wish to become certified in middle level education. In order to complete the degree, students must be hired and employed as teacher of record in a middle level classroom, and teach full time. Many students in the MAT-M, including students who qualify for the TERMS scholarship, will be teaching full time in districts far from the MSU campus, such as districts in north Mississippi, the Gulf Coast area, and the Delta. Second, because this course will be administered through AOCE, the CISE department will have assistance in recruitment and advertising the degree. AOCE resources have been instrumental in the success of our online elementary education degree program and the MAT-S program. Finally, it is the intention of the US DOE that the Transition to Teaching grant fund the creation of alternate routes to licensure that become self-sustaining after five years of funding. As a Campus 5 degree program, the MAT-M will generate revenue that, providing enrollment meets expectations, will allow the MAT-M to become a self supporting program at the end of the grant.

Fees. Tuition and fees for this AOCE program will be consistent with those of the MAT-S degree program, already in existence, including standard graduate tuition and a distance learning fee of $60.00 per credit hour.

TARGET AUDIENCE:
The target audience for MAT-M is individuals who have earned bachelor's degrees in fields other than education but who wish to become classroom teachers in middle level classrooms. At the completion of the degree, all students will be recommended for a renewable alternate route license in grades 4-6 (middle grades) as well as licensure in a single content area for grades 7-8. In particular, the target audience is individuals who live in rural communities in Mississippi, such as the Delta and north Mississippi, who have earned a bachelor's degree and are seeking to become classroom teachers to serve their home communities. These include individuals who have emergency licensure or who are serving as long-term subs in rural school districts, as well as mid-career professionals seeking to change their occupation. The MAT-M is intended to help alleviate the teacher shortages in critical areas of the state of Mississippi.

4. STUDENT LEARNING OUTCOMES AND ASSESSMENT

LEARNING OUTCOMES: Graduates of the MAT-M degree program will become effective middle level educators and will meet the standards of the Association of Middle Level Educators (AMLE):

- Standard 1: Young Adolescent Development: Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.
- Standard 2: Middle Level Curriculum: Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter.
- Standard 3: Middle Level Philosophy and School Organization: Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.
- Standard 4: Middle Level Instruction and Assessment: Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.
- Standard 5: Middle Level Professional Roles: Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

ASSESSMENT:
Because MAT-M will be an online degree program, all courses will take particular measures to deter academic misconduct. Measures within courses will include typical measures such as timed and random-ordered quizzes, tests, and examinations and new or revised exams each semester. In addition, assignments for many courses in the program will be based on field experiences that students engage in as part of or concurrent with their coursework, such as video tapes of themselves teaching, or classroom artifacts that could only have been developed in the completion of the field experiences. The two internship courses will be assessed based on the Teacher Intern Assessment Instrument, which will be conducted by a trained university supervisor in the classroom setting.

In addition to within-course assessments, all students will be required to pass a one-day comprehensive examination, which will be proctored using the services of the AOCE office.

The degree program will be assessed regularly when the department participates in accreditation review by the National Council for Accreditation of Teacher Education (NCATE) and the Association of Middle Level Educators. The program will undergo annual review as part of the Mississippi Department of Education Process and Performance Review, and will also participate in the annual institutional effectiveness assessment program.

5. SUPPORT
Letters of support from the faculty in elementary education are provided, as well as letters of support from the department of Leadership and
Foundations and the department of Counselor Education and Educational Psychology. In addition, a letter of support from the Institutions of Higher Learning is attached.

The department of Curriculum, Instruction, and Special Education has received external funding to support the creation of the MAT-M program through the Transition to Teaching Grant, which is providing 3.7 million dollars over five years. The grant provides support for recruitment, advising, and scholarships for degree participants, as well as funding for course development and instruction. It is expected that by the end of that five years, the MAT-M degree program will be a self-sustaining online degree program, which is the intent of the Transition to Teaching grant program.

PROPOSED 4-LETTER ABBREVIATION: MAT-M

EFFECTIVE DATE: Summer 2012

CONTACT PERSON: Devon Brenner, Interim Department Head, CISE
ADDRESSING IHL REQUIREMENTS FOR DEGREE PROGRAMS:

1. CONSISTENT WITH THE ROLE AND MISSION OF THE INSTITUTION: The MAT-M degree program will provide qualified, effective teachers for rural middle level classrooms in the state of Mississippi, consistent with the goals of a Land Grant Institution.

2. PROFESSIONAL ACCREDITATION: All teacher preparation degree programs in the College of Education are accredited by NCATE (The National Council for the Accreditation of Teacher Education) and CAEP (Council for the Accreditation of Education Programs) and by the relevant Specialized Program Area. MAT-M will be no exception—and will be accredited both by NCATE/CAEP and by the Association for Middle Level Education.

3. CONSISTENT WITH SIMILAR PROGRAMS: The 38-hour degree program required for the MAT-M program is consistent with the standards of the Association for Middle Level Education, the Common Core State Standards which establish requirements for content area instruction in grades K-12, and is consistent with other alternate route degree programs in the State of Mississippi and beyond. We have worked closely with the Mississippi Department of Education in the development of the degree program, and graduates will receive permanent licensure in both elementary middle grades (grades 4-6) for self-contained instruction, and licensure for middle school (grades 7-8) content area instruction in a single content area.

4. WILL MEET EDUCATIONAL, SOCIETAL, AND CULTURAL NEEDS: The MAT-M program is specifically designed to alleviate teacher shortages in rural areas in the state of Mississippi by providing an online alternate route degree program. The rigorous curriculum in the degree program, coupled with meaningful field experiences and standards-based assignments, is expected to strengthen graduates’ teaching ability and improve student achievement.

5. WILL NOT BE UNNECESSARILY DUPLICATIVE: While other alternate route degree programs for elementary/middle middle level licensure do exist, these degree programs are not able to meet the current need for qualified middle level teachers in many areas of the state of Mississippi. The MAT-M builds on the success of the current MAT-Secondary degree program already in existence at Mississippi State University.

6. FUNDING: At its inception, the MAT-M will be funded by the Transition to Teaching Grant funded by the US Department of Education. It is expected that MAT-M will generate enough income to become self-sustaining at the end of the first five years of implementation.

7. EVALUATING PROGRAM EFFECTIVENESS: Measures for evaluating program effectiveness will include regular accreditation reviews by NCATE/CAEP and the Association for Middle Level Education, annual Process and Performance Reviews by the Mississippi Department of Education, and data collection and review as part of each year’s Institutional Effectiveness report.
Appendix 8: New Degree Program Proposal

Institution: Mississippi State University

Date of Implementation: Summer 2012
Six Year Cost of Implementation: Minimal*
Per Student Cost of Implementation: Minimal*

Program Title as will Appear on Academic Program Inventory, Diploma, and Transcript: Master of Arts in Teaching--Middle Level
Six Digit CIP Code: 13.1203

Degree(s) to be Awarded:
Master of Arts in Teaching

Credit Hour Requirements:
36

List any institutions within the state offering similar programs:
Alcorn, Belhaven, DSU, JSU, Miss College, Valley, & William Carey. MSU has MAT-S.

Responsible Academic Unit(s):
Curriculum, Instruction and Special Education

Institutional Contact:
Devon Brenner

<table>
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<tr>
<td>Year Five</td>
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<tr>
<td>Year Six</td>
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<tr>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Number of Graduates Expected in First Six Years:</th>
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<tbody>
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<td>Year One</td>
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<td>Year Five</td>
</tr>
<tr>
<td>Year Six</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Program Summary:
The Master of Arts in Teaching-Middle Level (MAT-M) is based on the existing MAT-Secondary at MSU. The degree is intended for individuals who have bachelor’s degrees in fields other than education who wish to become classroom teachers. The degree follows the guidelines for alternate route licensure developed by the Mississippi Department of Education and its creation is funded by the US Department of Education Transition to Teaching grant program.

*A grant has been received to cover the cost for development & implementation of the program.
IHL New Degree Program Proposal

1. Describe how the degree program will be administered including the name and title of person(s) who will be responsible for curriculum development and ongoing program review.

   Dr. Devon Brenner, Interim Department Head of Curriculum, Instruction and Special Education, and Dr. Teresa Jayroe, Associate Dean of the College of Education, will be responsible for curriculum development and ongoing program review. The program will be administered as a degree program in the College of Education and the CISE department and coordinated by the office of Academic Outreach and Continuing Education.

2. Describe the educational objectives of the degree program including the specific objectives of any concentrations, emphases, options, specializations, tracks, etc.

   The degree is based on the standards for middle school educators of the Association for Middle Level Education and the requirements for alternate route Master of Arts in Teaching degree programs of the Mississippi Department of Education. There are no special concentrations or specializations.

3. Describe any special admission requirements for the degree program including any articulation agreements that have been negotiated or planned.

   In addition to the regular admission requirements of the graduate school, admission requirements will include those established by the Mississippi Department of Education for alternate route degree programs, including passing Praxis I, Praxis II, and a certified background check. In addition, after the first summer of courses, students in the degree program must obtain full time employment as a teacher of record in a middle level classroom. This is a licensure requirement.

4. Describe the professional accreditation that will be sought for this degree program. If a SACS visit for substantive change will be necessary, please note.

   As with all other teacher education programs in the state, this program will be accredited by NCATE (National Council for the Accreditation of Teacher Education) and CAEP (Council for the Accreditation of Education Programs). and by the relevant specialized program area. MAT-M will also be accredited by the Association for Middle Level Education. In addition, the program will undergo the Mississippi Department of Education annual Process and Performance Review.

5. Describe the curriculum for this degree program including the recommended course of study (appending course descriptions for all courses) and any special requirements such as clinical, field experience, community service, internships, practicum, a thesis, etc.

   See attached UCCC proposal.

6. Describe the faculty who will deliver this degree program including the members' names, ranks, disciplines, current workloads, and specific courses they will
teach within the program. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added.

Faculty include:

- Dr. Rebecca Robichaux, Associate Professor, mathematics education. She teaches a 2-3 load and will serve as professor of record for EDE 8123 Foundations for Teaching Middle Level Mathematics and EDE 8163 Teaching Middle Level Mathematics Content.

- Dr. Margaret Pope, Associate Professor, science and literacy education. She teaches a 2-3 load and will serve a professor of record for RDG 8113 Middle Level Literacy Instruction and EDE 8183 Teaching Middle Level Science.

- Dr. Nicole Miller, Assistant Professor, middle level education. She teaches a 2-3 load during the school year and will serve as professor of record for EDE 8113 Middle Level Management and EDE 8153 Professional Roles of the Middle Level Educator.

- Dr. Tina Schoites, Assistant Professor, mathematics and literacy education. She teaches a 2-3 load and will serve as professor of record for RDG 8133 Middle Level Content Area Literacy Instruction.

- Dr. Janet McCarron, Associate Professor, literacy education. She teaches a 3-3 load on the Meridian campus and will serve as professor of record for RDG 8123 Supporting the Middle Level Literacy Learner.

- Dr. Dwight Hare, Professor, research and foundations of education. He teaches a 2-3 load and will serve as professor of record for EDF 8553 Research in the Classroom.

- Dr. Kim Triplett, literacy and mathematics education. She teaches a 3-3 load on the Meridian classroom and will support the Middle Level Internship courses.

- Dr. Donna Gainer, Associate Professor, assessment and evaluation, educational psychology. She teaches a 2-3 load and will serve as professor of record for EPY 8473 Middle Level Assessment and Evaluation.

- One literacy education faculty member will be hired in spring of 2012 for the elementary education program area. This person will teach literacy courses in the degree program as part of her 2-3 load.

- One social studies education faculty member will be hired in spring of 2012 for the elementary education program area. This person will teach EDE 8173 Teaching Middle Level Social Studies.

7. Describe the library holdings relevant to the proposed program, noting strengths and weaknesses. If there are guidelines for the discipline, do current holdings meet or exceed standards?

Sufficient library resources exist to support the MAT-M degree program. The MSU libraries hold a number of relevant journals in both paper and electronic format, and sufficient books. The MSU Libraries work cooperatively with distance students to provide access to all resources, both online and in paper format, no matter where students are located. In addition, the MSU Libraries have expended thousands of dollars in holdings development in relevant discipline areas over the last two years.

8. Describe the procedures for evaluation of the program and its effectiveness in the first six years of the program, including admission and retention rates, program outcome assessments, placement of graduates, changes in job market
need/demand, ex-student/graduate surveys, or other procedures.

As a function of the Transition to Teaching Grant and our own ongoing review, several procedures will be in place to evaluate the effectiveness of the degree program. Careful record of recruitment, enrollment, and graduation rates will be maintained by the project coordinators in years 1-5 and by the CISE department in year 6 and beyond. Outcome assessments will be collected on an annual basis as part of our Institutional Effectiveness review. All students enrolled in the degree program must necessarily be employed in a school district in order to continue into the second and third semesters of the degree program, a licensure requirement. Students must be teaching full time to enroll in the Internship courses. Careful records of retention (whether participants stay in the classroom for at least three years after graduation) will also be maintained. Surveys of students and graduates will be conducted each year, funded by the Transition to Teaching grant for years 1-5 and by the department beginning in year 6.

9. What is the specific basis for formulating the number of graduates expected in the first six years?

Estimated graduation rates are based on several factors: 19 school districts have already committed to serving as partner districts and employing students in the MAT-M degree program. These districts have indicated a shortage of certified and effective middle grades teachers. Over 45 people have called to express interest in the degree program since the grant award has been announced, and the CISE department and MSU regularly receives calls from individuals with degrees in areas other than education who are interested in obtaining middle grades licensure. Up until now, the department has not been able to meet their needs. It is the intent of the department to offer the degree program in a cohort model, with each cohort beginning with four courses in the summer. It is also the intent of the department to cap the degree program at 40 individuals each cohort. It is expected that an enrollment of 40 students each cohort will allow the degree program to become self-sufficient.
# Appendix 10: Declaration of Intent to Offer a Degree Program by Distance Learning

Institution: Mississippi State University

<table>
<thead>
<tr>
<th>Date of Initial Program Approval:</th>
<th>Date of Implementation:</th>
<th>Cost of Implementation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concurrent with Distance ApprSummer 2012</td>
<td></td>
<td>Minimal *</td>
</tr>
</tbody>
</table>

Program Title as Appears on Academic Program Inventory, Diploma, and Transcript: Master of Arts in Teaching--Middle Level

Six Digit CIP Code: 13.1203

Degree(s) to be Awarded: MAT-M

Credit Hour Requirements: 36

Percentage of Program Completed by Distance Learning: 100%

Percentage of Program Requiring Campus Visit: 0%

Will students be allowed to mix on-campus and distance learning courses within this program? No

Will this program require separate admission from those offered on-campus? No

Will this program have different fees or tuition rates from those offered on-campus? No**

Responsible Academic Unit(s): Institutional Contact:

<table>
<thead>
<tr>
<th>Number of Students Expected to Enroll in First Six Years:</th>
<th>Number of Graduates Expected in First Six Years:</th>
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<tr>
<td>Year One 20</td>
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<tr>
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<td>Year Three 30</td>
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<tr>
<td>Year Four 35</td>
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<td>Year Five 40</td>
<td>Year Five 35</td>
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<tr>
<td>Year Six 40</td>
<td>Year Six 40</td>
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<tr>
<td>Total 190</td>
<td>Total 150</td>
</tr>
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</table>

Program Summary:
The MAT-M will provide alternate route licensure and a MAT degree to individuals who have BA and BS degrees in non-teaching fields.

* This Program has received a grant to cover the cost of development & implementation. **Tuition is the same; however, there may be distance learning fees attached.

Institutional Executive Officer Signature

Date
To: Box Council and UCCC Committee Members

From: Elementary Education Faculty

RE: Support for the creation of the MAT-M (Master of Arts in Teaching-Middle Level) and the addition of new courses required in the degree

Date: November 10, 2011

This letter of support is offered by the elementary education faculty in the department of Curriculum, Instruction, and Special Education for the creation of the online Master of Arts in Teaching-Middle Grades program and the addition of new RDG and EDE courses required in the degree.

Elementary Education Faculty include: Margaret Pope, Johnetta Morrison, Nicole Miller, Tina Scholtes, Rebecca Robichaux, Janet McCarra, Sallie Harper and Kimberly Triplett.

Thank you,

Elementary Education Faculty

Date

Jan. 20, 2012

1/20/12

1/20/12

1/20/12

1/20/12
To: Box Council and UCCC Committee Members

From: Elementary Education Faculty

RE: Support for the creation of the MAT-M (Master of Arts in Teaching-Middle Level) and the addition of new courses required in the degree

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Thank you,

Elementary Education Faculty

[Signatures]

Date

[Signature]

1-23-12

[Signature]

1/23/12
TO: Box Council and UCCC Committee Members

FROM: Department of Leadership and Foundations Curriculum Committee

RE: Support for Approval of EDF 8553 Research in the Classroom

DATE: 1/30/12

This letter of support is offered by the Curriculum Committee of the Department of Leadership and Foundations for the proposed approval of EDF 8553 Research in the Classroom. As indicated by the signatures below, a majority of the committee members have approved the proposal as written for submission to the Box Council and the UCCC.

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Dr. Jack Blendinger</td>
<td></td>
<td>1/30/12</td>
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<tr>
<td>Dr. Ed Davis</td>
<td></td>
<td>1/30/12</td>
</tr>
<tr>
<td>Dr. Stephanie King</td>
<td></td>
<td>1/30/12</td>
</tr>
</tbody>
</table>
TO:          Box Council and UCCC Committee Members
FROM:        Department of Leadership and Foundations Faculty
RE:          Support for Approval of EDF 8553 Research in the Classroom
DATE:        1/30/12

This letter of support is offered by the faculty of the Department of Leadership and Foundations for the proposed approval of EDF 8553 Research in the Classroom. As indicated by the signatures below, a majority of the faculty have approved the proposal as written for submission to the Box Council and the UCCC.

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<tbody>
<tr>
<td>Dr. Frankie Williams</td>
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<tr>
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<tr>
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<tr>
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<td>[Signature]</td>
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<td>Dr. Dan Stumpf</td>
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<tr>
<td>Dr. Amanda Taggart</td>
<td>[Signature]</td>
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<tr>
<td>Dr. Penny Wallin</td>
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<tr>
<td>Dr. Chris Willis</td>
<td>[Signature]</td>
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<tr>
<td>Dr. Jianzhong Xu</td>
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TO: Box Council and UCCC Committee Members

FROM: Department of Leadership and Foundations Educational Foundations
       Curriculum/Program Committee

RE: Support for Approval of EDF 8553 Research in the Classroom

DATE: 1/30/12

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27 January 2012

Dana Franz, Ph.D.
Chair, Box Council
College of Education
Mississippi State University, Box 9705
314 Allen Hall, Mississippi State, MS 39762

Dear Dr. Franz:

I am writing this letter in support of the course (EPY 8473) entitled “Middle Level Assessment and Evaluation” that our department is submitting to the BOX Council for approval.

The department is pleased to have the opportunity to assist the Department of Curriculum, Instruction, and Special Education with respect to their objective of providing more educational opportunity to the citizens of the state of Mississippi. If there is anything at all that I can be of assistance, please let me know.

Sincerely,

[Signature]

Daniel W. Wong, Ph.D.
Professor and Department Head
Department of Counseling and Educational Psychology
To: Box Council and UCCC Committee members

From: Counselor Education and Educational Psychology Faculty

RE: Support for the creation of the new course, EPY 8473, Middle Level Assessment and Evaluation, to support the MAT-M (Master of Arts in Teaching-Middle Level).

Date: January 25, 2012

This letter of support is offered by the Counselor Education and Educational Psychology faculty for the creation of the new on-line course, EPY 8473, Middle Level Assessment and Evaluation, which will be the measurement and evaluation component of the MAT-M (Master of Arts in Teaching -Middle Level).

Thank you,

Counselor Education and Educational Psychology faculty

[Signatures of faculty members with dates]
## Master of Arts in Teaching

### Program Entrance Requirements
1. Bachelor's degree (non-education) from a regionally/nationally accredited institution of higher learning
2. Praxis I (Pre-Professional Skills Test, PPST)
3. Praxis II (Specialty Area Test)
   
   (Test registration and information is available from Educational Testing Service, 1-800-773-8276 or [http://www.certi.org](http://www.certi.org))

### Subject Areas of Licensure
(The attached numbers are the Praxis II Specialty Area Test Codes)

- Art-0133, Biology-0235, Business-0101, Chemistry-0245, Elementary Education (grades 4-8)-0114 or 5014, English-0041, French-5174, German-5183, Home Economics-0121, Marketing-0561, Math-0061, Music-0113, Physical Education-0091, Physics-0265, Social Studies-0081, Spanish-5195, Speech Communications-0221

### Requirements for Initial Three Year Alternate Route License (non-renewable)

Enroll in a MAT program and complete six (6) graduate hours pre-teaching course requirements from an approved Master of Arts in Teaching program. The courses are:

- Tests and Measurements
- Classroom Management

Upon completion of 6 hours:
1. Applicants must submit a completed licensure application to the Office of Educator Licensure ([www.msde.k12.ms.us/certification/licensure_appliation](http://www.msde.k12.ms.us/certification/licensure_appliation))
2. Packet must include sealed transcripts from all college coursework, including bachelor's degree and six hours of MAT program.
3. Packet must include original copies of Praxis scores (scores will be returned)
4. Packet must include Institutional Program Verification from the Dean of Education

*The initial MAT license is a three-year license issued only at the bachelor's level. Supplemented endorsements may be added to a three-year MAT license. See [http://www.msde.k12.ms.us/certification/supplemental.html](http://www.msde.k12.ms.us/certification/supplemental.html) for adding supplemented endorsements.*

### Location and Contact Information

- Alcorn State University, 601-877-6149
- Belhaven College, 601-965-7046
- Delta State University, 662-846-4380
- Jackson State University, 601-979-2335
- Mississippi College, 601-925-3250
- MS Valley State University, 662-254-3618
- William Carey College, 601-318-6144
*Mississippi State University, 662-325-0527
*MS University for Women, 662-329-7175
*University of Southern MS, 601-266-4568 (additional coursework required)

*Elementary Grades 4-8 not offered
(MAT no longer offered at CMC Miss)*

### Requirements for Five Year Alternate Route License (renewable)

Completion of six additional graduate hours including supervised internship prescribed by the participating institution

Upon completion of internship requirement:
1. Applicants must submit a completed licensure application to the Office of Educator Licensure ([www.msde.k12.ms.us/certification/licensure_appliation](http://www.msde.k12.ms.us/certification/licensure_appliation))
2. Packet must include sealed transcript showing internship.
3. Packet must include Institutional Program verification form signed by the Dean of Education or Certification Officer indicating completion of internship.

*MAT participant has the option of completing the Master's degree after obtaining the 5-year MAT License.*

### Program Fees

Colleges charge normal fees for 12 semester hours
College or School: Education
Contact Person: Nicole C. Miller
Nature of Change: Add
Current Listing in Catalog:
Symbol Number Title

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol Number Title Credit Hours
EDE 8113 Middle Level Management and the Young Adolescent 3

New or Modified Catalog Description:
Three hours lecture. Understanding the characteristics of middle level learners; study of appropriate classroom management for middle level children.

Approved:  
Department Head:  
Chair, College or School Curriculum Committee:  
Dean of College or School:  
Chair, University Committee on Courses and Curricula:  
Chair, Graduate Council (if applicable):  
Chair, Deans Council:  

Date: 2/1/12
NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education  Department: CISE
Contact Person: Nicole C. Miller  Phone: 5-8342  E-mail: ncm39@colled.msstate.edu
Nature of Change: AOCE Approval  Date Initiated: 1-1-12  Effective Date: SU 2012

Current Listing in Catalog:
Symbol  Number  Title  Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol  Number  Title  Credit Hours
EDE .  8113  Middle Level Management and the Young Adolescent  (3)

New or Modified Catalog Description:
Three hours lecture. Understanding the characteristics of middle level learners; study of appropriate classroom management for middle level children.

Approved:

Date:

Department Head

Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council
PROPOSAL TO ADD EDE 8113:
Middle Level Management and the Young Adolescent

1. CATALOG DESCRIPTION
   EDE 8113: Middle Level Management and the Young Adolescent. (3). Three hours
   lecture. Understanding the characteristics of middle level learners; study of
   appropriate classroom management for middle level children.

2. DETAILED CAMPUS 5 COURSE OUTLINE
   See syllabus. NOTE: This course will only be offered through Campus 5. There is no
   face-to-face equivalent of this course.

3. METHOD OF EVALUATION
   See syllabus.

4. JUSTIFICATION TO ADD/FOR AOCE OFFERING AND LEARNING
   OUTCOMES

   Justification: EDE 8113 will be a required course in the MAT-M online degree
   program. The MAT-M degree program will provide certification and training for new
   teachers for upper elementary and middle schools (grades 4-8) around the state of
   Mississippi. The MAT-M degree will serve a distance population—individuals with
   bachelor’s degrees who seek initial licensure and who will teach full time in a 4-8
   classroom. Because of this, the MAT-M will be an entirely online degree program,
   operated through Campus 5.

   The degree program, and this course, will meet several needs in the state of
   Mississippi. First, many rural schools continue to experience teaching shortages and
   have difficulty recruiting new teachers, particularly for middle grades. Second, there
   is a need for an alternate route for middle level teacher preparation in the state. The
   department receives many calls from individuals who have earned Bachelor’s degrees
   in non-teaching fields about becoming certified. Third, research shows that the
   middle grades are particularly important for engaging students and preventing drop-
   out. The MAT-M program will specifically prepare teachers who have an
   understanding of the learning needs of middle level students. Fourth, the
   development of this degree program is funded by a five-year federal Transition to
   Teaching Grant awarded to the department of Curriculum, Instruction and Special
   Education to create new routes to teacher licensure.

   In particular, EDE 8113 is a needed course in the MAT 4-8 Degree Program. For
   licensure, students must complete a course on classroom management prior to
   teaching. This course will help teachers both understand this unique age group and
   prepare them to manage their classroom in light of this knowledge. Based on
   information provided by school districts in the state about their staffing needs and
based on communication with potential students in the degree program, the department expects to enroll approximately 40 students per year in this course.

**Learning Outcomes** are drawn from the standards of the Association of Middle Level Educators:

**Standard 1: Young Adolescent Development**
Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

**Standard 3: Middle Level Philosophy and School Organization**
Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

**Standard 4: Middle Level Instruction and Assessment**
Young Adolescent Motivation: Middle level teacher candidates understand how to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources, for example technological resources, manipulative materials, and contemporary media. They establish equitable, caring, and productive learning environments for all young adolescents.

**Standard 5: Middle Level Professional Roles**
Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

5. **ACADEMIC MISCONDUCT**
Several steps will be taken to deter academic misconduct. In each exam, students will have to agree to the Honor Code, with a reminder of expectations. Different versions of an exam will be posted to MyCourses. Exams will be given in 2 parts. The first part will be a timed objective exam. Therefore the students will need to be well read and prepared for this component of the exam. The second part will be constructed response, cases, short answer, etc. This part will also be timed, but more time will be allotted. These will require applying student knowledge. In each exam, questions will be administered in a random order. Feedback will be given to students on areas of weakness, but the exam itself will not be released to the students for review to help maintain the integrity of the exam. Exams will be revised each semester. In addition, assignments submitted to MyCourses and TaskStream will be specific to students’ experiences, and future teaching position.

6. **TARGET AUDIENCE**
The target audience for this course is individuals who have earned a bachelor's degree in a non-teaching field and who are interested in becoming teachers in middle level classrooms in schools in Mississippi. In particular, the target audience is individuals who live in rural areas in the state of Mississippi who may not otherwise have access to an alternate route degree program that leads to licensure. The course will only be offered online and will be limited to students who have been admitted to the MAT-M degree program, which will be a distance degree program.

7. SUPPORT
   See attached letters of support.
   Resources for this course exist. Initial development and offering of the course is supported by the Department of Education Transition to Teaching grant. The department has sufficient resources, including library resources, to offer this course.

8. INSTRUCTOR OF RECORD
   Nicole C. Miller

9. GRADUATE STUDENT REQUIREMENT FOR SPLIT LEVEL COURSES
   N/A

10. PLANNED FREQUENCY
    Once per year, in the Summer semester.

11. EXPLANATION OF ANY DUPLICATION
    There may be some overlap with similar courses offered in the undergraduate degree program because both programs prepare new teachers for the classroom; however, this course is substantially different in several key respects: (1) the content is covered at an accelerated rate because this is a graduate level course, (2) the content of this course focuses exclusively on preparing new teachers for grades 4-8, whereas undergraduate elementary education courses focus on preparing teachers for grades K-8, and (3) the audience for this course is completely different—individuals who already have bachelor's degrees in fields other than teacher education.

12. METHOD OF INSTRUCTION: C Lecture
    METHOD OF DELIVERY: O Online, internet, web-based

13. PROPOSED C.I.P. NUMBER
    13.1203 Junior High/Middle School Education

14. PROPOSED 24 CHARACTER ABBREVIATION
    Mid Level Mgmt & Y. Adol

15. PROPOSED SEMESTER EFFECTIVE
    Summer 2012

16. OTHER APPROPRIATE INFORMATION
See syllabus.
This course will not violate the Provost's policies for Campus 5 offerings.

17. PROPOSAL CONTACT PERSON
Nicole C. Miller
SYLLABUS
EDE 8113 Middle Level Management and the Young Adolescent

Catalog Description:
EDE 8113: Middle Level Management and the Young Adolescent. (3). Three hours lecture. Understanding the characteristics of middle level learners; study of appropriate classroom management for middle level children.

Course Objectives:
Teacher candidates will:
1. Understand young adolescents as diverse individuals and learners. CFPO 2, INTASC 2, AMLE 1, 5
2. Understand the intellectual development and learning needs of diverse middle level learners. CFPO 2, INTASC 2, AMLE 1, 4, 5
3. Design appropriate classroom learning environments for diverse middle level learners. CFPO 5, 7, INTASC 7, AMLE 1, 3, 4, 5
4. Effectively organize and manage the middle level classroom. CFPO 6, INTASC 5, 6, AMLE 1, 4, 5
5. Understand the importance of collaboration with families and develop strategies for working and communicating with the diverse families of middle level learners for effective management. CFPO 8, INTASC 10, AMLE 5
6. Prepare developmentally appropriate rules, procedures, and discipline plans. CFPO 6, INTASC 5, 6, AMLE 1, 4, 5
7. Understand the interrelationship between young adolescent diversity and classroom management. CFPO 6, INTASC 5, 6, AMLE 1, 4, 5
8. Understand the interrelationship between: 1) classroom climate; 2) rules, procedures, and discipline; and 3) effective planning and instruction. CFPO 6, INTASC 5, 6, AMLE 1, 4, 5
9. Understand and apply the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and work successfully within these organizational components. CFPO 1, 9, INTASC 2, AMLE 1, 3, 5
10. Be able to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources, for example technological resources, manipulative materials, and contemporary media and establish equitable, caring, and productive learning environments for all young adolescents. AMLE 4d

Topics Covered in the Course:
Who are young adolescents and how can middle schools respond?

<table>
<thead>
<tr>
<th>Topics</th>
<th>Hours</th>
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<td>Emotional</td>
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<td>Intellectual</td>
<td>4</td>
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<tr>
<td>- Theories of learning</td>
<td></td>
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<td>- Brain research</td>
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Character
Identity

Developmental responsiveness - applied (quick overview of MS philosophy - with focus on curriculum/instruction)
  - curriculum/integrated
  - school structures/teaming
  - affective and cognitive balance
  - planning/instruction (self-contained vs. hour long or block schedule) -6 hours
Total

How do we manage young adolescents in the classroom?

Topics

Overview - Classroom management
  - risk factors
  - individual differences /culture/diversity role in management
  - prevention vs. intervention

Class climate
  - teacher-student relationships
  - physical environment
  - positive learning environment
  - motivation

Rules/procedures
  - In various contexts: in the classroom, in the lab, in the library
  - managing technology

Discipline/Consequences/intervention
  - positive reinforcement
  - functional assessment/positive behavior support

Family involvement
  - communicating with the family and diverse family structures/dynamics
  - family conferencing
  - motivation (relationship to management/family communication/family conferencing)

School wide
  - what you need to know

Planning/Instruction (self-contained vs. hour long/block schedules)
  - pacing /class structure/transition / cooperative learning
  - instructional materials - use and distribution
  - motivation

Getting off to a good start
  - Day 1 preparation
  - Beyond day 1 - the first weeks of school

Total

Sequence Total
Texts:

Methods of Instruction:
This course is a 100% web-delivered course and will be delivered using MyCourses. On a regular basis, you will construct knowledge (connecting new experiences, readings, and reflections to prior knowledge as you deepen your understanding of middle level education) by taking part in the following kinds of experiences:

1. reading academic pieces related to middle level education
2. writing and talking to reflect on and make sense of the pieces you read
3. writing and talking to reflect on your own experiences as young adolescents
4. writing and talking to organize thoughts
5. group work, group projects, and problem-based learning
6. using online discussion forums
7. using various forms of technology tools (video, PowerPoint, wikis, cell phones, TaskStream etc.)

Collaboration and communication will be facilitated using chat rooms, discussion boards, wikis, and collaborative writing programs such as Google Docs. Lectures and course content will be delivered via Wimba lectures and video taped PowerPoint presentations with Camtasia voice overs.

Suggested Student Activities:
Synchronous Chats:
It is expected that you will participate in a minimum of 3 (in a 5-week summer term - usually 4-5 chats will be held minimum in a 5-week summer term) synchronous chats to discuss course assignments and content. Before coming to each chat session it is expected that you have completed the reading(s) and have reviewed the instructions for the assignments in the upcoming week(s) as they become available to make the chat sessions as valuable as possible. For chats you do not attend, you must review the chat logs, and will be responsible for the directions and material included, that will be posted online for your review. In addition, if you cannot attend the minimum number of chats, you MUST make arrangements with the instructor.

Other Online Discussions and Activities as Assigned:
You may be given brief quizzes, reflections, discussions, and assignments that will be graded. Class participation is expected each week. You must demonstrate your knowledge, skills, and beliefs in class. Viewing videos, participating in online discussions/meetings, completing note taking activities, using online tools, etc. will be incorporated into the course and are required.

Dispositions: Becoming an educator means not only mastering the knowledge and skills necessary to become a successful teacher but also displaying the necessary dispositions. You will be responsible for signing the College of Education dispositions form and adhering to its principles. Poor netiquette (see above), class disruptions, lack of preparation for chat sessions,
not following formatting requirements, poor work quality, being unprepared for class, etc. are all potential reasons for losing points in this area. Please carefully review the dispositions form and ensure you are adhering to its guidelines.
http://www.educ.msstate.edu/formsweb/dispositions.pdf This includes being an effective, supportive, active, participative group member.

Development Wiki:
Participate as a group in creating a wiki to represent aspects of adolescent development and developmentally responsive middle schools.

Management Theories Project: For this assignment, you will review fourteen different management theories and select the three that resonate most with you to further research. You will identify the three theories and provide a thorough description of them using a graphic organizer. Then, you will explain how the theories match your style (refer to the text to review the characteristics of middle level teachers) and how you will use these theories in your practice. You will access and read at least 2 articles about each theorist to use in your work. You will also create an interview response about your personal philosophy of classroom management.

Young Adolescent Development and Classroom Management Paper:
You will bring everything you learned together into a final reflective paper. In this paper, you will describe the physical, social, emotional, moral, and cognitive characteristics of the young adolescent and explain their implications for classroom management and student motivation.

Exams (2 tests and final) (All objectives):
You will take 2 exams and a comprehensive final examination. ALL material from the text, class discussions and activities, guest speakers, and group presentations will be used to construct the final exam. Each exam may consist of more than one exam in MyCourses (please read and review instructions carefully). Exams will be given in 2 parts. The first part will be a timed objective exam. The second will be constructed response, cases, short answer, etc. This will also be timed, but more time will be allotted. In both exams, you must agree to the MSU Honor Code. While you may have access to your notes, books, and MyCourses, you must complete the exam as an individual. You may not discuss the exam with your peers until the exam date/time is closed. Doing so will be a violation of Honor Code and can result in you being removed from the program.

Technical Support Information
Technical support is available should you encounter any technological problems while enrolled in this online class. If you need assistance, information is available at the AOCE website under Academic Outreach, then Student Resources or go directly to http://www.aoce.msstate.edu/SRC/AOCE Technological support: 662.325.8374

If you are unable to resolve your problems through these resources, please contact AOCE’s Technology Office at tcraven@aoce.msstate.edu for immediate assistance.

Computer/Technology Requirements
- Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate
support to the technologies used within the course)

- Required Browser: Mozilla Firefox (Version 3 or higher); verify that your browser is supported by using the Check Browser feature in MyCourses
- Download the latest version of Adobe Acrobat Reader; this can be downloaded at http://get.adobe.com/reader/otherversions/
- Download Adobe Media
- Download Adobe Flash
- Download Shockwave Flash
- Download or upgrade to the latest version of Java
- Download Quicktime Player; this can be downloaded at http://www.apple.com/quicktime/download/
- Download the “Lockdown Browser” in order to complete assessments
- All Pop-Ups must be turned OFF when using MyCourses
- To check your Browser, click on “Check Browser” in the top right corner of the course listings page after you log in to MyCourses. You must have a GREEN check on each item listed BEFORE beginning your course.
- Access to a video camera. You will need access to a video camera to videotape your teaching of the lesson plans, which will be taught in your assigned field-based middle-grades classroom and the various course activities you will complete and write reflections for on myCourses. It is your responsibility to put these videos on a CD/DVD to turn in to the instructor for grading.
- Frequent access to a document scanner. You will need to be able to scan documents and send them to the instructor as a PDF.
- Frequent access to a digital camera. You will need to be able to take digital pictures of the results of most of the class activities then submit them to the instructor as jpeg.

Honor Code:

Review the entire honor code at the following website:
http://www.honorcode.msstate.edu/pdf/honor-code.pdf
The Mississippi State University honor code is as follows:

As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.

Mississippi State University’s policies on academic honesty are strictly adhered to in the course. The university holds academic misconduct as a serious and punishable infraction. University Academic Misconduct polices may be found in the Bulldog Handbook, available from the Student Association and online: http://www.honorcode.msstate.edu/pdf/honor-code.pdf.

Diversity:
Goals 1, 2, 3, 7, 9 include diversity elements, though teaching middle school is about meeting the diverse needs of young adolescent learners in general. Therefore, most topics will include discussions of diversity. Students will be expected to complete all assignments with issues of diversity in mind.
Disability:
Any student with a documented disability should notify me immediately so that appropriate accommodations can be made. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information http://www.sss.msstate.edu/.

Field Component:
Observations: Students will complete a 6-hour field experience. Three hours will be spent observing young adolescents and making connections to learning about the characteristics of young adolescents. Three hours will be spent completing virtual observations. Locations will vary according to where the student lives, but will be approved by the instructor. The expected outcome will be to develop understanding and gain knowledge of middle school student behaviors and abilities thru first had experiences.

Evaluation of Student Progress:
Several methods will be used to determine whether students’ have met the objectives in the course.

Evaluation of Student Progress and Student Activities

Mastery: As a future teacher, you must master the necessary knowledge and skills of an effective beginning teacher. It is expected that you will achieve and demonstrate mastery of the course goals over the course of the semester. The nature of teaching is essentially ill-structured problem-solving. There is not always a single correct answer. Therefore, you have to be prepared to justify your work as appropriate for the given context based on your learning in this course, as well as prior experience. This may also require multiple attempts of assignments as seen fit by the instructor.

Assessment activities:
- Participate in at least 3 chats 25
- Other Online Discussions and Activities as Assigned 25
- Dispositions 25
- Development Wiki 50
- Learning Environment Project 75
- Management Theories Project 75
- Young Adolescent Development and Classroom Management Paper 100
- 2 Exams 100
- Comprehensive Final Exam 200
- Observations 75

This course is based on the accumulation of points earned, but the 10-point grading scale is followed (90-100: A; 80-89: B; 70-79: C; 60-69: D; below 60: F). The following point allocations show what amount of points must be earned to achieve each grade.

Bibliography:
Association for Middle Level Education. (2012). This we believe in action: Implementing successful middle level schools. Westerville, OH: Author.


Marzano, R. J. (2009). *Designing and teaching learning goals and objectives.* Bloomington, IN: Marzano Research Laboratory


NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mall Stop 9699 (325-0831).

College or School: Education
Contact Person: Dr. Rebecca Robichaux
Nature of Change: Add

Department: CISE
Mall Stop: 9705
E-mail: rrr102@colled.msstate.edu
Date Initiated: 1-1-12
Effective Date: SU 2012

Current Listing in Catalog:
Symbol   Number   Title

Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol   Number   Title
EDE     8123   Foundations for Teaching Middle Level Mathematics

Credit Hours

New or Modified Catalog Description:
Three hours lecture. The theoretical and pedagogical foundations, issues and perspectives of teaching middle level mathematics; a standards-based framework for relevant teaching of number and operations.

Approved:  
Department Head

Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

Date:  2/11/12

1/21/12

2/2/12
NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education
Contact Person: Dr. Rebecca Robichaux
Nature of Change: AOCE Approval

Department: CISE
Phone: 5-7108    E-mail: rrr102@colled.msstate.edu
Date Initiated: 1-1-12    Effective Date: SU 2012

Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol   Number   Title                                                   Credit Hours
EDE      8123      Foundations for Teaching Middle Level Mathematics   (3)

New or Modified Catalog Description:
Three hours lecture. The theoretical and pedagogical foundations, issues and perspectives of teaching middle level mathematics; a standards-based framework for relevant teaching of number and operations.

Approved:

Department Head

Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

Date: 2/1/12

2/12/12
PROPOSAL TO ADD
EDE 8123 Foundations for Teaching Middle Level Mathematics

1. CATALOG DESCRIPTION
EDE 8123. Foundations for Teaching Middle Level Mathematics. (3). Three hours lecture. The theoretical and pedagogical foundations, issues and perspectives of teaching middle level mathematics; a standards-based framework for relevant teaching of number and operations.

2. DETAILED CAMPUS 5 COURSE OUTLINE
See syllabus.
NOTE: No Campus 1 version of this course exists.

3. METHOD OF EVALUATION
See syllabus.

4. JUSTIFICATION TO ADD COURSE/TO OFFER COURSE THROUGH AOCE, AND LEARNING OUTCOMES
Justification: EDE 8123 will be a required course in the MAT-M program. The MAT-M degree program will provide certification and preparation for new teachers of upper elementary and middle schools (grades 4-8) throughout the state of Mississippi. The MAT-M degree will serve a distance population—individuals with bachelor’s degrees who seek initial licensure and who will teach full time in a 4-8 classroom. Because of this, the MAT-M will be an entirely online degree, operated through Campus 5, and this course will be an online course.

This course, and the degree program, will meet several needs in the state of Mississippi. First, many rural schools continue to experience teacher shortages and have difficulty recruiting new teachers, particularly for middle grades. Second, there is a need for an alternate route degree program for middle level teacher preparation in the state. The Department of Curriculum, Instruction and Special Education (CISE) receives many calls from individuals who have earned Bachelor’s degrees in non-teaching fields about becoming certified to teach. Third, research shows that the middle grades are particularly important for engaging students and preventing dropout. The MAT-M degree program will specifically prepare teachers who have an understanding of the learning needs of middle grades students. Fourth, the development of this degree program is funded by a five-year federal Transition to Teaching Grant awarded to the department of Curriculum, Instruction and Special Education to create new routes to teacher licensure.

In particular, EDE 8123 is a needed course in the MAT-M Degree Program. EDE 8123 is designed to prepare teacher candidates to teach developmentally appropriate middle grades mathematics content related to number and operations through the effective use of manipulatives and technological tools. Teacher candidates enrolled in
EDC 8123 will also gain an understanding of the fundamentals of 21st century mathematics pedagogy and how to assess conceptual and procedural mathematical understandings of diverse middle school students. Based on information provided by school districts in the state about their staffing needs and based on communication with potential students in the degree program, the department expects to enroll approximately 40 students per year in this course.

Learning Outcomes are based on the standards of the Association of Middle Level Educators:
AMLE Standard 1: Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.
AMLE Standard 2: Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter.
AMLE Standard 4: Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research to data-informed instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

5. ACADEMIC MISCONDUCT
The mid-term and final exams will be timed and questions will be administered in a random order. New exams will be used each semester. In addition, all assignments submitted via TaskStream and MyCourses will demonstrate the teacher candidate’s ability to individually apply what is learned through course readings and discussions and/or will be based on the teacher candidates’ field experiences, and will, consequently, be unique to the individual teacher candidate. Many assignments will be recorded and submitted, and many will be based on students’ field experiences.

6. TARGET AUDIENCE
The target audience for this course is individuals who have earned a bachelor’s degree in a non-teaching field and who are interested in becoming teachers in 4-8 classrooms in schools in Mississippi. In particular, the target audience is individuals who live in rural areas in the state of Mississippi who may not otherwise have access to an alternate route degree program that leads to licensure. The course will only be offered online and will be limited to students who have been admitted to the MAT-M degree program, which will be a distance degree program.

7. SUPPORT
See attached letters of support.
The development and initial offering of this course is supported by the TERMS Transition to Teaching grant awarded by the US DOE. The department has sufficient resources to offer this course as part of the MAT-M degree program.

8. INSTRUCTOR OF RECORD
Rebecca Robichaux

9. GRADUATE STUDENT REQUIREMENT FOR SPLIT LEVEL COURSES
N/A

10. PLANNED FREQUENCY
    Once per year, in the summer semester.

11. EXPLANATION OF ANY DUPLICATION
    There may be some overlap with similar courses offered in the undergraduate degree
    program because both programs prepare new teachers for the classroom, however,
    this course is substantially different in several key respects: (1) the content is covered
    at an accelerated rate because this is a graduate level course, (2) the content of this
    course focuses exclusively on preparing new teachers for grades 4-8, where as
    undergraduate elementary education courses focus on preparing teachers for grades
    K-8, and (3) the audience for this course is completely different—individuals who
    already have bachelor’s degrees in fields other than teacher education.

12. METHOD OF INSTRUCTION: C Lecture
    METHOD OF DELIVERY: O Online, internet, web-based

13. PROPOSED C.I.P. NUMBER: 13.1203

14. PROPOSED 24 CHARACTER ABBREVIATION
    Found Teach MidLevl Math

15. PROPOSED SEMESTER EFFECTIVE
    Summer 2012

16. OTHER APPROPRIATE INFORMATION
    See syllabus.
    The offering of this course will not violate the Provost’s policies on Campus 5
    offerings.

17. PROPOSAL CONTACT PERSON
    Rebecca Robichaux
SYLLABUS
EDE 8123 Foundations for Teaching Middle Level Mathematics

Catalog Description:
EDE 8123. Foundations for Teaching Middle Level Mathematics. (3). Three hours lecture. The theoretical and pedagogical foundations, issues and perspectives of teaching middle level mathematics; a standards-based framework for relevant teaching of number and operations.

Course Objectives:
Upon completion of this course, the candidate will be able to:
1. Examine and apply the national and state standards of mathematics curriculum and instruction in middle grades (4-8) and how these standards have been influenced by national, state, and local professional organizations such as the National Council of Teachers of Mathematics. [AMLE 2, 4; CFPO 1, 3, 11, 12, 14]
2. Understand theories of adolescent development and learning and the implications of these in the teaching and learning of mathematics. [AMLE 1, 4; CFPO 2]
3. Plan and implement tasks or activities using a problem solving approach in teaching middle level mathematics concepts of Number and Operations where students necessarily are actively engaged in reflective thought. [AMLE 1, 2, 4; CFPO 1, 3, 5, 8, 11, 12, 14]
4. Plan developmentally appropriate mathematics instruction in Number & Operations for middle school students of different cultural and linguistic backgrounds, ages, and exceptionalities, particularly for those residing in rural communities. [AMLE 1, 2, 4; CFPO 1, 2, 3, 5, 11, 12]
5. Examine and integrate various grade appropriate mathematical resources, such as concrete and virtual manipulatives, tutorial web-sites, dynamic math software, and calculators, into standards-based mathematics teaching for rural students in grades 4-8. [AMLE 1, 2, 4; CFPO 1, 2, 3, 5, 7, 11, 12, 14]
6. Develop and use grade appropriate assessment and evaluation tools that meet the assessment principle set forth by the National Council of Teachers of Mathematics and that inform students’ understanding, needs, and learning of middle school mathematics concepts focused on Number and Operations. [AMLE 2, 4; CFPO 1, 4]
7. Describe and apply the most current research findings in the teaching of middle level school mathematics concepts of Number and Operations. [AMLE 1, 2, 4; CFPO 1, 3, 5, 8, 11, 13, 14]
8. Design and implement middle school mathematics lessons that address the Common Core State Standards for Mathematics, Conceptual Categories related to Number and Operations, and use the eight Standards for Mathematical Practice [AMLE 1, 2, 4; CFPO 1, 3, 5, 11, 12, 14]

Course Topics:
The course topics include:
   a. Learning & Doing Mathematics in the 21st Century – The National Standards-Based Movement (3 hours)
   b. National Council of Teachers of Mathematics (NCTM) Principles & Standards (5 hours)
      — 6 Principles of Mathematics Education: Teaching, Learning, Curriculum, Technology, Equity, Assessment (2 hours)
      — Overview of 5 Content Standards: Number & Operations, Algebra, Geometry, Measurement, & Data Analysis & Probability (1 hour)
— 5 Process Standards: Problem Solving, Reasoning & Proof, Communication, Connections, Representation (2 hours)

c. Common Core State Standards for Mathematics (5 hours)
— Conceptual Categories in Middle Grades (2 hours)
— Eight Standards for Mathematical Practice (3 hours)

d. Constructivism in the Mathematics Classroom (2 hours)

e. Teaching through Problem Solving (2 hours)

f. Instructional Tools for Middle Grade Mathematics: Technology & Manipulatives (5 hours)
— Roles of Calculators, Dynamic Software, Appropriate Web-Sites, and Virtual Manipulatives (3 hours)
— Concrete Commercial Manipulatives and Appropriate Alternatives (2 hours)

g. Planning for Diverse Learners in the Middle Level Mathematics Classroom (5 hours)
— The Three-Part Lesson Format (2 hours)
— Differentiated Instruction in Mathematics – Multiple Entry Point Problems & Tiered Tasks (1 hour)
— Accommodations & Modifications in the Mathematics Classroom (1 hour)
— Response to Intervention in Mathematics Instruction (1 hour)

h. Assessment of Mathematical Understanding in Middle Grades (6 hours)
— Assessing Mathematical Processes & Dispositions (2 hours)
— Assessing Conceptual & Procedural Understanding (2 hours)
— Identifying Error Patterns & Misconceptions (2 hours)

i. Common Core Conceptual Categories in Middle Grades: Pedagogical Content Knowledge of Number & Operations (12 hours)
— Operations & Algebraic Thinking (2 hours)
— Number & Operations in Base Test (2 hours)
— Number & Operations – Fractions (3 hours)
— Ratio & Proportional Relationships (3 hours)
— The Number System (2 hours)

Required Texts:
• *Common Core State Standards for Mathematics*: http://www.corestandards.org/the-standards/mathematics
• Math Manipulatives Kit which includes multi-link cubes, Cuisenaire Rods, Base-10 Blocks, Color Tiles, 2-Color Counters, and Pattern Blocks.

Technical Support Information
Technical support is available should you encounter any technological problems while enrolled in this online class. If you need assistance, information is available at the AOCE website under Academic Outreach, then Student Resources or go directly to http://www.aoce.msstate.edu/SRC/AOCE Technological support: 662.325.8374
If you are unable to resolve your problems through these resources, please contact AOCE’s Technology Office at tcraven@aoce.msstate.edu for immediate assistance.

**Computer/Technology Requirements**
- Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course)
- Required Browser: Mozilla Firefox (Version 3 or higher); verify that your browser is supported by using the Check Browser feature in MyCourses
- Download the latest version of Adobe Acrobat Reader; this can be downloaded at http://get.adobe.com/reader/otherversions/
- Download Adobe Media
- Download Adobe Flash
- Download Shockwave Flash
- Download or upgrade to the latest version of Java
- Download Quicktime Player; this can be downloaded at http://www.apple.com/quicktime/download/
- Download the “Lockdown Browser” in order to complete assessments
- All Pop-Ups must be turned OFF when using MyCourses
- To check your Browser, click on “Check Browser” in the top right corner of the course listings page after you log in to MyCourses. You must have a GREEN check on each item listed BEFORE beginning your course.
- Access to a video camera. You will need access to a video camera to record your teaching of the lesson plans.
- Frequent access to a document scanner. You will need to be able to scan documents and send them to the instructor as a PDF.
- Frequent access to a digital camera. You will need to be able to take digital pictures of the results of most of the class activities then submit them to the instructor as jpeg.

**Methods of Instruction:**
A variety of methods of instruction will be employed. This class is designed to prepare candidates to teach mathematics in the grades 4 – 8 classroom; therefore the professor will model teaching techniques appropriate for the middle level mathematics classroom through web-based videos. Additionally, Power Point presentations, supplementary web-based lecture notes and commentary, assigned course readings, on-line class discussions, and computer laboratory work completed at various NCTM and virtual manipulative websites will be employed. Finally, students will be engaged in hands-on, manipulative activities, which will be digitally photographed or recorded and subsequently electronically submitted to the instructor for review and informal/formative assessment.

**Suggested Student Activities:**
- Article Questions: For various course topics, a research-based journal article that relates to that topic will be assigned. You are to thoroughly read this article and answer the questions posted on the instructor’s website. All answers to assigned article questions should be typed as with all assignments. These answers are to be submitted electronically to the instructor on the assigned due date. (Course Objectives: 1, 2, 5, 7)
- Independent Assignments for each Course Topic & Problem of the Day Journal: You will complete various activities aligned with the course topics throughout the semester, including those activities presented to the class by you and your peers. Additionally, you are to maintain an electronic POD (Problem of the Day) problem solving journal which contains
(1) a statement of each of the PODs given on the first slide of each daily Power Point; (2) your solution to that POD; and (3) a written explanation of how you derived your solution. Evidence of the completion of the content chapter activities will be through either self-videos or completion of recording sheets submitted electronically to the instructor. The electronic POD problem-solving journal will also be submitted electronically. (Course Objectives: 1, 2, 3, 4, 5, 6, 7, 8)

- Activity Presentation: You and an assigned partner will be assigned one of Common Core Conceptual Categories within the Number and Operations Standard. Working together, you are to find an appropriate research-based activity that could be used to address your assigned Common Core Conceptual Category. Then you and your partner will present this activity to the class by engaging the class in the activity and then have a follow-up presentation discussion about the activity you presented to them. (Course Objectives: 1, 2, 3, 4, 8)

- Error Pattern Diagnosis & Lesson Plan: Each partner group will be given student work samples to evaluate. You will find all of the errors in the student's work, identify misconceptions, and then create a lesson plan (using the basic lesson plan format found on TaskStream) to help clarify his/her misconceptions. The lesson plan is to use concrete or virtual manipulatives to enhance student understanding and address one or more Common Core Conceptual Categories and Standards for Mathematical Practice. You are to submit the completed lesson plan and all materials necessary to implement the lesson electronically. (Course Objectives: 2, 3, 4, 6, 8)

- Research-Based Lesson Plan Project: Based on an assigned topic, each partner group will be responsible for locating two research journal articles describing current research-findings on that topic and two “how-to” practitioner-based journal articles from NCTM published journals. After reading all 4 journal articles, you are to (1) write a summary paper synthesizing and explaining the content of the four articles; (2) create a lesson plan using the Basic Lesson Plan Format in TaskStream, which implements activities published in one or more of the “how-to” articles and uses effective research-based pedagogy as described in the research articles; and (3) individually, write a reflection detailing what was learned by completing this project. You are to submit the completed summary paper, lesson plan and individual reflection to the instructor electronically. (Course Objectives: 2, 3, 4, 5, 7, 8)

- Midterm: You will take a cumulative written mid-term exam based on knowledge gained through class activities/discussions, textbook readings and field experiences. (Course Objectives: 1, 2, 3, 7, 8)

- Final Exam: You will take a cumulative written final exam based on knowledge gained through class activities/discussions, textbook readings and field experiences. (Course Objectives: 1, 2, 3, 7, 8)

- Field Experience - One-on-One Tutoring: For this assignment, you will engage in an activity that allows you to put the knowledge and skills gained in this course to use while working with a middle school student.

Honor Code:
Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.
For additional information visit: http://students.msstate.edu/honorecode
Technology:
Technology will be used in both the delivery of the course content and through course requirements completed by teacher candidates. Delivery of the course will be web-based through the Internet and therefore, delivery of the course content will utilize Power Point Presentations, supplementary web-based lecture notes and commentary, on-line class discussions, and computer laboratory work completed at various NCTM and virtual manipulatives websites. All course assignments will be completed using appropriate software tools. One lesson plan will require the use of appropriate technological tools in enhancing mathematics instruction. Finally, teacher candidates will be engaged in hands-on, manipulative activities which will be self-video-taped and subsequently electronically submitted to the instructor for review and informal/formative assessment.

Diversity:
Diversity is one of the main topics of the course content. It will be discussed as part of the Equity Principal and in terms of appropriate mathematics instructional and assessment strategies to meet the needs of diverse learners.

Disability:
In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

Field Component:
The course will have a field component which will allow teacher candidates to participate in structured observations of middle level mathematics teachers and to work one-on-one with local middle school students in both enrichment and Response to Intervention activities. The specific field requirements for each assignment are previously described under “Suggested Student Activities”.

Evaluation of Student Progress:
This course uses a grading scale of 1000 points. The points needed for each letter grade are detailed below.

Grading Scale:
1000-930 = A
929-860 = B
859-790 = C
700-789 = D
699 & below = F

Activities and Assessments:
- Activity Presentation – 7.5%
- Reflection for Activity Presentation – 2.5%
- Research Lesson Plan Project – 10%
- Article Questions (8 @ 2.5%) – 20%
- Error Diagnosis and Lesson Plan – 10%
- Mid-term Test – 10%
- Class Session Activities & Problem Solving Journal – 20%
Bibliography:
NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education
Contact Person: Dr. Margaret Pope
Nature of Change: Add

Current Listing in Catalog:
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<th>Number</th>
<th>Title</th>
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<tbody>
<tr>
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<td></td>
<td>Middle Level Literacy Instruction</td>
<td>(3)</td>
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New or Modified Listing for Catalog:
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<tr>
<th>Symbol</th>
<th>Number</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>RDG</td>
<td>8113</td>
<td>Middle Level Literacy Instruction</td>
<td>(3)</td>
</tr>
</tbody>
</table>

New or Modified Catalog Description:
Three hours lecture. Application of theories, methods and strategies in teaching literacy for the adolescent learner in the middle level classroom.

Approved: ____________________________
Department Head
Chair, College or School Curriculum Committee
Dean of College or School
Chair, University Committee on Courses and Curricula
Chair; Graduate Council (if applicable)
Chair; Deans Council

Date: 2/11/12
2/9/12
2/12/12
NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education
Contact Person: Dr. Margaret Pope
Nature of Change: AOCE Approval

Department: CISE
Phone: 5-7106    E-mail: mpopecoll-ed.msstate.edu
Date Initiated: 1-1-12    Effective Date: SU 2012

Current Listing in Catalog:
Symbol  Number  Title

Credit Hours
(   )

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol  Number  Title
RDG     8113  Middle Level Literacy Instruction

Credit Hours
( 3 )

New or Modified Catalog Description:
Three hours lecture. Application of theories, methods and strategies in teaching literacy for the adolescent learner in the middle level classroom.

Approved:

Date: 3/1/12

Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council
PROPOSAL TO ADD
RDG 8113 Middle Level Literacy Instruction

1. CATALOG DESCRIPTION
   RDG 8113. Middle Level Literacy Instruction. (3). Three hours lecture. Application of
theories, methods and strategies in teaching literacy for the adolescent learner in the
middle level classroom.

2. DETAILED CAMPUS 5 COURSE OUTLINE
   See syllabus. NOTE: No Campus 1 version of this course exists.

3. METHOD OF EVALUATION
   See syllabus

4. JUSTIFICATION TO ADD COURSE, TO OFFER COURSE VIA AOCE, AND
   LEARNING OUTCOMES

Justification: RDG 8113 will be a required course in the online MAT-M degree program.
The MAT-M degree program will provide certification and training for new teachers in
upper elementary and middle schools (grades 4-8) around the state of Mississippi. The
MAT-M degree will serve a distance population—individuals with bachelor’s degrees
who seek initial licensure and who will teach full time in a middle level classroom.
Because of this, the MAT-M be an entirely online degree, operated through Campus 5.

The degree program will meet several needs in the state of Mississippi. First, many rural
schools continue to experience teaching shortages and have difficulty recruiting new
teachers, particularly for middle grades. Second, there is a need for an alternate route for
middle level teacher preparation in the state. The CISE department receives many calls
from individuals who have earned Bachelor’s degrees in non-teaching fields about
becoming certified. Third, research shows that the middle grades are particularly
important for engaging students and preventing drop-out. The MAT-M degree program
will specifically prepare teachers who have an understanding of the learning needs of
middle level students. Finally, the development of this degree program is funded by a
five-year federal Transition to Teaching Grant awarded to the department of Curriculum,
Instruction and Special Education to create new routes to teacher licensure.

RDG 8113 is a needed course in the MAT-M Program. Literacy is one of the targeted
areas for improved growth in students’ knowledge. In particular, the implementation of
the Common Core State Standards Initiative in the middle school grades will require
some transition to new teaching practices in the classroom. Candidates in the MAT-M
Degree Program will be afforded the opportunity to become more knowledgeable about
research-based methods and strategies to teach the new state curriculum and updated
national standards. The Advanced Conceptual Framework Program Outcomes (CFPO’s)
being met with this course are CFPO’s 1-14. The Association for Middle Level Education
(AMLE) standards being met for this course are AMLE 1-5. Based on information
provided by school districts in the state about their staffing needs and based on
communication with potential students in the degree program, the department expects to enroll approximately 40 students per year in this course.

Learning Outcomes are based on the standards of the Association for Middle Level Education (AMLE):

Standard 1: Young Adolescent Development
Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Standard 2: Middle Level Curriculum
Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter.

Standard 4: Middle Level Instruction and Assessment
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Standard 5: Middle Level Professional Roles
Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

5. ACADEMIC MISCONDUCT
Because this is an online course, several measures have been put in place to ensure academic integrity. Academic Misconduct will be monitored by (1) having teacher candidates sign and fax a form indicating that they have read and understand the terms of the course syllabus and MSU Honor Code, (2) giving time sensitive tests and exams with randomly ordered questions. Students will be required to download the Lockdown Browser and will only be able to access the tests through this browser. These tests will be timed and restrictions will be placed on the viewing/answering/printing of questions, (3) assigning Threaded Discussions and Assignments that will be connected to experiences that they are completing in their field experiences and will be unique to only them, (4) having field experience mentor teachers verify teacher candidate attendance and participation in field experience assignments through a signed form that is faxed weekly, and (5) requiring some class assignments and field assignments to be videotaped and submitted for final grading.

6. TARGET AUDIENCE
The target audience for this course is individuals who have earned a bachelor’s degree in a non-teaching field and who are interested in becoming teachers in 4-8 classrooms in schools in Mississippi. In particular, the target audience is individuals who live in rural areas in the state of Mississippi who may not otherwise have access to an alternate route
degree program that leads to licensure. The course will only be offered online and will be limited to students who have been admitted to the MAT-M degree program, which will be a distance degree program.

7. SUPPORT
See attached letters of support.
The development and initial offerings of this course are supported by the Transition to Teaching grant. Sufficient resources exist in the department, College, and university, including library resources, to teach this course each summer semester.

8. INSTRUCTOR OF RECORD
Dr. Margaret Pope

9. GRADUATE STUDENT REQUIREMENT FOR SPLIT LEVEL COURSES
N/A

10. PLANNED FREQUENCY
Once per year, in the summer semester

11. EXPLANATION OF ANY DUPLICATION
There may be some overlap with similar courses offered in the undergraduate degree program because both programs prepare new teachers for the classroom, however, this course is substantially different in several key respects: (1) the content is covered at an accelerated rate because this is a graduate lever course, (2) the content of this course focuses exclusively on preparing new teachers for grades 4-8, where as undergraduate elementary education courses focus on preparing teachers for grades k-8, and (3) the audience for this course is completely different -- individuals who already have bachelor’s degrees in fields other that teacher education. The content of this course may be provided in some aspects of the undergraduate middle level literacy courses (RDG 3413 and 3423) and the graduate literacy course (RDG 6113). However, the learning needs of the students enrolled for this course will require them to have instruction that incorporates specific learning objectives from both courses. Therefore, a need existed to create a specific, online course to meet their needs.

12. METHOD OF INSTRUCTION CODE: C = Lecture
METHOD OF DELIVERY: O Online, internet, web-based

13. PROPOSED C.I.P. NUMBER:
13.1203

14. PROPOSED 24-CHARACTER ABBREVIATION:
Mid Level Literacy Inst

15. PROPOSED SEMESTER EFFECTIVE:
Summer 2012

16. OTHER APPROPRIATE INFORMATION:
See syllabus.
This course will not violate the Provost's policies for Campus 5 offerings.

17. PROPOSAL CONTACT PERSON:
Margaret Pope – 662.325.7106/mpope@colled.msstate.edu
SYLLABUS
RDG 8113 Middle Level Literacy Instruction

Catalog Description:
RDG 8113. Middle Level Literacy Instruction. (3). Three hours lecture. Application of theories, methods and strategies in teaching literacy for the adolescent learner in the middle level classroom.

Course Objectives:
1. Teacher candidates will select a variety of appropriate curriculum methods and strategies to teach reading. CFPO 3,10,12; AMLE 1a,b 2a 4a,b,d
2. Teacher candidates will implement appropriate literacy curriculum options and literacy instructional practices for diverse groups of middle level learners. CFPO 2,3,6,8,10,12; AMLE 1a,b 2a 4a,d
3. Teacher candidates will critique fictional and expository reading texts for middle level classrooms (including print/non-print media and technology programs/Internet sites) that will meet the diverse needs of early adolescents. CFPO 2,3,5,6,7,12,13; AMLE 1b 2a 3a 4a
4. Teacher candidates will investigate and apply theories about and research on literacy processes, with an emphasis on the components of reading. CFPO 11,12,13,14; AMLE 1a 3a,b 4a,d
5. Teacher candidates will develop a repertoire of strategies (including technology) for teaching comprehension, vocabulary, and fluency. CFPO 3,7,10,12; AMLE 1a,b 2a,b 4a
6. Teacher candidates will apply assessment tools for assessing writing, reading comprehension, fluency, reading attitudes, vocabulary knowledge, and ability to think critically and reason using a variety of texts and genres. CFPO 3,4,5,7,8; AMLE 1b 2c 4a,b,c,d
7. Teacher candidates will implement a variety of methods and resources for teaching reading and writing within the context of an integrated curriculum in the middle school classroom. CFPO 3,5,8,12 AMLE 1a,b 2a,b,c 4a
8. Teacher candidates will identify the goals and objectives of the local, state, and national standards for literacy education in middle level classroom. CFPO 1,3,13,14; AMLE 1a 2c 4a
9. Teacher candidates will reflect on their own teaching performance in the field. CFPO 1,8,11 AMLE 1b 2a,b 3a 4c 5d
10. Teacher candidates will design, adapt, and implement curriculum for writing instruction using different aspects of writing processes. CFPO 3,10,11,12; AMLE 1a,b 2a 4a,b,d
11. Teacher candidates will demonstrate the ability to integrate reading, writing, speaking, listening, and viewing into the literacy instructional program. CFPO 3,5,7,10,11; AMLE 1a,b 2a,b,c 4a
12. Teacher candidates will use various technology applications to implement and assess literacy and writing projects. CFPO 3,7,12; AMLE 1b 2c 4a,b,c,d

Course Topics:
1. Adolescent reading materials in the middle school curriculum (6 hours)
a. Identifying and selecting literature and texts from a variety of genres (fiction, non-fiction, expository, narrative, poetry, multimedia texts, etc.
b. Critical analysis of texts (examining issues of race, class, gender, etc. in texts for middle school readers)

2. Skills instruction in the middle school classroom (6 hours)
   a. Content area (science, geography, math, etc.) skills
   b. Developing comprehension skills in the middle school reader
   c. Study and research skills
   d. Functional reading skills

3. Assessment of student skills and needs (3 hours)
   a. Informal assessment procedures
   b. Formal assessment procedures
   c. Use of test results to accomplish change in the reading program

4. Developing an integrated curriculum (3 hours)
   a. Cognitive and metacognitive goals in reading and writing
   b. Thematic approaches to teaching reading and writing
   c. Hands-on experience to facilitate interactive learning
   d. Varied grouping options to promote reading

5. Developing reading programs in the middle schools (6 hours)
   a. An examination of successful reading programs
   b. The call for reform in middle school reading programs
   c. Reading in the 21st century
   d. Implementing Common Core Standards

6. Reflection processes of reading and writing to draw conclusions about teaching practices in the classroom. (3 hours)
   a. Identify reflective processes used to evaluate teaching practices implemented
   b. Use reflective process to make changes in teaching practices

7. Integration of reading, writing, speaking, listening, and viewing into the literacy instructional program. (6 hours)
   a. Investigate the Common Core standards associated with language arts areas in the 4th - 8th grades
   b. Plan effective lessons that integrate all areas of language arts for the 4-8 grade

8. Integrating writing with reading and instructional practices in the 4-8 Classroom (12 hours)
   a. Use knowledge of writing, reading, and instruction to interact with students and plan instruction
   b. Teach integrated writing practices with individuals or groups of children in a school setting.

9. Technology Applications in the Literacy Classroom (3 hours)
   a. Use of various technology applications to implement literacy projects
   b. Use of technology programs for literacy assessment

Required Texts:
Mississippi Department of Education Language Arts Framework K-12
Common Core State Standards (grades 4-8) (Download)
Education, Inc.

**Recommended Texts:**

**Technical Support Information**
Technical support is available should you encounter any technological problems while enrolled in this online class. If you need assistance, information is available at the AOCE website under Academic Outreach, then Student Resources or go directly to http://www.aoce.msstate.edu/SRC/AOCE

Technical support: 662.325.8374

If you are unable to resolve your problems through these resources, please contact AOCE's Technology Office at tcraven@aoce.msstate.edu for immediate assistance.

**Computer/Technology Requirements**
- Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course)
- Required Browser: Mozilla Firefox (Version 3 or higher); verify that your browser is supported by using the Check Browser feature in MyCourses
- Download the latest version of Adobe Acrobat Reader; this can be downloaded at http://get.adobe.com/reader/otherversions/
- Download Adobe Media
- Download Adobe Flash
- Download Shockwave Flash
- Download or upgrade to the latest version of Java
- Download Quicktime Player; this can be downloaded at http://www.apple.com/quicktime/download/
- Download the “Lockdown Browser” in order to complete assessments
- All Pop-Ups must be turned OFF when using MyCourses
- To check your Browser, click on “Check Browser” in the top right corner of the course listings page after you log in to MyCourses. You must have a GREEN check on each item listed BEFORE beginning your course.
- Access to a video camera. You may need access to a video camera to videotape your teaching of the lesson plans, which will be taught in your assigned field-based middle-grades classroom and the various course activities you will complete and write reflections for on myCourses. It is your responsibility to submit these videos to the instructor for grading.
- Frequent access to a document scanner. You will need to be able to scan documents
and send them to the instructor as a PDF.

- Frequent access to a digital camera. You will need to be able to take digital pictures of the results of most of the class activities then submit them to the instructor as jpeg.

Methods of Instruction:
A variety of methods of instruction will be employed, including lecture and a field component. This class is designed to prepare candidates to teach literacy (including reading, writing and language) in the 4th – 8th grade classroom; therefore the professor will model teaching techniques appropriate for the middle school literacy classroom through web-based videos. Additionally, teacher candidates will engage in the following learning experiences:

- Chat Rooms/Online Discussion Groups:
  o Discuss chapter reading assignments: Thread Discussion Posts; Journal Discussion Posts
  o Complete reflective responses to teacher-led formative assessment queries on chapter reading assignments
  o Horizon Wimba – Office hours; group work

- View and Respond to:
  o Podcasts
  o Videos: Class lectures; Class Demonstrations; Mock Literacy lesson implementation
  o PowerPoints/Camatasia Video-Voice Over PowerPoint
  o Other related literacy content

- Use the Internet and Other Technology Resources to:
  o Develop assignments
  o Correspond with peers and instructor
  o Complete tasks for assessment purposes, including:
    - Development of Podcasts/DVD’s/JumpDrive file transfer
    - Partner lesson plan development
    - Using email/Skype and self-videos of literacy lessons

Suggested Student Activities:
- Problem-Based Learning Project, including interviews, research, creation of a documentary video, and a paper
- Threaded discussions
- Children’s Literature (Locomotion) Literacy Activities:
- Literacy Strategy Development and Implementation (Lesson Planning): Comprehension, Vocabulary, Fluency, Language and Spelling
- Literacy Middle School Literacy Project Unit
- Process writing and writing instruction assignments
- Inquiry Project (Technology)
- Tests: 3 tests covering literacy strategies and skills and 7 Traits of Writing

Honor Code:
All work completed in this class must be original. Each individual is expected to think, write, reflect, and question concepts presented in class. Students who commit academic misconduct,
including plagiarizing work (copying or borrowing heavily from published materials or from another student’s work) will fail this class. The university holds Academic Misconduct as a serious and punishable infraction. University Academic Misconduct policies may be found in the Bulldog Handbook or via the web at http://www.msstate.edu/web/security.html
The new MSU Honor Code states the following: “As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.” It is your responsibility to go to the following web address to read the honor code information: http://students.msstate.edu/honorcode/

Technology:
Technology will be used in both the delivery of the course content and through course requirements completed by teacher candidates. Delivery of the course will be web-based through the Internet and therefore, delivery of the course content will utilize Power Point Presentations, supplementary web-based lecture notes and commentary, on-line class discussions, and computer laboratory work completed at relevant websites. All course assignments will be completed using appropriate software tools.

Diversity:
Diversity among classrooms, teachers, and students will be discussed in this course. Student will examine materials for appropriateness to use with diverse learners.

Disability:
It is the policy of Mississippi State University to accommodate students with special needs and learning disabilities as per the MSU Student Support Services policy. Students seeking accommodations on the basis of a disability or special need must identify themselves to the Office of Student Support Services, http://www.msstate.edu/dept/sss/, to verify eligibility. Additional documentation guidelines may be obtained by contacting the Office of Student Support Services directly, or via the web at http://www.msstate.edu/dept/audit/91130.html. Academic accommodations and services are based upon an individual’s needs. All documentation is confidential. Call 325 - 3335

Field Experience:
The teacher candidate will complete a field experience with a middle grades student as a component of several assignments.

Evaluation of Student Progress:
This course uses a grading scale of 1000 points. The points needed for each letter grade are detailed below. All assignments must be completed and submitted to the instructor in order to receive a grade in this course.

<table>
<thead>
<tr>
<th>Assignments/Assessment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Problem-Based Learning Project</td>
<td>150</td>
</tr>
<tr>
<td>Threaded Discussions</td>
<td>200</td>
</tr>
<tr>
<td>Locomotion Literacy Activities</td>
<td>30</td>
</tr>
<tr>
<td>Literacy Strategy Dev. and Imp. (L P)</td>
<td>100</td>
</tr>
<tr>
<td>Literacy Middle School Literacy Project Unit</td>
<td>100</td>
</tr>
</tbody>
</table>
Process Writing Assignments 70 pts. (7%)
Wh - Inquiry Project (Technology) 100 pts. (10%)
Test 1, Test 2, Test 3 150 pts. (15%)
Field Experience 100 pts. (10%)
Total Points: 1000 points (100%)

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade Equivalent</th>
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<tbody>
<tr>
<td>930 - 1000 points</td>
<td>A</td>
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<tr>
<td>860 - 929 points</td>
<td>B</td>
</tr>
<tr>
<td>790 - 859 points</td>
<td>C</td>
</tr>
<tr>
<td>720 - 789 points</td>
<td>D</td>
</tr>
<tr>
<td>600 - 719 points</td>
<td>F</td>
</tr>
</tbody>
</table>

Bibliography:


NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road (Mail Stop 9699).

College or School: Education  Department: Counselor Education and Educational Psychology
Contact Person: Donna Gainer  E-mail: Browning@colled.msstate.edu
Nature of Change: Add/AOCE  Date Initiated: 1/1/12  Effective Date: Upon Approval
Current Listing in Catalog:
Symbol  Number  Title
Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol  Number  Title  Credit Hours
EPY     8473    Middle Level Assessment and Evaluation (3)

New or Modified Catalog Description:
A study of middle level assessment and instructional evaluation for monitoring individual student progress, general effectiveness of instruction, and communicating assessment results.

Approved: [Signature]
Department Head
[Name]
Chair, College or School Curricular Committee
[Name]
Dean of College or School
Chair, University Committee on Courses and Curricula
Chair, Graduate Council (if applicable)
Chair, Deans Council

Date: 1/27/2012
2/2/12
2/2/12
NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road (Mail Stop 9699).

College or School: Education
Department: Counselor Education and Educational Psychology
Contact Person: Donna Gainer
E-mail: Browning@colled.msstate.edu
Nature of Change: Add/AOCE
Date Initiated: 1/1/12 Effective Date: Upon Approval

Current Listing in Catalog:
Symbol Number Title
Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol Number Title Credit Hours
EPY 8473 Middle Level Assessment and Evaluation 3

New or Modified Catalog Description:
A study of middle level assessment and instructional evaluation for monitoring individual student progress, general effectiveness of instruction, and communicating assessment results.

Approved: Date: 1-27-2012
Department Head
2-2-12
Chair, College or School Curriculum Committee
2/2/12
Dean of College or School
Chair, University Committee on Courses and Curricula
Chair, Graduate Council (if applicable)
Chair, Deans Council
PROPOSAL TO ADD EPY 8473: Middle Level Assessment and Evaluation

1. CATALOG DESCRIPTION

EPY 8473: Middle Level Assessment and Evaluation. (3). Prerequisite: Admission to the MAT-M or permission of the instructor. Three hours lecture. A study of middle level assessment and instructional evaluation for monitoring individual student progress, general effectiveness of instruction, and communicating assessment results.

2. DETAILED COURSE OUTLINE
See syllabus.

3. METHOD OF EVALUATION
See syllabus.

4. JUSTIFICATION AND LEARNING OUTCOME

Justification: EPY 8473 will be a required course in the MAT -M degree program. The MAT-M degree program will provide certification and training for new teachers for upper elementary and middle schools (grades 4-8) around the state of Mississippi. The MAT-M degree will serve a distance population—individuals with bachelor’s degrees who seek initial licensure and who will teach full time in a 4-8 classroom. Because of this, the MAT-M will be an entirely online degree, operated through Campus 5.

The degree program will meet several needs in the state of Mississippi. First, many rural schools continue to experience teaching shortages and have difficulty recruiting new teachers, particularly for middle grades. Second, there is a need for an alternate route for middle level teacher preparation in the state. The CISE department receives many calls from individuals who have earned Bachelor’s degrees in non-teaching fields about becoming certified. Third, research shows that the middle grades are particularly important for engaging students and preventing drop-out. The MAT-M degree program will specifically prepare teachers who have an understanding of the learning needs of middle level students. Four, the development of this degree program is funded by a five-year federal Transition to Teaching Grant awarded to the department of Curriculum, Instruction and Special Education to create new routes to teacher licensure.

In particular, EPY 8473 is a needed course in the MAT-M Degree Program. For licensure, students must complete a course on measurement and evaluation prior to teaching. This middle level assessment class will focus specifically on designing middle level evaluation and assessment and will address many adolescent developmental issues related to testing and other forms of
assessment. It will also familiarize alternate route middle level educators with ways that assessment relates to planning for instruction. Sound middle level assessment practices will prepare students to enter the middle level classroom ready to monitor student progress in a professional manner. Based on information provided by school districts in the state about their staffing needs and based on communication with potential students in the degree program, the department expects to enroll approximately 40 students per year in this course.

Learning Outcomes:
See syllabus for specific learning outcomes. The learning outcomes for this middle level assessment class will address the Association for Middle Level Education (AMLE) standard 4, related to assessment, and how it concerns instruction and feedback for young adolescent learners. In addition elements of standard 1, related to young adolescent development, will be included. See following.

**Standard 1: Young Adolescent Development**

*Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.*

Element a. Knowledge of Young Adolescent Development: Middle level teacher candidates understand the major concepts, principles, and theories of young adolescent development -- intellectual, physical, social, emotional, and moral.

Element b. Implications of Young Adolescent Development for Middle Level Curriculum, Instruction, and Schooling: Middle level teacher candidates utilize their knowledge of young adolescent development when selecting instructional strategies and making curricular decisions. They understand the implications of young adolescent development for school organization, learning environments, and components of successful middle level programs and schools.

**Standard 4: Middle Level Instruction and Assessment**

*Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.*

Element a. Content Pedagogy: Middle level teacher candidates are knowledgeable about teaching and assessment strategies that are especially effective in their content fields.
Element b. Middle Level Instructional Strategies: Middle level teacher candidates know a wide variety of teaching, learning, and assessment strategies, and apply them in ways that increase learning for all young adolescents. Middle level teacher candidates create learning experiences that encourage exploration, problem solving, creativity, and critical thinking so that young adolescents can be actively engaged in learning.

Element c. Middle Level Assessment and Data-informed Instruction: Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by effectively judging prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.

Element d. Young Adolescent Motivation: Middle level teacher candidates understand how to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources, for example technological resources, manipulative materials, and contemporary media. They establish equitable, caring, and productive learning environments for all young adolescents.

5. ACADEMIC MISCONDUCT
Academic misconduct is always a possibility in an on-line setting and so various methodologies will be employed to minimize and deter these possibilities. The 4 chapter exams and final will be required to be proctored either at the AOCE testing center or at a community setting of the participant’s choice (set up through AOCE). The main project for the class will be an electronic portfolio demonstrating the learner’s knowledge of the assessment process from planning through analysis with the components turned in in increments. Because these increments happen over time with several sets of feedback, it is very difficult to obtain this project or have another complete it. Quizzes will be timed so that it would be difficult to look up answers. Questions will be at higher order thinking and reasoning levels so that the learner’s reasoning is graded, not just facts. Original examples will be required on some of the quizzes to minimize “collaboration” on quizzes. The unit test that learners will design will be given to 10 actual people who must provide signatures and e-mails so this may be verified.

6. TARGET AUDIENCE
The target audience for this course is individuals who have earned a bachelor’s degree in a non-teaching field and who are interested in becoming teachers in middle level classrooms in schools in Mississippi. In particular, the target audience is comprised of individuals who live in rural areas in the state of Mississippi who may not otherwise have access to an alternate route degree program that leads to licensure. The course will only be offered online and will
be limited to students who have been admitted to the MAT-M degree program, which will be a distance degree program.

7. SUPPORT
   See attached letters of support.

8. INSTRUCTOR OF RECORD
   Dr. Donna C. Gainer

9. GRADUATE STUDENT REQUIREMENT FOR SPLIT LEVEL COURSES
   N/A

10. PLANNED FREQUENCY
    Once per year, in the Summer semester.

11. EXPLANATION OF ANY DUPLICATION
    There may be some overlap with similar courses offered in the undergraduate degree program because both programs prepare new teachers for the classroom, however, this course is substantially different in several key respects: (1) the content is covered at an accelerated rate because this is a graduate level course, (2) the content of this course focuses exclusively on preparing new teachers for assessment of grades 4-8, whereas the undergraduate assessment course focuses on preparing teachers for grades 7-12 and EPY 6313 has a more psychometric focus for educational psychology and psychology majors, and (3) the audience for this course is completely different—individuals who already have bachelor's degrees in fields other than teacher education.

12. METHOD OF INSTRUCTION: Lecture
    METHOD OF DELIVERY: Online, internet, web-based

13. PROPOSED C.I.P. NUMBER
    13.0604 educational assessment, testing, and measurement

14. PROPOSED 24 CHARACTER ABBREVIATION
    Mid Level Assessment & Eval

15. PROPOSED SEMESTER EFFECTIVE
    Upon approval.

16. OTHER APPROPRIATE INFORMATION
    See syllabus.

17. PROPOSAL CONTACT PERSON
    Dr. Donna Carol Gainer, Educational Psychology.
Course Description:
EPY 8473. Middle level assessment and evaluation. (3). Pre-requisite: Admission to the MAT-M or consent of the instructor. 3 hours lecture. A study of middle level assessment and instructional evaluation for monitoring individual student progress, general effectiveness of instruction, and communicating assessment results.

Learning Objectives and Outcomes: The pre-service teacher will:

1. Utilize the Standards for Teacher Competence in Educational Assessment of Students developed by the American Federation of Teachers, the National Council on Measurement in Education, and the National Education Association, to reflect on his/her own level of competence and self assess the need for professional development in the areas of planning for, designing, administering, analyzing and interpreting appropriate middle level assessment instruments and procedures. INTASC #8, #9. CFPO 1,4. AMLE 4c

2. Read, reflect upon, and discuss the Code of Professional Responsibilities in Educational Measurement prepared by the NCME Ad Hoc Committee on the Development of a Code of Ethics, how this code dictates personal responsibility in assessment, and how use of the code in a responsible and ethical manner impacts students, parents, and the educational community as a whole. INTASC #8, #9. CFPO 1,4. AMLE 4c

3. Read, reflect upon, and discuss the accountability movement in testing including relevant laws and implications of high stakes testing in the middle level. INTASC #8, CFPO 8, 14. AMLE 4

4. Distinguish among the terms assessment, test, measurement, and evaluation. INTASC #7, #8, CFPO 3, 4. AMLE 4.

5. Relate the types of assessment and evaluation to various types of instructional decisions and to the middle level planning and instructional process. INTASC #7, #8, CFPO 4,8. AMLE 3a,b.

6. Plan middle level assessment design elements that will align with state standards and the Common Core standards. INTASC #7, #8. CFPO 1, 3,4. AMLE 4.


8. Explore reliability and validity and discuss ways that educators can enhance these essential test qualities. INTASC #7, #8. CFPO 3, 4. AMLE 4.
9. Review and select developmentally appropriate information gathering instruments to make effective classroom evaluations (i.e., to assess the attainment of educational objectives in the cognitive, affective, and psychomotor domains). INTASC #8, #9, #10, CFPO 1, 4. AMLE 1, 4.

10. Plan for the content validity of middle level teacher-made tests by selecting a curriculum source, writing a content outline, designing a table of specifications and writing clear, understandable instructional objectives at a variety of capability levels of Bloom, Gagne, or DOK taxonomies for a given assessment. INTASC# 7, 8. CFPO 1,3,4,7, 12. AMLE 1, 3,4.

11. Plan, design, and construct valid and reliable teacher-made tests and quizzes for evaluating achievement of middle level educational objectives. INTASC #8, CFPO 3, 4. AMLE 1, 3,4.

12. Develop appropriate classroom checklists, rating scales, observation guides, or rubrics for evaluating middle level student performances and products (projects, presentations, lab experiments, art pieces). INTASC#8, CFPO 3,4. AMLE 1, 3,4.

13. Distinguish among the various types of grading and marking systems in terms of advantages and disadvantages. Demonstrate ability to calculate end of period grades. INTASC#8, #9. CFPO 1,3, 4. AMLE 1,4.

14. Calculate and interpret item analysis indices, elementary testing statistics, reliability coefficients, validity coefficients, standard error of measurement, and standard (derived) scores. INTASC#8. CFPO 1, 4. AMLE 4.

15. Interpret results derived from standardized achievement tests for students, parents, and other constituencies. INTASC #8, CFPO 4,5,9. AMLE 4, 5.

16. Describe the characteristics of authentic or portfolio assessment systems. INTASC #8. CFPO 3,4. AMLE 4.

17. Demonstrate the management of the middle level planning and evaluation process efficiently. INTASC #8. CFPO 1,4. AMLE 4, 5.

18. Effectively plan for and make decisions related to instructional and assessment accommodations necessary because of student exceptionality or diversity. INTASC #3, #7, #8. CFPO 2,4,14. AMLE 1,3,4,5.

19. In a collaborative group, and using on-line and other resources, create a Power Point presentation reviewing a selected standardized test which uses the vocabulary of a professional educator related to measurement and evaluation. INTASC #6, 7, 8. CFPO 4,6,7,9. AMLE 4, 5.
Topics To Be Covered: (hours)
1. Basic testing terminology (3)
2. Types of Evaluation (preliminary, diagnostic, formative, summative) (2)
3. Systematic procedures: checklists, rating scales, rubrics, observation guides (2)
4. Norm and criterion referenced tests, Standard normal curve and criteria (2)
5. Formal and informal assessments including Socratic questioning (2)
6. Discussion as assessment, writing as assessment (3)
7. Planning for assessment: planning-instruction-assessment cycle (1)
8. Developmentally appropriate assessment issues (3)
9. Using the table of specifications to plan and write objectives (Bloom’s and DOK) (3)
10. Validity and reliability (3)
11. Item planning and writing for 7-8 (3)
12. Item planning and writing for 4-6 (3)
13. Item analysis and basic testing statistics (3)
14. Alignment with state standards and Common Core (3)
15. Grading and Marking systems, electronic grading and reporting systems (2)
16. Interpreting results of tests for students and parents, as well as parent-teacher conference practice (1)
17. Testing accommodations for exceptional learners (2)
18. Brief assessment and RTI (2)
19. Accountability movement and high stakes testing, codes of ethical and professional responsibilities (2)

Student Activities:
Student activities consist of the following: viewing on-line presentations, reading assignments in the text and in other supplemental material supplied by the instructor, use of the Internet to access test review materials and test reviews, on-line discussion, and participation in selected assessment activities, simulations, and exercises. In addition, the following will be required: summarizing a professional journal article related to a middle level standardized test of interest, a group test review project and power point presentation, and the middle level assessment design project which consists of planning for, designing, administering, scoring and statistically analyzing a teacher-made test.

Method of Instruction:
The primary method of instruction will be on-line lecture by way of PowerPoint presentations. Also included will be synchronous and asynchronous class discussion, some small group activities, and simulations. Students also will be given exercises to complete for the purposes of e-classroom discussion and formative evaluation.

Assessment of Student Progress and Class Requirements: You are expected to:

1. Turn all materials in through myCourses word processed, double spaced and proofread. Specific requirements for each assignment will be available in the student packet and on myCourses. Use APA style for citations and references.

2. View learning modules, review daily presentations, and actively participate in all chat sessions, discussion board activities and e-group exercises.
3. Read the textbook, supplements, and relevant handouts as assigned and relate readings to specific objectives provided for each week of instruction.

4. Complete the Middle Level Assessment Project which will consist of planning for, designing, administering, and statistically analyzing a test and presenting these results in an electronic portfolio. Specific guidelines will be provided in the student packet.

5. Become an active part of a 3-4 member cooperative learning group for purposes of discussion, study, and completion of a Group Test Review Project. One 2-4 page written project will be turned in for the group and each person will take part in preparing a brief Power point presentation related to the assessment selected for review.

6. Students will select, read, and provide a written reaction to a journal article related to a specific middle level standardized test of interest. A format for the journal article review will be provided.

7. There will be 4 proctored chapter exams and a cumulative final exam. The lowest exam score will be dropped including the final. Students who have an A on the 4 chapter exams and a satisfactory project may waive the final exam. For these students, the final will be the dropped grade. Exams may not be made up. If you miss an exam it will become the score you drop.

8. There will be 6 announced on-line quizzes. Quizzes may not be made up.

9. Students will complete, score and turn in the Type-Focus Assessment Instrument as well as participate in activities related to this instrument.

Evaluation of Student Progress:
Course marks will be assigned on the following scale of possible points.

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (4)</td>
<td>300 points (one will be dropped)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam Supplements</td>
<td>20 points</td>
</tr>
<tr>
<td>Quizzes (6)</td>
<td>70 points</td>
</tr>
<tr>
<td>Middle level Assessment Project</td>
<td>275 points</td>
</tr>
<tr>
<td>Group Test Review</td>
<td>60 points</td>
</tr>
<tr>
<td>Journal Article Review</td>
<td>30 points</td>
</tr>
<tr>
<td>Type Focus &amp; Interpretation</td>
<td>5 points</td>
</tr>
<tr>
<td>Brief formative assessments and homework</td>
<td>100 points</td>
</tr>
<tr>
<td>Participation in chats and e-discussion</td>
<td>40 points</td>
</tr>
<tr>
<td>Total</td>
<td>1000 points</td>
</tr>
</tbody>
</table>

The numerical score received will be converted into the corresponding letter grade.

Grading scale:
- A 90 -100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 59% and below
**Estimated Preparation Time For This Class:** It is assumed by college instructors that students will spend 2-3 hours outside of class in preparation for each hour in class. Therefore, you may expect to spend between **10-15 hours per week in preparation time in addition to your daily presentation viewing time.** If you do not have this time available, please drop the class and take it in a future semester.

**Proctored Exams:** The four unit exams for this class are proctored, exams so you will need to make arrangements with AOCE to set up a proctored site before the first exam. Forms to do this are available on the main AOCE site. If you are within driving distance of the MSU Starkville campus, you may use the AOCE testing center for your exams.

**Special Accommodations:** Notify the instructor privately if you require any special instructional or assessment accommodation because of professionally assessed and documented physical or learning disabilities and you are registered with DSS. http://www.sss.msstate.edu/aboutus/

**Honor Code:** Students will be expected to abide by the honor code of the university and may be required to sign an honor code statement related to exams and projects for this course. Review the entire honor code at the following website: http://www.honorate.msstate.edu/pdf/honor-code.pdf

**Synchronous Chat Participation Policy:** Your participation will definitely affect your grade. If you miss more than 2 scheduled chats, you will probably not complete the class successfully. Please notify the instructor through e-mail within myCourses if you are unable to attend a scheduled chat. About 5 synchronous scheduled chats will be scheduled.

**Technical Support Information**
Technical support is available should you encounter any technological problems while enrolled in this online class. If you need assistance, information is available at the AOCE website under Academic Outreach, then Student Resources or go directly to http://www.aoces.msstate.edu/SRC/AOCE Technological support: 662.325.8374

If you are unable to resolve your problems through these resources, please contact AOCE’s Technology Office at tcraven@aoces.msstate.edu for immediate assistance.

**Computer/Technology Requirements**
- Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course)
- Required Browser: Mozilla Firefox (Version 3 or higher); verify that your browser is supported by using the Check Browser feature in MyCourses
- Download the latest version of Adobe Acrobat Reader; this can be downloaded at http://get.adobe.com/reader/otherversions/
- Download Adobe Media
- Download Adobe Flash
- Download Shockwave Flash
- Download or upgrade to the latest version of Java
• Download Quicktime Player; this can be downloaded at http://www.apple.com/quicktime/download/
• Download the “Lockdown Browser” in order to complete assessments
• All Pop-Ups must be turned OFF when using MyCourses
• To check your Browser, click on “Check Browser” in the top right corner of the course listings page after you log in to MyCourses. You must have a GREEN check on each item listed BEFORE beginning your course.
• Frequent access to a document scanner. You will need to be able to scan documents and send them to the instructor as a PDF.
• Frequent access to a digital camera. You will need to be able to take digital pictures of the results of most of the class activities then submit them to the instructor as jpeg.

Communication and Netiquette:
We will treat each other with respect and courtesy. The professor has the right to teach just as the students have the right to learn. Online courses are very different than face to face classes. Please maintain appropriate netiquette.

1- Be friendly, positive and self-reflective. When people cannot see you, and also do not know you, feelings can be hurt if you are not careful in how you express yourself. The old saying, think before you speak is important here. Think before you write. One word of advice is do not respond when you feel angry. Wait. Write it down somewhere and come back to it. When you do, you may find that you no longer feel the same way as you did when you wrote it, because you have had time to reflect about the situation. Last, if you still feel the need to be heard, then edit before you post, and write it in terms that are easily embraced. This is also true when you feel a critique is necessary; say it in a positive tone. Reread what you have written to be sure it is positive.

2- Use proper language and titles. Do not use slang or even profane words in an online education environment, even if they are words you consider, "not so bad," as they will sound offensive to the reader. Do not refer to your professor as "Doc" or by his or her first name, unless it is acceptable with him or her to do so. Also, do not use caps lock when writing. It will insinuate yelling as that would hurt someone's feelings and possibly give him, or her, the wrong impression of you.

3- Use effective communication. This takes practice and thoughtful writing. Try to speak and write clearly at all times. Again, reread before you respond. Define and restate your words when necessary. Correct a misunderstanding right away. Chances are, if one person felt a certain way about what you said, then another may also. Likewise, be mindful of chosen words and joking. Let's say for example, I write, "get out!" This slang term can be interpreted in several ways, either positively or negatively.

4- Professionalism. Leave the characters like smiley faces and instant message abbreviations out. Your friends may like it, but chances are, your professor will not. Save it for personal conversations or definitely ask for permission before using them. They may be interpreted as childish or too casual for the online education environment. Last, always say please and thank you.
5- Ask for clarification. If you are unsure of what was said, or the instructor's directive, or are trying to interpret a person's expressions, then ask again. Do not sit in silence either misunderstanding or feeling offended. Do not interrupt though, wait until there is a break in the conversation, or until the open interaction occurs. Your instructor will appreciate your responsiveness and maturity. A simple way to do this is to say (or write), "I did not understand...", always keeping the onus for the misunderstanding on yourself.

Excerpt from: http://www.brighthub.com/education/online-learning/articles/26946.aspx and Dr. Nicole Miller.
Bibliography:


Joint Task Force on Assessment of the International Reading Association and the National Council of Teachers of English (in press).


NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education
Contact Person: Dr. Devon Brenner
Nature of Change: Add

Current Listing in Catalog:
Symbol Number Title
Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol Number Title Credit Hours
EDE 8133 Middle Level Internship I 3

New or Modified Catalog Description:
Three hours clinical instruction. (Prerequisites: Admission to MAT-M, EDE 8113 and EPY 8473). First semester of directed teaching in a middle level classroom.

Approved:
Department Head:
Chair, College or School Curriculum Committee:
Dean of College or School:
Chair, University Committee on Courses and Curricula:
Chair, Graduate Council (if applicable):
Chair, Deans Council:

Date: 2/1/12
NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education
Contact Person: Dr. Devon Brenner
Nature of Change: AOCE Approval

Department: CISE
Phone: 5-7119 E-mail: dgb19@msstate.edu
Date Initiated: 1-1-12 Effective Date: Fall 2012

Current Catalog in Catalog:
Symbol Number Title Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol Number Title Credit Hours
EDE 8133 Middle Level Internship I 3

New or Modified Catalog Description:
Three hours clinical instruction. (Prerequisites: Admission to MAT-M. EDE 8113 and EPY 8473). First semester of directed teaching in a middle level classroom.

Approved:

Department Head

Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

Date: 2/11/12
2/1/12
2/2/12
NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education
Contact Person: Dr. Devon Brenner
Nature of Change: Add

Department: CISE
Mail Stop: 9705    E-mail: dgb19@msstate.edu
Date Initiated: 1-1-12    Effective Date: Spring 2013

Current Listing in Catalog:
Symbol Number Title
Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol Number Title Credit Hours
   EDE  8143 Middle Level Internship II   ( 3 )

New or Modified Catalog Description:
Three hours clinical instruction. (Prerequisites: Admission to MAT-M degree program. EDE 8113, EDE 8133, and EPY 8473). Second semester of directed teaching in a middle level classroom.

Approved: ____________________________
Department Head

Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

Date: ____________________________

2/11/12
NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mall Stop 9699 (325-0831).

College or School: Education
Contact Person: Dr. Devon Brenner
Nature of Change: AOCE Approval

Department: CISE
Phone: 5-7119  E-mail: dgb19@msstate.edu
Date Initiated: 1-1-12  Effective Date: Spring 2013

Current Listing in Catalog:
Symbol   Number   Title

Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol   Number   Title
EDE     8143   Middle Level Internship II
Credit Hours

New or Modified Catalog Description:
Three hours clinical instruction. (Prerequisites: Admission to MAT-M degree program. EDE 8113, EDE 8133, and EPY 8473). Second semester of directed teaching in a middle level classroom.

Approved: [Signature]
Department Head

Date: 2/1/12

Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council
PROPOSAL TO ADD
EDE 8133 Middle Level Internship I
and
EDE 8143 Middle Level Internship II

1. CATALOG DESCRIPTIONS
EDE 8133 Middle Level Internship I. (3) Three hours clinical instruction.  
(Prerequisites: Admission to MAT-M, EDE 8113 and EPY 8473). First semester of  
directed teaching in a middle level classroom.

EDE 8143 Middle Grades Internship II. (3) Three hours clinical instruction.  
(Prerequisites: Admission to MAT-M degree program. EDE 8113, EDE 8133, and  
EPY 8473). Second semester of directed teaching in a middle level classroom.

2. DETAILED CAMPUS 5 COURSE OUTLINE
See syllabus. Note: The internship will only be offered through Campus 5. There is  
no Campus 1 syllabus.

3. METHOD OF EVALUATION
See syllabus.

4. JUSTIFICATION TO ADD COURSE AND FOR AOCE OFFERING, LEARNING  
OUTCOMES

Justification: EDE 8133 Middle Level Internship I and EDE 8143 Middle Level  
Internship II will be required internship courses in the MAT-M degree program. The  
MAT-M degree program will provide certification and training for new teachers for  
upper elementary and middle schools (grades 4-8) around the state of Mississippi.  
The MAT-M degree, and this course, will serve a distance population—individuals  
with bachelor’s degrees who seek initial licensure and who will teach full time in a  
middle level classroom. Because of this, the MAT-M will be an entirely online  
degree, operated through Campus 5, and these courses will also be distance courses.

The degree program will meet several needs in the state of Mississippi. First, many  
rural schools continue to experience teaching shortages and have difficulty recruiting  
ew teachers, particularly for middle grades. Second, there is a need for an alternate  
route for middle level teacher preparation in the state. The department receives many  
calls from individuals who have earned Bachelor’s degrees in non-teaching fields  
about becoming certified. Third, research shows that the middle grades are  
particularly important for engaging students and preventing drop-out. The MAT 4-8  
degree program will specifically prepare teachers who have an understanding of the  
learning needs of middle level students. Fourth, the development of this degree  
program is funded by a five-year federal Transition to Teaching Grant awarded to the
department of Curriculum, Instruction and Special Education to create new routes to teacher licensure.

In particular, EDE 8143 and 8153 are necessary courses in the MAT-M Degree Program. These two courses comprise the year-long internship required by the Mississippi Department Education. The Mississippi Department of Education requires all alternate-route degree programs to include a supervised internship. New teachers in the degree program are hired to serve as the teacher of record in a classroom, in this case, in a classroom in grades 4-8. They are supervised and mentored on-site by the school administration and a school-based mentor, and the new teachers also receive instruction and mentoring during the internship by a University Supervisor, who is the instructor for the two internship courses, EDE 8133 and EDE 8143. Based on information provided by school districts in the state about their staffing needs and based on communication with potential students in the degree program, the department expects to enroll approximately 40 students per year in these courses.

Learning Outcomes:

Standard 1: Young Adolescent Development
Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Standard 2: Middle Level Curriculum
Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter.

Standard 3: Middle Level Philosophy and School Organization
Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Standard 4: Middle Level Instruction and Assessment
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Standard 5: Middle Level Professional Roles
Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.
5. ACADEMIC MISCONDUCT
EDE 8133 and 8143 are internship courses. Several steps will be taken to deter academic misconduct. First, all formative and summative assessments will consist of observations conducted on-site by the University Supervisor who will be an experienced teacher hired by MSU to observe the student and give regular feedback. Second, weekly communication with the University Supervisor and written reflections will be based on the day-to-day instruction in the internship classroom. EDE 8133 and EDE 8143 will be AOCE courses, only in that they will be offered at distant locations in classrooms where the interns are hired.

6. TARGET AUDIENCE
The target audience for this course is individuals who have earned a bachelor's degree in a non-teaching field and who are interested in becoming teachers in 4-8 classrooms in schools in Mississippi. In particular, the target audience is individuals who live in rural areas in the state of Mississippi who may not otherwise have access to an alternate route degree program that leads to licensure. The course will only be offered online and will be limited to students who have been admitted to the MAT-M degree program which will be a distance degree program.

7. SUPPORT
See attached letters of support. Development and initial offering of these courses is supported by the TERMS Transition to Teaching grant. Sufficient resources exist in the department and college to support these courses after the grant ends.

8. INSTRUCTOR OF RECORD
Devon Brenner

9. GRADUATE STUDENT REQUIREMENT FOR SPLIT LEVEL COURSES
N/A

10. PLANNED FREQUENCY
EDE 8133 will be offered in fall semesters, and EDE 8143 will be offered in spring semesters.

11. EXPLANATION OF ANY DUPLICATION
There may be some overlap with similar internship courses including the undergraduate Internships (EDE 4886 and 4896); however, these internship courses focus exclusively on preparing individuals who already have bachelor’s degrees for licensure in grades 4-8, whereas undergraduate elementary education courses focus on preparing undergraduate elementary education majors for grades K-8 licensure.

12. METHOD OF INSTRUCTION: H Internship
METHOD OF DELIVERY: O Online, internet, web-based

13. PROPOSED C.I.P. NUMBER
13.1203 Junior High/Middle School Education (all the other classes)
14. PROPOSED 24 CHARACTER ABBREVIATION
   Mid Level Internship I
   Mid Level Internship II

15. PROPOSED SEMESTER EFFECTIVE
   Fall 2012 for EDE 8133 and Spring 2013 for EDE 8143

16. OTHER APPROPRIATE INFORMATION
   See syllabus. Offering of these courses will not violate the Provost’s policies for
   Campus 5 offerings.

17. PROPOSAL CONTACT PERSON
   Devon Brenner, 325-7119
Catalog Descriptions:
EDE 8133 Middle Level Internship I. (3) Three hours clinical instruction.
(Prerequisites: Admission to MAT-M. EDE 8113 and EPY 8473). First semester of
directed teaching in a middle level classroom.

EDE 8143 Middle Grades Internship II. (3) Three hours clinical instruction.
(Prerequisites: Admission to MAT-M degree program. EDE 8113, EDE 8133, and
EPY 8473). Second semester of directed teaching in a middle level classroom.

Course Objectives:
The intern will:
1. Assess personal/social suitability for teaching and evaluate choice of
   major/concentration and grade-level interest. CFPO #1, AMLE 5
2. Experience all roles of a professional teacher. CFPO #1, AMLE 5
3. Apply theories and methods from the knowledge base for middle level teachers as
   articulated by the Association for Middle Level Education. AMLE 3
4. Experience working with students with special needs. CFPO #2, AMLE 1
5. Implement, reflect on, and evaluate a variety of teaching strategies to increase
   student learning. CFPO #7, 9 AMLE 5
6. Develop skills working with students from diverse cultural and socioeconomic
   backgrounds. CFPO #2, 8 AMLE 1, 4
7. Observe and practice classroom management strategies. CFPO #6 AMLE 4
8. Communicate about and discuss all phases of experience with both the school site
   mentor and the university mentor. CFPO #1-10,
9. Participate in parent involvement activities and practices. AMLE 5
10. Practice the reflective action process. CFPO #1 AMLE 5
11. Interns will be able to demonstrate the performance standards and expectations on
    the Teacher Intern Assessment Instrument. AMLE 4

Topics Covered:
1. Planning and Preparation- (9 hours)
   A. Prepares complete lesson plans that meet curriculum goals.
   B. Uses information about students to plan and organize instruction to
      accommodate differences in developmental and individual needs.
   C. Uses knowledge of students’ needs, interests, and experiences.
   D. Plans lessons that integrate knowledge from several subject areas.
   E. Incorporates multiculturalism and diversity in lessons.

2. Communication and Interaction (9 hours)
   A. Uses acceptable written, oral, and nonverbal communication with students.
   B. Communicates high expectations for learning to all students.
   C. Demonstrates communication skills which show sensitivity to diversity.
D. Listens to students and demonstrates interest in what they are saying by responding appropriately.
E. Builds and sustains a classroom climate of acceptance, encouraging creativity, inquisitiveness and risk-taking.
F. Provides opportunities for students to cooperate, communicate, and interact with each other to enhance learning.
G. Establishes relationships with parents and guardians.

3. Teaching and Learning (9 hours)
   A. Displays knowledge of the subject being taught.
   B. Projects enthusiasm for teaching and learning.
   C. States objectives and communicates the importance of topics being studied.
   D. Uses knowledge of students’ prior understandings and experiences to make instruction relevant and meaningful.
   E. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation).
   F. Provides learning experiences that accommodate differences in developmental and individual needs (e.g., various levels, learning styles, performance modes, and multiple intelligences).
   G. Relates concepts using language that is understood by the students.
   H. Gives directions appropriate for carrying out instructional activities and uses concrete examples to clarify when necessary.
   I. Incorporates a variety of technology and resources into instruction (e.g., VCR, overhead projector, calculators, computers, newspapers, etc.).
   J. Provides opportunities for students to apply concepts in problem-solving and critical thinking.
   K. Uses questioning to identify misconceptions or confusion and to monitor student work.
   L. Uses higher-order questions to engage students in original, creative, and evaluative thinking.
   M. Adjusts strategies in response to learner feedback and encourages students to expand on and support their responses.
   N. Uses adequate wait time (e.g., 3 to 5 seconds) for responses in order to encourage higher-level, reflective thinking.
   O. Gives timely feedback on academic performance and discusses corrective procedures to be taken.
   P. Uses community resources to enhance student learning.

4. Managing the Learning Environment (9 hours)
   A. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.
   B. Uses instructional time effectively.
   C. Monitors students’ participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills.
   D. Establishes efficient routines for procedural tasks and delegates to students.
E. Applies the principles of effective classroom management using a range of strategies to promote cooperation and learning.

F. Analyzes the classroom environment and makes adjustments to enhance social relationships, student motivation and learning.

G. Utilizes individual and group responses to pace learning, proceed with new work, or reteach unclear parts of the lesson.

H. Attends to organizing time, space, activities and materials to provide equitable engagement of students in productive tasks.

5. Assessment of Student Learning (9 hours)
   A. Communicates assessment criteria and performance standards to the students.
   B. Develops and uses a variety of formal and informal performance assessments.
   C. Encourages students to assume responsibility for learning and to engage in self evaluation.
   D. Maintains records of student work and performance and communicates student progress to students, parents and colleagues.

Textbooks:

Technical Support Information
Technical support is available should you encounter any technological problems while enrolled in this online class. If you need assistance, information is available at the AOCE website under Academic Outreach, then Student Resources or go directly to http://www.aoce.msstate.edu/SRC/
AOCE Technical support: 662.325.8374

If you are unable to resolve your problems through these resources, please contact AOCE’s Technology Office at tcraven@aoce.msstate.edu for immediate assistance.

Computer/Technology Requirements
- Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course)
- Required Browser: Mozilla Firefox (Version 3 or higher); verify that your browser is supported by using the Check Browser feature in MyCourses
- Download the latest version of Adobe Acrobat Reader; this can be downloaded at http://get.adobe.com/reader/otherversions/
- Download Adobe Media
- Download Adobe Flash
- Download Shockwave Flash
- Download or upgrade to the latest version of Java
- Download Quicktime Player; this can be downloaded at http://www.apple.com/quicktime/download/
- Download the “Lockdown Browser” in order to complete assessments
• All Pop-Ups must be turned OFF when using MyCourses
• To check your Browser, click on “Check Browser” in the top right corner of the course listings page after you log in to MyCourses. You must have a GREEN check on each item listed BEFORE beginning your course.
• Access to a video camera. You will need access to record teaching activities and submit them to your instructor.
• Frequent access to a document scanner. You will need to be able to scan documents and send them to the instructor as a PDF.
• Frequent access to a digital camera. You will need to be able to take digital pictures of the results of most of the class activities then submit them to the instructor as jpeg.

Methods of Instruction:
EDE 8133 and 8143 are internship courses. During these courses, students will serve full time as teacher of record in a middle level classroom. Students will be supervised by a university mentor who regularly observes and evaluates student performance in the classroom.

Student Activities: Internship
The intern will:
1. Assume responsibility for all aspects of the classroom and academic instruction as full-time teacher of record in a classroom.
2. Journal and document teaching reflections on a weekly basis.
3. Communicate regularly with the Intern Supervisor.
4. Meet performance expectations for their content area in middle level education and expectations established by the Teacher Intern Assessment Instrument.

Honor Code:
All students are expected to adhere strictly to the MSU Honor Code. Review the entire honor code at the following website: http://www.honorcode.msstate.edu/pdf/honor-code.pdf
The Mississippi State University honor code is as follows:
As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.
Mississippi State University’s policies on academic honesty are strictly adhered to in the course. The university holds academic misconduct as a serious and punishable infraction. University Academic Misconduct policies may be found in the Bulldog Handbook, available from the Student Association and online: http://www.honorcode.msstate.edu/pdf/honor-code.pdf.

Technology:
Due to the fact that this course is offered online, technology will play a key integral role in this course. Much of the communication and instruction of the course will be delivered using email. Reflections and journals will be turned in using the TaskStream or MyCourses portfolio.
Technical Support Information
Technical support is available for you should you encounter any technological problems while enrolled in this online class. If you need assistance, information is available at the Division of Academic Outreach & Continuing Education's (AOCE) website under Academic Outreach, then Student Resources or go directly to http://www.aose.msstate.edu/SRC/

Diversity:
Diversity among classrooms, teachers, and students will be discussed in this course. Student will be asked to reflect on their own teaching practice for effectiveness with diverse learners in the classroom.

Disabilities:
All necessary accommodations will be made for any documented disability. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information.

Field Component:
This course will be based heavily on field experiences as the student performs the tasks in the internship. The field component exercises will be conducted inside the intern’s classroom. This will be conducted at the graduate level of training, it will last the full semester, and the outcomes and assessment are indicated in the topics and evaluations covered and conducted in the internship.

Evaluation of Student Progress:
Assessment of intern progress will be based on structured observations and formative and summative evaluations conducted by the university supervisor. The evaluation of teaching performance is based on specific rubrics for each item on the Teacher Intern Assessment Instrument.

Assignments and weight:
Formative Assessment 1: 10%
Formative Assessment 2: 10%
Formative Assessment 2: 10%
Formative Assessment 4: 10%
Summative Assessment: 20%
Weekly communication with University Supervisor: 10%
Reflection 1: 10%
Reflection 2: 10%
Reflection 3: 10%

Grading:
Scores will be converted to percentiles and assigned letter grades as follows:
A= 100-90
B=89-80
C=79-70
D=69-60
F= 59-50
Bibliography:
NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education
Contact Person: Janet McCarra
Nature of Change: Add
Current Listing in Catalog:
Symbol Number Title

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol Number Title Credit Hours
RDG 8123 Supporting the Middle Level Literacy Learner 3

New or Modified Catalog Description:
Three hours lecture. Planning and adapting instruction for middle level students who struggle with literacy achievement.

Approved:

Date: 2/1/12

Department Head

Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (If applicable)

Chair, Deans Council
NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Select One  
Contact Person: Janet McCarra  
Nature of Change: AOCE Approval  
Department: CISE  
Phone: 4-0229  E-mail: jfm10@msstate.edu  
Date Initiated: 1-1-12  Effective Date: Fall 2012

Current Listing in Catalog:  
Symbol  Number  Title  Credit Hours  

Current Catalog Description:

New or Modified Listing for Catalog:  
Symbol  Number  Title  Credit Hours  
RDG  8123  Supporting the Middle Level Literacy Learner  3

New or Modified Catalog Description:
Three hours lecture. Planning and adapting instruction for middle level students who struggle with literacy achievement.

Approved:  
Department Head  
Chair, College or School Curriculum Committee  
Dean of College or School  
Chair, University Committee on Courses and Curricula  
Chair; Graduate Council (if applicable)  
Chair; Deans Council  

Date:  
2/1/12  
01/01/12  
2/2/12
PROPOSAL TO ADD RDG 8123
Supporting the Middle Level Literacy Learner

1. CATALOG DESCRIPTION
RDG 8123. Supporting the Middle Level Literacy Learner. (3). Three hours lecture. Planning and adapting instruction for middle level students who struggle with literacy achievement.

2. DETAILED CAMPUS 5 COURSE OUTLINE
See syllabus. NOTE: This course is only offered via Campus 5. There is no syllabus or outline for a Campus 1 version of the course.

3. METHOD OF EVALUATION
See syllabus.

4. JUSTIFICATION TO ADD COURSE AND FOR AOCE OFFERING, LEARNING OUTCOMES

      Justification: RDG 8123 will be a required course in the MAT-M online degree program. The MAT-M degree program will provide certification and training for new teachers for upper elementary and middle schools (grades 4-8) around the state of Mississippi. The MAT-M degree will serve a distance population—individuals with bachelor’s degrees who seek initial licensure and who will teach full time in a middle grades classroom. Because of this, the MAT-M will be an entirely online degree, operated through Campus 5, and this course will be an online course.

The degree program, including this course, will meet several needs. First, many rural schools continue to experience teaching shortages and have difficulty recruiting new teachers, particularly for middle school. Second, there is a need for an alternate route for middle level teacher preparation in the state. The department receives many calls from individuals who have earned Bachelor’s degrees in non-teaching fields about becoming certified. Third, research shows that the middle grades are particularly important for engaging students and preventing drop-out. The MAT M program will specifically prepare teachers who have an understanding of the learning needs of middle level students. Fourth, the development of this degree program is funded by a five-year federal Transition to Teaching Grant awarded to the department of Curriculum, Instruction and Special Education to create new routes to teacher licensure.

In particular, RDG 8123 is a needed course in the MAT-M Degree Program. This course will provide the teacher candidates with the necessary skills to alter and modify instruction for students who are struggling readers. Research has shown that struggling readers have deficits that require educators to have additional training in order to meet the student’s achievement needs. Based on information provided by school districts in the state about their staffing needs and based on communication
with potential students in the degree program, the department expects to enroll approximately 40 students per year in this course.

RDG 8123 will be an entirely online course. It will be taught concurrently with the students’ internship—during which they will serve full time as a teacher of record in a middle level classroom.

**Learning Outcomes:**

- **Standard 1: Young Adolescent Development**
  Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

- **Standard 2: Middle Level Curriculum**
  Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter.

- **Standard 4: Middle Level Instruction and Assessment**
  Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

- **Standard 5: Middle Level Professional Roles**
  Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

6. **ACADEMIC MISCONDUCT**

   Because RDG 8123 is an online course, several measures have been put in place to ensure academic integrity. Academic misconduct will be monitored by (1) having teacher candidates sign and fax a form indicating that they have read and understand the terms of the course syllabus and MSU Honor Code, (2) assigning threaded discussions and assignments that will be connected to experiences that they are completing in their field experiences and will be unique to only them, and (3) requiring some class assignments and field assignments to be videotaped and submitted for final grading.

7. **TARGET AUDIENCE**

   The target audience for this course is individuals who have earned a bachelor’s degree in a non-teaching field and who are interested in becoming teachers in middle level classrooms in schools in Mississippi. In particular, the target audience is individuals who live in rural areas in the state of Mississippi who may not otherwise have access to an alternate route degree program that leads to licensure. The course
will only be offered online and will be limited to students who have been admitted to the MAT-M degree program, which will be a distance degree program.

8. SUPPORT
See attached letters of support. Development and initial offering of this course is supported by the TERMS Transition to Teaching Grant, funded by the US DOE. Adequate resources exist in the department, college, and university, including the libraries, to continue to offer this course at the end of the TERMS grant.

9. INSTRUCTOR OF RECORD
Janet McCarra

10. GRADUATE STUDENT REQUIREMENT FOR SPLIT LEVEL COURSES
N/A

11. PLANNED FREQUENCY
Once per year, in the Fall semester.

12. EXPLANATION OF ANY DUPLICATION
There may be some overlap with similar courses offered in the undergraduate elementary education degree program because both programs prepare new teachers for the classroom, however, this course is substantially different in several key respects: (1) the content is covered at an accelerated rate because this is a graduate level course, (2) the content of this course focuses exclusively on preparing new teachers for grades 4-8, where as undergraduate elementary education courses focus on preparing teachers for grades K-8, and (3) the audience for this course is completely different—individuals who already have bachelor’s degrees in fields other than teacher education.

13. METHOD OF INSTRUCTION: C Lecture
METHOD OF DELIVERY: O Online, internet, web-based

14. PROPOSED C.I.P. NUMBER
13.1203 Junior High/Middle School Education

15. PROPOSED 24 CHARACTER ABBREVIATION
Sup MidSch Lit Learner

16. PROPOSED SEMESTER EFFECTIVE
Fall 2012

17. OTHER APPROPRIATE INFORMATION
See syllabus. This course will not violate the Provost’s policies on Campus 5 offerings.

18. PROPOSAL CONTACT PERSON
Janet McCarra
SYLLABUS
RDG 8123 Supporting the Middle Level Literacy Learner

Catalog Description:
RDG 8123. Supporting the Middle Level Literacy Learner. (3). Three hours lecture. Planning and adapting instruction for middle level students who struggle with literacy achievement.

Objectives:
1. Identify, select, use, and interpret a variety of literacy assessment tools and strategies appropriate for middle level students. (CFPO 1, 2, 6, 7; AMLE 1)
2. Use results of assessments to design and adapt instruction to meet the needs of individual, diverse learners in middle level classrooms. (CFPO 5, 6, 7; AMLE 2, 4)
3. Develop and conduct assessments that involve multiple indicators of learning progress. (CFPO 1, 6, 7; AMLE 1)
4. Reflect on one's practice to improve instruction and other services to students. (SRP 16.2; CFPO 1, 4, 6; AMLE 5)
5. Understand how contextual factors in the school, community, and society can influence student learning and reading (e.g. rurality, grouping, school programs, assessment, poverty, etc.). (CFPO 3, 10; AMLE 1, 5)
6. Understand the nature and multiple causes of reading and writing difficulties. (CFPO 8, 12; AMLE 1)
7. Communicate with allied professionals and paraprofessionals in assessing student achievement and planning instruction, and observe, monitor, and support paraprofessionals to support children's literacy learning. (CFPO 9, 10; AMLE 3, 5)
8. Involve parents in cooperative efforts and programs to support students' reading and writing development in middle level classrooms. (CFPO 2, 10; AMLE 5)
9. Understand the literacy requirements for students grades 4-8 established by the Common Core State Standards. (AMLE 2, 4).
10. Adapt instruction to meet the needs of diverse middle level learners to accomplish literacy and content area learning goals. (CFPO 3, 4; AMLE 4)
11. Possess multiple strategies for supporting struggling readers and writers in middle level literacy and content area classrooms. (CFPO 1, 2, 9; AMLE 2, 4)
12. Understand, respect, and value cultural, linguistic, and ethnic diversity. (CFPO 3, 4; AMLE 1, 5)
13. Use multiple indicators to determine effectiveness of the literacy curriculum. (CFPO 5, 6; AMLE 2)
14. Select appropriate technological resources to support learning for students who struggle with literacy achievement. (CFPO 2; AMLE 2)

Course Topics:
1. Understanding, developing, adapting, and interpreting literacy assessments to assess struggling literacy learners (9 hours)
   - Reading inventories
   - Running records
   - Phonics and phonemic awareness assessments
   - Fluency assessments
• Comprehension assessments
• Concepts About Print
• Sight word lists
• Writing rubrics
• Writing assessments

2. Interpreting standardized tests to improve teaching and learning (3 hours)

3. Using reflection to strengthen teaching practice and create a classroom environment supportive to all learners (3 hours)

4. Understanding struggling readers and writers (9 hours)
   • Developmental differences
   • Contextual influences on student progress
   • Literacy learning in rural schools and communities
   • Impact of culture, race, and class on differences access to literacy
   • Using assessments to understand learning differences
   • Understanding linguistic variation (e.g., second-language learners, speakers of dialects other than Standard English)

5. Understanding the literacy requirements defined by the Common Core State Standards (3 hours)
   • Literacy requirements for grades 4-8
   • Literacy requires for science, social studies, and technology in grades 4-8
   • Implications for students who struggle with literacy

6. Adapting teaching to meet the needs of struggling literacy learners (12 hours)
   • Differentiating instruction
   • Expanding opportunities to read
   • Developing a classroom environment that allows for differentiation and supportive of students who struggle with literacy achievement
   • Developing instruction around student strengths, interests, needs
   • Reflecting on lesson plans and curriculum to adapt and improve instruction
   • Communicating and collaborating with other professionals and families to provide meaningful instruction for middle level students who struggle with literacy achievement
   • Evaluating literacy programs

7. Technology to support student literacy achievement (6 hours)
   • Using technology to conduct assessments
   • Evaluating reading and writing software (e.g., Storybird, MyReadingWeb, MyWritingWeb, speech-to-text and text-to-speech, etc.)
   • Evaluating “test prep” programs and websites (e.g., Study Island)
   • Locating differentiated reading materials using LEXILE and MAGNOLIA
• Using web resources to support student engagement with reading and writing and literacy collaboration (e.g., Dropbox, Google Docs, Prezi, etc.)

Required Texts:
• Three selections of literature appropriate for middle level readers (e.g., novels, graphic novels, etc.)
• Common Core State Standards.

Technical Support Information
Technical support is available should you encounter any technological problems while enrolled in this online class. If you need assistance, information is available at the AOCE website under Academic Outreach, then Student Resources or go directly to http://www.aoce.msstate.edu/SRC/AOCE Technological support: 662.325.8374
If you are unable to resolve your problems through these resources, please contact AOCE’s Technology Office at teraven@aoce.msstate.edu for immediate assistance.

Computer/Technology Requirements
• Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course)
• Required Browser: Mozilla Firefox (Version 3 or higher); verify that your browser is supported by using the Check Browser feature in MyCourses
• Download the latest version of Adobe Acrobat Reader; this can be downloaded at http://get.adobe.com/reader/otherversions/
• Download Adobe Media
• Download Adobe Flash
• Download Shockwave Flash
• Download or upgrade to the latest version of Java
• Download Quicktime Player; this can be downloaded at http://www.apple.com/quicktime/download/
• Download the “Lockdown Browser” in order to complete assessments
• All Pop-Ups must be turned OFF when using MyCourses
• To check your Browser, click on “Check Browser” in the top right corner of the course listings page after you log in to MyCourses. You must have a GREEN check on each item listed BEFORE beginning your course.

• Access to a video camera. Some assignments will be recorded and submitted.

• Frequent access to a document scanner. You will need to be able to scan documents and send them to the instructor as a PDF.

• Frequent access to a digital camera. You will need to be able to take digital pictures of the results of most of the class activities then submit them to the instructor as jpeg.

Methods of Instruction:
Students in the course will be serving as the teacher of record in a 4-8 classroom. All course assignments will be drawn from responsibilities associated with the full-time teaching position. This is course is a 100% web-delivered course. Instruction will be delivered through a combination of online meetings (chat rooms, discussion boards), lectures (Wimba sessions, voice-over Powerpoints), videos, and projects. Collaboration will be facilitated through the use of video conferencing (e.g., Wimba), discussion boards, collaboration software such as DropBox and GoogleDocs.

Suggested Student Activities:
   a. Implement and interpret a variety of literacy assessments appropriate for middle level learners, including web-based assessments.
   b. Case study of an individual struggling literacy learner.
   c. Write, teach, and reflect on a series of three comprehension lessons, including 2 lessons using technology.
   d. Write, teach, and reflect on a series of three vocabulary lessons, including 2 lessons using technology.
   e. Write, teach, and reflect on a series of three fluency lessons, including 2 lessons using technology.
   f. Write, teach, and reflect on a series of three writing lessons, including 2 lessons using technology.
   g. Write, teach, and reflect on a series of three spelling/phonics lessons, including 2 lessons using technology.
   h. Reflection on recording of own teaching.
   i. Final Exam

Honor Code:
All students are expected to adhere strictly to the MSU Honor Code. Review the entire honor code at the following website: http://www.honorcode.msstate.edu/pdf/honor-code.pdf
The Mississippi State University honor code is as follows:
As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.
Mississippi State University’s policies on academic honesty are strictly adhered to in the course. The university holds academic misconduct as a serious and punishable infraction. University Academic Misconduct polices may be found in the Bulldog Handbook, available from the Student Association and online: http://www.honorcode.msstate.edu/pdf/honor-code.pdf.
Technology:
Due to the fact that this course is offered online, technology will play a key integral role in this course. All communication, delivery of instruction, and assessment will be conducted with the use of online resources.

Diversity:
Diversity among classrooms, teachers, and students will be discussed in this course. Students will examine materials for appropriateness to use with diverse learners.

Disabilities:
All necessary accommodations will be made for any documented disability. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information.

Field Component:
This course is taught concurrently with the MAT-M internship. Students will base assignments for this course on their daily teaching responsibilities drawn from the middle level classroom for which they are teacher of record.

Evaluation:

Assignments and Assessments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy assessments</td>
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<tr>
<td>Case study</td>
<td>10%</td>
</tr>
<tr>
<td>Comprehension lessons</td>
<td>10%</td>
</tr>
<tr>
<td>Vocabulary lessons</td>
<td>10%</td>
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<tr>
<td>Fluency lessons</td>
<td>10%</td>
</tr>
<tr>
<td>Writing lessons</td>
<td>10%</td>
</tr>
<tr>
<td>Spelling/phonics lessons</td>
<td>10%</td>
</tr>
<tr>
<td>Self-reflection</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grading Scale:

93%-100% A
85%-92% B
77%-84% C
70%-76% D
Below 70% F

Bibliography:
Leal, D. J. (2003). Digging up the past, building the future: Using book authoring to discover and showcase a community’s history. The Reading Teacher, 57(1), 56-60.
NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education

Contact Person: Dwight Hare

Nature of Change: Add

Current Listing in Catalog:
Symbol  Number  Title

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol  Number  Title  Credit Hours
EDF  8553  Research in the Classroom  (3)

New or Modified Catalog Description:
Three hours lecture. An examination of research methods used by teachers in the classroom setting.

Approved:  

Date:

Department Head

2/1/12

Chair, College or School Curriculum Committee

2/3/12

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council
NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education
Contact Person: Dwight Hare
Nature of Change: AOCE Approval

Current Listing in Catalog:
Symbol  Number  Title

Credit Hours
(
  )

New or Modified Listing for Catalog:
Symbol  Number  Title
EDF   8553  Research in the Classroom

Credit Hours
(
  3 )

New or Modified Catalog Description:
Three hours lecture. An examination of research methods used by teachers in the classroom setting.

Approved: [Signatures and dates]

Department Head
Chair, College or School Curriculum Committee
Dean of College or School
Chair, University Committee on Courses and Curricula
Chair, Graduate Council (if applicable)
Chair, Deans Council

Date: 2/1/12

2/2/12
PROPOSAL TO ADD EDF 8553 Research in the Classroom

1. CATALOG DESCRIPTION
   EDF 8553: Research in the Classroom. (3). Three hours lecture. An examination of research methods used by teachers in the classroom setting.

2. DETAILED COURSE OUTLINE
   See syllabus.

3. METHOD OF EVALUATION
   See syllabus.

4. JUSTIFICATION AND LEARNING OUTCOME

   **Justification:** EDF 8553 will be a required course in the MAT-M degree program. The MAT-M degree program will provide certification and training for new teachers for upper elementary and middle schools (grades 4-8) around the state of Mississippi. The degree program will meet several needs in the state of Mississippi. First, many rural schools continue to experience teaching shortages and have difficulty recruiting new teachers, particularly for middle grades. Second, there is a need for an alternate route for middle level teacher preparation in the state. The CISE department receives many calls from individuals who have earned Bachelor's degrees in non-teaching fields about becoming certified. Third, research shows that the middle grades are particularly important for engaging students and preventing drop-out. The MAT-M degree program will specifically prepare teachers who have an understanding of the learning needs of middle level students. Four, the development of this degree program is funded by a five-year federal Transition to Teaching Grant awarded to the department of Curriculum, Instruction and Special Education to create new routes to teacher licensure.

   In particular, EDF 8553 is a needed course in the MAT-M Degree Program. This course will prepare classroom teachers as researchers and as reflective practitioners. Research indicates successful classroom teachers are innovative and willing to try different methods of instruction to reach all students. This research course will prepare middle level teachers to conduct classroom research to examine the effectiveness of the teaching strategies they implement. Based on information provided by school districts in the state about their staffing needs and based on communication with potential students in the degree program, the department expects to enroll approximately 40 students per year in this course.

   **Learning Outcomes:**
   Below are listed the AMLE Standards covered in EDF 8553
Standard 1. Young Adolescent Development
Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and they apply that knowledge in their practice. (Goal 1)

Standard 4. Middle Level Teaching Fields
Middle level masters candidates understand and analyze the major concepts, principles, theories, standards, and research related to their teaching field(s), and they apply that knowledge in their practice. (Goals 2, 3, 4, 5)

Standard 5. Middle Level Instruction and Assessment
Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and they apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents. (Goals 2, 3, 4, 5)

Standard 7. Middle Level Professional Roles
Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to their professional roles in middle level education, and they apply that knowledge in their practice. (Goal 7)

6. ACADEMIC MISCONDUCT
Exams are open book, open note. They are also timed and are prepared in different versions, meaning the test you have is probably not the test your colleague has. Additionally, exam questions are frequently personalized to your research and your classroom

7. TARGET AUDIENCE
The target audience for this course is individuals who have earned a bachelor’s degree in a non-teaching field and who are interested in becoming teachers middle level classrooms in schools in Mississippi. In particular, the target audience is individuals who live in rural areas in the state of Mississippi who may not otherwise have access to an alternate route degree program that leads to licensure. The course will only be offered online and will be limited to students who have been admitted to the MAT-M degree program, which will be a distance degree program.

8. SUPPORT
See attached letters of support.

9. INSTRUCTOR OF RECORD
Dwight Hare
Professor
10. GRADUATE STUDENT REQUIREMENT FOR SPLIT LEVEL COURSES
   N/A

11. PLANNED FREQUENCY
   Once per year, in the spring semester.

12. EXPLANATION OF ANY DUPLICATION
   There may be some basic overlap with EDF 8363 Functions and Methods of Research in Education, which is required in other Master's level education degree programs. This course, however, is substantially different in several key respects: (a) the content of this course focuses exclusively on preparing new teachers who are enrolled in an alternate route program, and (b) the content of this course is specific to research conducted in the classroom by teachers. EDF 8363, on the other hand, is intended for a variety of educational practitioners.

13. METHOD OF INSTRUCTION: C Lecture
    METHOD OF DELIVERY: O Online, internet, web-based

14. PROPOSED C.I.P. NUMBER
    13.0601 Educational Evaluation and Research

15. PROPOSED 24 CHARACTER ABBREVIATION
    Research in Classroom

16. PROPOSED SEMESTER EFFECTIVE
    Summer 2013.

17. OTHER APPROPRIATE INFORMATION
    See syllabus.

18. PROPOSAL CONTACT PERSON
    Dwight Hare
    662-325-7110
dhare@colled.msstate.edu
Syllabus
EDF 8553: Research in the Classroom

EDF 8553: Research in the Classroom. (3). Three hours lecture. An examination of research methods used by teachers in the classroom setting.

Required Resources/Texts for EDE 8663

Additional readings and resources provided through MyCourses.

Catalog Description
An examination of research methods used by teachers in the classroom setting and the application of classroom research methods.

Course Goals
The College of Education and NCATE have standards for teacher education. In addition, the Association for Middle Level Education (AMLE) has standards for master’s middle level teacher preparation. The course is organized around these standards.

1. To help teacher candidates understand basic concepts of research. CFPO 13, INTASC 1, AMLE 1
2. To help teacher candidates understand the application of research in the classroom setting. CFPO 13, INTASC 2, 3 AMLE 4, 5
3. To help teacher candidates learn how to design appropriate classroom research. CFPO 4, 8, 13, INTASC 9, AMLE 4, 5
4. To help teacher candidates learn how to effectively collect data from classroom research. CFPO 6, 13, INTASC 6, AMLE 4, 5
5. To help teacher candidates interpret data collected from classroom research. CFPO 8, 13, INTASC 8,9, AMLE 4, 5
6. To help teacher candidates change classroom practice based on the use of student level data. CFPO 3, 8, 13, INTASC 1, 4, 7, AMLE 7,

Topics Covered in the Course (45 hours)

<table>
<thead>
<tr>
<th>Topic</th>
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<tr>
<td>Understanding research</td>
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<td>Research in classrooms</td>
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<tr>
<td>Understanding the data you have</td>
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<td>Student performance (3)</td>
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<td>Historical data (3)</td>
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Area of research interest 3
Literature on research topic 3
Design for data collection 6
  Quantitative (3)
  Qualitative (3)
Data collection and organization 6
  Collecting data for analysis (3)
  Organizing data for analysis (3)
Data analysis 3
Reporting data 3
Changing practice 3
Reporting 3
Longitudinal data collection/analysis 3

Diversity
Successful middle level teachers effectively create a classroom environment where diversity is understood to be a critical element in all instruction. The understanding of diversity in the classroom is essential to conducting classroom research and changing classroom practice.

Methods of Instruction
Knowledge is constructed through experience. Instruction in EDF 8553 is intended to assist students in constructing knowledge through:

1. reading research related to middle level education
2. writing reflectively on your research experiences
3. expressing your research experiences in online discussion forums
4. critiquing your research experiences
5. critiquing the research experiences of peers
6. using various forms of technology tools (video, PowerPoint, TaskStream, spreadsheets, etc.) in designing, conducting, analyzing, and presenting your research

Technology
Effective teachers use technology effectively in teaching. Effective researchers use technology effectively in research. It is expected you will explore appropriate, available technology in conducting, analyzing, and presenting your research.

Professionalism
The professionalism of a teacher begins with the work to become a teacher. The behaviors expected of you in EDF 8553 are the same behaviors expected of you as a middle level teacher. AMLE Disposition #5 indicates middle level master’s candidates “believe in the importance of being positive role models” and it is expected your behavior in EDF 8553 will reflect the expectations of positive role models.
The MSU Bulletin indicates *CLASS PARTICIPATION is a professional responsibility, as is reading assignments, completing assignments before class, and completing all assignments in a professional manner.* In this class, you are expected to demonstrate professional behavior expected of teachers.

**Issues of Exams Online**
Exams are open book, open note. They are also timed and are prepared in different versions, meaning the test you have is probably not the test your colleague has. Additionally, exam questions are frequently personalized to your research and your classroom.

**Honor Code/Academic Honesty/Misconduct**
The Mississippi State University honor code states: *As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.*

Mississippi State University students are responsible for authenticating any assignment submitted to an instructor. If asked, you must be able to produce proof that the assignment submitted is indeed your work. Students must keep appropriate records at all times. All research must be documented with appropriate research documentation. All work completed must be original. If you plagiarize or commit academic misconduct of any kind, you will fail this course.

**Evaluation of Student Progress and Student Activities**
*Mastery:* As a future teacher, you must master the necessary knowledge and skills of an effective beginning teacher. It is expected that you will achieve and demonstrate mastery of the course goals over the course of the semester. The nature of teaching is essentially ill-structured problem-solving. There is not always a single correct answer. Therefore, you have to be prepared to justify your work as appropriate for the given context based on your learning in this course, as well as prior experience. This may also require multiple attempts of assignments. That is, work will be redone until mastery is noted.

Any student with a documented disability should notify me immediately so that appropriate accommodations can be made. Contact disability services at 662-325-3335 or visit the Student Support Services website or office for more information [http://www.sss.msstate.edu/](http://www.sss.msstate.edu/).

**RESOURCES:** The following programs offer assistance to online students: Please seek appropriate assistance, if needed.

**Information Technology Services**
[http://its.msstate.edu/](http://its.msstate.edu/)

*ITS System Status - Check to see if MyCourses is working*
[http://status.its.msstate.edu/](http://status.its.msstate.edu/)

You can access MyCourses directly from: [http://mycourses.msstate.edu](http://mycourses.msstate.edu)

**Library**
Rachel Cannady in the library can help you with your research questions. Please contact her at rcannady@library.msstate.edu to set up a research consultation or get assistance with any of your research needs. The MSU Libraries also has an Information Portal for distance learners (http://guides.library.msstate.edu/distancelearners) as well chat and phone reference services available Sunday through Friday for when you need immediate answers (http://library.msstate.edu/askalibrarian).

**Academic Outreach**
http://www.aoce.msstate.edu/SRC/index.html

**MyCourses Tutorial**
http://www.aoce.msstate.edu/SRC/mycourses.html

**Synchronous Chats**
It is expected that you will participate in a minimum of 3 (in a 5-week summer term - usually 4-5 chats will be held minimum in a 5-week summer term) synchronous chats to discuss course assignments and content. Before coming to each chat session it is expected that you have completed the reading(s) and have reviewed the instructions for the assignments in the upcoming week(s) as they become available to make the chat sessions as valuable as possible. For chats you do not attend, you must review the chat logs, and will be responsible for the directions and material included, that will be posted online for your review. In addition, if you cannot attend the minimum number of chats, you **MUST** make arrangements with the instructor. (All goals)

**Other Online Discussions and Activities as Assigned:**
You may be given brief quizzes, reflections, discussions, assignments that will be graded. Class participation is expected each week. You must demonstrate your knowledge, skills, and beliefs in class. Viewing videos, participating in online discussions/meetings, completing note taking activities using online tools, etc. will be incorporated into the course and are required.

**Dispositions:** Becoming an educator means not only mastering the knowledge and skills necessary to become a successful teacher, but also displaying the necessary dispositions. You will be responsible for signing the College of Education dispositions form and adhering to its principles. Poor netiquette (see above), class disruptions, lack of preparation for chat sessions, not following formatting requirements, poor work quality, being unprepared for class, etc. are all potential reasons for losing points in this area. Please carefully review the dispositions form and ensure you are adhering to its guidelines.
http://www.educ.msstate.edu/formsweb/dispositions.pdf

**Grade Distribution**
A “C” reflects work that is minimally adequate. A “B” reflects good, strong work. An “A” reflects work that is superior and will only be given for work that is excellent. Remember, however, that a 3.0 is required on all graduate work for graduation.
This course is based on the accumulation of points earned, but the **10-point grading scale** is followed (90-100: A; 80-89: B; 70-79: C). A grade below C is not acceptable as graduate credit. The point allocation is listed below.

**Assignment Point Allocations:**
- Class quizzes (10 @ 10 points each): 100 points
- Midterm: 100 points
- Final: 100 points
- Class research project: 200 points
- Class research project presentation: 100 points
- Total: 600 points

\[ A = 90-100\% = 540-600 \text{ points} \]
\[ B = 80-89\% = 480-539 \text{ points} \]
\[ C = 70-79\% = 420-479 \text{ points} \]
\[ D = 60-69\% = 360-419 \text{ points} \]
\[ F = \text{below 60\% = below 359 points} \]

**Assignments**
- **EXAMS:** Midterm and final (cumulative) are open book, open note.
- **QUIZ:** Will cover readings, written assignments, classroom research experiences, and reflections.
- **READINGS:** Read your text assignments. Any vocabulary you do not know, look up. Additionally, you will occasionally be given outside readings. All readings will be discussed and you will be expected to discuss topics from the readings without advanced warning. Be prepared.
- **WRITTEN ASSIGNMENTS:** You will be assigned topics to discuss in writing. Master's level written expression is required. Also, use headers (date/assignment/your name) and line numbers. Remember, knowledge of what is considered plagiarizing is YOUR responsibility. If you do not know, ask me.
- **CLASS RESEARCH PROJECT:** This is an applied research course. You will select a classroom based research project, design the project, conduct the research, analyze the data, and write the results of your research.
- **CLASS RESEARCH PROJECT PRESENTATION:** You will present the results of your research to your colleagues in a formal presentation using appropriate technology.
- **REFLECTIONS:** Think about what you read for class, what we did in the last time we were in chat, and how it applies to what you do and how you think. Send your reflection to me 24 hours before our next time together. Use a header with your name and date, and add page numbers and line numbers.
- **RESEARCH JOURNAL:** Researchers keep a journal of their research experiences and progress of their research projects. You will keep a journal during the semester and it will be submitted with your class research project.

**Bibliography**

Association for Middle Level Education. (2012). *This we believe in action: Implementing successful middle level schools*. Westerville, OH: Author.


NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education  Department: CISE
Contact Person: Dr. Tina Scholtes  Mail Stop: 9705  E-mail: tscholtes@colled.msstate.edu
Nature of Change: Add  Date Initiated: 1-1-12  Effective Date: SU 2013

Current Listing in Catalog:
Symbol  Number  Title  Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol  Number  Title  Credit Hours
RDG  8133  Middle Level Content Area Literacy Instruction  3

New or Modified Catalog Description:
Three hours lecture. Theory, research, and methods for teaching middle level students to use literacy as a tool for learning in the content areas.

Approved:

Date: 2/1/12

2/1/16

2/2/12

Chair, University Committee on Courses and Curricula
Chair, Graduate Council (if applicable)
Chair, Deans Council
NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

**College or School:** Education

**Contact Person:** Dr. Tina Scholtes

**Nature of Change:** AOCE Approval

**Current Listing in Catalog:**

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**New or Modified Listing for Catalog:**

**New or Modified Catalog Description:**

Three hours lecture. Theory, research, and methods for teaching middle level students to use literacy as a tool for learning in the content areas.

**Approved:**

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PROPOSAL TO ADD RDG 8133: 
Middle Level Content Area Literacy Instruction

1. CATALOG DESCRIPTION
RDG 8133. Middle Level Content Area Literacy Instruction. (3). Three hours lecture. Theory, research, and methods for teaching middle level students to use literacy as a tool for learning in the content areas.

2. DETAILED CAMPUS 5 COURSE OUTLINE
See syllabus. NOTE: This will only be offered as an online course. There is no Campus 1 syllabus.

3. METHOD OF EVALUATION
See syllabus.

4. JUSTIFICATION TO ADD COURSE AND FOR AOCE OFFERING, LEARNING OUTCOMES

Justification: EDE 8133 will be a required course in the MAT-M degree program. The MAT-M degree program will provide certification and preparation for new teachers of upper elementary and middle schools (grades 4-8) throughout the state of Mississippi. The MAT-M degree will serve a distance population—individuals with bachelor’s degrees who seek initial licensure and who will teach full time in a middle level classroom. Because of this, the MAT-M will be an entirely online degree, operated through Campus 5, and this course will be an online course.

The degree program will meet several needs in the state of Mississippi. First, many rural schools continue to experience teacher shortages and have difficulty recruiting new teachers, particularly for middle grades. Second, there is a need for an alternate route degree program for middle level teacher preparation in the state. The Department of Curriculum, Instruction and Special Education (CISE) receives many calls from individuals who have earned Bachelor’s degrees in non-teaching fields and wish to become certified to teach. Third, research shows that the middle grades are particularly important for engaging students and preventing drop-out. The MAT-M degree program will specifically prepare teachers who have an understanding of the learning needs of middle grades students. Fourth, the development of this degree program is funded by a five-year federal Transition to Teaching Grant awarded to the department of Curriculum, Instruction and Special Education to create new routes to teacher licensure.

In particular, EDE 8133 is a needed course in the MAT-M Degree Program. Literacy is one of the targeted areas for improved growth in students’ knowledge. It is important to note that the implementation of the Common Core will require teachers to focus on the incorporation of literacy skill and strategies in the content areas, particularly math, science, and social studies, to assist in the transition to new teaching practices in middle level classrooms. Candidates in the MAT-M degree
program will be afforded the opportunity to become more knowledgeable about research-based methods and strategies to effectively implement the new state curriculum, updated national standards, and Common Core Standards. In particular, based on information provided by school districts in the state about their staffing needs and based on communication with potential students in the degree program, the department expects to enroll approximately 40 students per year in this course.

Learning Outcomes, drawn from the standards of the Association of Middle Level Educators (AMLE):

AMLE Standard 1: Young Adolescent Development
Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

AMLE Standard 2: Middle Level Philosophy and School Organization
Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter.

AMLE Standard 4: Middle Level Instruction and Assessment
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research to data-informed instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

AMLE Standard 5: Middle Level Professional Roles
Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

6. ACADEMIC MISCONDUCT
Because this is an online course, several steps will be taken to deter academic misconduct. All teacher candidates will sign and fax a form indicating that they have read and understand the terms of the course syllabus and MSU Honor Code. Prior to each exam, students will have to agree to the Honor Code, with a reminder of expectations. All exams will be timed, and questions will be administered in a random order. New exams will be used each semester. Feedback will be given to students on areas of weakness, but the exam itself will not be released to the students for review to help maintain the integrity of the exam. Prior to the submission of all assignments, students will have to agree to the Honor Code, with a reminder of expectations. All assignments and projects other than exams will be submitted via TaskStream and/or MyCourses and will demonstrate the teacher candidate’s ability to individually apply what is learned through course readings and discussions and/or will be based on the teacher candidates’ classroom
teaching experience, and will, consequently, be unique to the individual teacher candidate.

7. TARGET AUDIENCE
The target audience for this course is individuals who have earned a bachelor’s degree in a non-teaching field and who are interested in becoming teachers in 4-8 classrooms in schools in Mississippi. In particular, the target audience is individuals who live in rural areas in the state of Mississippi who may not otherwise have access to an alternate route degree program that leads to licensure. The course will only be offered online and will be limited to students who have been admitted to the MAT-M degree program, which will be a distance degree program.

8. SUPPORT
See attached letters of support. Development and initial offering of this course is funded by the TERMS Transition to Teaching grant, sponsored by the US DOE. Sufficient resources exist to offer this course at the end of the TERMS grant period, including resources in the department, college, university, and the libraries.

9. INSTRUCTOR OF RECORD
Tina Scholtes

10. GRADUATE STUDENT REQUIREMENT FOR SPLIT LEVEL COURSES
N/A

11. PLANNED FREQUENCY
Once per year in the summer semester

12. EXPLANATION OF ANY DUPLICATION
There may be some overlap with similar courses offered in the undergraduate degree program because both programs prepare new teachers for the classroom; however, this course is substantially different in several key respects: (1) the content is covered at an accelerated rate because this is a graduate level course, (2) the content of this course focuses exclusively on preparing new teachers for grades 4-8, whereas undergraduate elementary education courses focus on preparing teachers for grades K-8, and (3) the audience for this course is completely different—individuals who already have bachelor’s degrees in fields other than teacher education. There may also be some overlap with graduate level literacy methods courses that are apart of the elementary education Master’s degree program. Again, the audience for this course is unique—individuals seeking teaching certification, while the Master’s program is restricted to individuals who already have teaching licenses.

11. METHOD OF INSTRUCTION CODE – C = Lecture
METHOD OF DELIVERY – O Online, internet, web-based

13. PROPOSED C.I.P. NUMBER: 13.1203
14. PROPOSED 24 CHARACTER ABBREVIATION
   Mid Level Content Lit

15. PROPOSED SEMESTER EFFECTIVE
   Summer 2013

16. OTHER APPROPRIATE INFORMATION
   See syllabus.
   This course will not violate the Provost’s policies regarding Campus 5 offerings.

17. PROPOSAL CONTACT PERSON
   Tina Scholtes
SYLLABUS
RDG 8133 Middle Level Content Area Literacy Instruction

Catalog Description
RDG 8133. Middle Level Content Area Literacy Instruction. (3). Three hours lecture.
Theory, research, and methods for teaching middle level students to use literacy as a tool for
learning in the content areas.

Course Objectives:
1. Understand that reading is a process of constructing meaning through the interaction of the
reader’s existing knowledge, the information suggested by written language, and the context
of the reading situation (CFPO 3, 11; AMLE 2)
2. Understand that middle level students need opportunities to integrate their use of literacy
(reading, writing, listening, speaking, viewing, and representing visually) to learn content and
design appropriate learning activities. (CFPO 3, 11, 12, 14; AMLE 4)
3. Identify and critique classic and contemporary middle level literature that can be used to
develop content knowledge (CFPO 12, 14; AMLE 2)
4. Create a literacy environment that fosters interest and growth in the middle level classroom,
especially as it relates to content literacy development (CFPO 5, 6, 11; AMLE 1, 4)
5. Use textbooks, trade books, and other print and non-print resources to stimulate interest,
promote content learning and reading development, and increase the motivation of diverse
middle level learners to read widely and independently for information, pleasure, and
personal growth (CFPO 3, 12, 14; AMLE 2)
6. Promote the integration of the language arts and inquiry-based instruction in all content areas
to create learning opportunities appropriate for diverse middle level learners (CFPO 2, 6, 10,
12; AMLE 4)
7. Use instructional and information technologies to support literacy development and content
learning (CFPO 3, 7; AMLE 2)
8. Assess students’ content knowledge and literacy development (CFPO 1, 2, 4; AMLE 4)
9. Provide opportunities for students to locate and use a variety of print, non-print, and
electronic reference sources (CFPO 11, 13, 14)
10. Apply research for improved content area literacy instruction in the middle level classroom
(CFPO 13, 14; AMLE 5)
11. Reflect on one’s practice to improve content area instruction in the middle classroom (CFPO
1, 8; AMLE 5)

Course Topics:
1. Integrating the language arts across the curriculum (9 hours)
a. What are the language arts?
b. Informational text
c. Common Core, State and National Standards/Benchmarks that support integrating
   the language arts across the curriculum and student inquiry
d. Using literacy units (thematic, problem-based, issue-driven, or inquiry based) for
   integrating instruction
2. Using diverse materials for content learning and literacy development in the middle
   level classroom (9 hours)
a. Primary source documents
b. Electronic sources
c. Periodicals
d. Textbooks
e. Visual media, multimedia, etc. (photographs, CD's, film, etc.)

3. Vocabulary instruction in the content areas (6 hours)
   a. Research findings
   b. Teaching content and academic vocabulary
   c. Vocabulary strategies
   d. Teaching students to use syntactic and semantic context clues
   e. Multiple, varied experiences for vocabulary learning

4. Comprehension instruction (6 hours)
   a. Research findings
   b. Using text features and text structures to improve comprehension
   c. Comprehension strategies for preparing middle level students to read textbooks, electronic texts, and other informational texts
   d. Teaching literal comprehension, inferential comprehension, and critique

5. Writing across the curriculum (6 hours)
   a. Research findings
   b. Common Core and informational writing
   c. Writing to prompts
   d. Use of journals
   e. Using technology to compose and collaborate
   f. Informal response activities
   g. Teaching note taking

6. Inquiry-based instruction (6 hours)
   a. Finding, locating, and critiquing sources
   b. Evaluating multiple sources
   c. Synthesizing learning
   d. Writing to communicate learning to an audience

Required Texts:

Technical Support Information
Technical support is available should you encounter any technological problems while enrolled in this online class. If you need assistance, information is available at the AOCE website under Academic Outreach, then Student Resources or go directly to http://www.aoce.msstate.edu/SRC/AOCE Technological support: 662.325.8374

If you are unable to resolve your problems through these resources, please contact AOCE’s Technology Office at teraven@aoce.msstate.edu for immediate assistance.
Computer/Technology Requirements

- Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course)
- Required Browser: Mozilla Firefox (Version 3 or higher); verify that your browser is supported by using the Check Browser feature in MyCourses
- Download the latest version of Adobe Acrobat Reader; this can be downloaded at http://get.adobe.com/reader/otherversions/
- Download Adobe Media
- Download Adobe Flash
- Download Shockwave Flash
- Download or upgrade to the latest version of Java
- Download Quicktime Player; this can be downloaded at http://www.apple.com/quicktime/download/
- Download the “Lockdown Browser” in order to complete assessments
- All Pop-Ups must be turned OFF when using MyCourses
- To check your Browser, click on “Check Browser” in the top right corner of the course listings page after you log in to MyCourses. You must have a GREEN check on each item listed BEFORE beginning your course.
- Access to a video camera.
- Frequent access to a document scanner. You will need to be able to scan documents and send them to the instructor as a PDF.
- Frequent access to a digital camera. You will need to be able to take digital pictures of the results of most of the class activities then submit them to the instructor as jpeg.

Methods of Instruction:
This course is an online course, and will be delivered 100% online. A variety of methods of instruction will be employed. This class is designed to prepare candidates to incorporate literacy strategies into 4-8 content area classes. The professor will model teaching techniques appropriate for the middle level literacy classroom through web-based videos. Web-based lectures, Power Point presentations, online class discussions (e.g., chats in chatrooms, Wimba, discussion boards), and assigned course readings will also be used to enhance the student’s learning experience and understanding of key concepts.

Suggested Student Activities:
Integrated Language Arts Unit- Students will develop an integrated language arts unit consisting of a think-aloud lesson, two vocabulary lessons, two comprehension lessons and two writing lessons.
Inquiry Project- Students will develop an inquiry teaching plan/set of resources based on a real-world inquiry question drawn from science, social studies, mathematics, fine arts, or health/physical fitness.
Text Critique Project- Readers of non-fiction texts and researchers must be able to analyze the validity of the texts they will read. Students will conduct a critique of a set of related texts written for children.
Common Core Standards Project: Students will develop unit plans for science and social studies, integrating technology, based on the Common Core State Standards for literacy instruction in these content areas, appropriate to the grade they are teaching.

Responses to Videos: After watching the homework videos, students will write reflective responses.

Exams: Students will take a Mid-Term and a Final Exam.

Honor Code:
Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: “As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.” Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information visit: http://students.msstate.edu/honorcode

Technology:
Technology will be used in both the delivery of the course content and through course requirements completed by teacher candidates. Delivery of the course will be web-based through the Internet and therefore, delivery of the course content will utilize Power Point Presentations, supplementary web-based lecture notes and commentary, on-line class discussions, and other web-based work.

Diversity:
The course will focus on using content area literacy strategies to support the content area learning of diverse learners.

Disability:
It is the policy of Mississippi State University to accommodate students with special needs and learning disabilities as per the MSU Student Support Services policy. Students seeking accommodations on the basis of a disability or special need must identify themselves to the Office of Student Support Services, http://www.msstate.edu/dept/sss/, to verify eligibility. Additional documentation guidelines may be obtained by contacting the Office of Student Support Services directly, or via the web at http://www.msstate.edu/dept/audi/91130.html. Academic accommodations and services are based upon an individual’s needs. All documentation is confidential. Call 325 – 3335

Field Component:
There will be no field component conducted in this class.

Evaluation of Student Progress:
This course uses a grading scale of 1000 points. The points needed for each letter grade are detailed below. Earning an “A” will take extra effort on the part of the student and student groups. A “B” represents quality, acceptable work. A “C” reflects work that is adequate. In most
cases, this represents work that is complete, but not supported by links or connections to research, theory, critical thinking, or evidence of creativity and independent thought.

**Assignments and Assessments**
- Integrated Language Arts Unit 100pts
- Inquiry Project 100pts
- Text Critique Project 100pts
- Responses to Videos 100pts
- Common Core Standards Project 200pts
- Mid-term Exam 200pts
- Final Exam 200pts

**Grading Scale:**
- 1000-930 = A
- 929-860 = B
- 859-790 = C
- 700-789 = D
- 699 & below = F

**Bibliography:**

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College or School: Education  Department: CISE
Contact Person: Nicole C. Miller  Mail Stop: 9705  E-mail: ncm39@colled.msstate.edu
Nature of Change: Add  Date Initiated: 1-1-12  Effective Date: SU 2013

Current Listing in Catalog:
Symbol   Number   Title

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol   Number   Title   Credit Hours
EDE      8153     Professional Roles of the Middle Level Educator   (3)

New or Modified Catalog Description:
Three hours lecture. Understanding developmentally responsive middle schools and the professional roles of middle level educators; study of professional roles.

Approved:  
Department Head:
Chair, College or School Curriculum Committee:
Dean of College or School:
Chair, University Committee on Courses and Curricula:
Chair, Graduate Council (if applicable):
Chair, Deans Council:

Date:  
2/1/12  2/2/12
NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

**College or School:** Education  
**Contact Person:** Nicole C. Miller  
**Nature of Change:** AOCE Approval

**Department:** CISE  
**Phone:** 5-8342  
**E-mail:** ncm39@colled.msstate.edu  
**Date Initiated:** 1-1-12  
**Effective Date:** SU 2013

### Current Listing in Catalog:

<table>
<thead>
<tr>
<th>Symbol</th>
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<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Professional Roles of the Middle Level Educator</td>
<td>(3)</td>
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</tbody>
</table>

### New or Modified Listing for Catalog:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE</td>
<td>8153</td>
<td>Professional Roles of the Middle Level Educator</td>
<td>(3)</td>
</tr>
</tbody>
</table>

### New or Modified Catalog Description:

Three hours lecture. Understanding developmentally responsive middle schools and the professional roles of middle level educators; study of professional roles.

---

**Approved:**  
**Date:** 2/11/12

**Department Head:**  
**Date:** 2/9/12

**Chair, College or School Curriculum Committee:**  
**Date:** 2/12/12

**Dean of College or School**

**Chair, University Committee on Courses and Curricula**

**Chair, Graduate Council (if applicable)**

**Chair, Deans Council**
PROPOSAL TO ADD
EDE 8153 Professional Roles of the Middle Level Educator

1. CATALOG DESCRIPTION
   EDE 8153: Professional Roles of the Middle Level Educator. (3). Three hours lecture. Understanding developmentally responsive middle schools and the professional roles of middle level educators; study of professional roles.

2. DETAILED CAMPUS 5 COURSE OUTLINE
   See syllabus. NOTE: No campus 1 version of this course exists.

3. METHOD OF EVALUATION
   See syllabus.

4. JUSTIFICATION AND LEARNING OUTCOME
   Justification: EDE 8153 will be a required course in the MAT-M degree program. The MAT-M degree program will provide certification and training for new teachers for upper elementary and middle schools (grades 4-8) around the state of Mississippi. The MAT-M degree will serve a distance population—individuals with bachelor’s degrees who seek initial licensure and who will teach full time in a middle level classroom. Because of this, the MAT-M will be an entirely online degree, operated through Campus 5, and this course will be an online course.

   As a part of the MAT-M degree program, this course will meet several needs in the state of Mississippi. First, many rural schools continue to experience teaching shortages and have difficulty recruiting new teachers, particularly for middle grades. Second, there is a need for an alternate route for middle level teacher preparation in the state. The department receives many calls from individuals who have earned Bachelor’s degrees in non-teaching fields about becoming certified for the middle grades. Third, research shows that the middle grades are particularly important for engaging students and preventing drop-out. The MAT-M degree program will specifically prepare teachers who have an understanding of the learning needs of middle level students. Fourth, the development of this degree program is funded by a five-year federal Transition to Teaching Grant awarded to the department of Curriculum, Instruction and Special Education to create new routes to teacher licensure.

   In particular, EDE 8153 is a needed course in the MAT-M Degree Program. This course will prepare teachers to continue their professional learning as developmentally responsive middle level educators. In addition, the course will go into additional depth regarding organizational structures, advocating for young adolescents, and methods of working with young adolescents, their family and the community. Based on information provided by school districts in the state about their staffing needs and based on communication with potential students in the degree
program, the department expects to enroll approximately 40 students per year in this course.

Learning Outcomes are based on the standards of the Association for Middle Level Education (AMLE):

Standard 1: Young Adolescent Development
Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Standard 2: Middle Level Curriculum
Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter.

Standard 3: Middle Level Philosophy and School Organization
Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Standard 4: Middle Level Instruction and Assessment
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Standard 5: Middle Level Professional Roles
Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

5. ACADEMIC MISCONDUCT
Several steps will be taken to deter academic misconduct. In each exam, students will have to agree to the Honor Code, with a reminder of expectations. Different versions on an exam may be posted to MyCourses. Exams will be given in 2 parts. The first part will be a timed objective exam. Therefore, the students will need to be well read and prepared for this component of the exam. The second part will be constructed response, cases, short answer, etc. This part will also be timed, but more time will be allotted. These will require applying student knowledge. In each exam, questions will be administered in a random order. Feedback will be given to students on areas of weakness, but the exam itself will not be released to the students for review to help maintain the integrity of the exam. Exams will be revised each semester. In addition, many assignments submitted to MyCourses and TaskStream will be specific to students’ experiences, and future teaching position.
6. TARGET AUDIENCE
   The target audience for this course is individuals who have earned a bachelor’s
degree in a non-teaching field and who are interested in becoming teachers in middle
level classrooms in schools in Mississippi. In particular, the target audience is
individuals who live in rural areas in the state of Mississippi who may not otherwise
have access to an alternate route degree program that leads to licensure. The course
will only be offered online and will be limited to students who have been admitted to
the MAT-M degree program which will be a distance degree program.

7. SUPPORT
   See attached letters of support. The development and initial offerings of this course
will be supported by the TERMS Transition to Teaching grant, funded by the US
DOE. Adequate resources exist in the department, college, and university, including
the library, to continue to offer this course after the end of the TERMS grant.

8. INSTRUCTOR OF RECORD
   Nicole C. Miller

9. GRADUATE STUDENT REQUIREMENT FOR SPLIT LEVEL COURSES
   N/A

10. PLANNED FREQUENCY
    Once per year, in the Summer semester.

11. EXPLANATION OF ANY DUPLICATION
    There may be some overlap with similar courses offered in the undergraduate degree
program because both programs prepare new teachers for the classroom, however,
this course is substantially different in several key respects: (1) the content is covered
at an accelerated rate because this is a graduate level course, (2) the content of this
course focuses exclusively on preparing new teachers for grades 4-8, whereas
undergraduate elementary education courses focus on preparing teachers for grades
K-8, and (3) the audience for this course is completely different—individuals who
already have bachelor’s degrees in fields other than teacher education.

12. METHOD OF INSTRUCTION: C Lecture
    METHOD OF DELIVERY: O Online, internet, web-based

13. PROPOSED C.I.P. NUMBER
    3.1203 Junior High/Middle School Education (all the other classes)

14. PROPOSED 24 CHARACTER ABBREVIATION
    Prof Roles Mid Lev Ed

15. PROPOSED SEMESTER EFFECTIVE
    Summer 2013
16. OTHER APPROPRIATE INFORMATION
   See syllabus.
   This course will not violate the Provost’s policies on Campus 5 offerings.

17. PROPOSAL CONTACT PERSON
   Nicole C. Miller
SYLLABUS
EDE 8153 Professional Roles of the Middle Level Educator

Catalog Description:
EDE 8153: Professional Roles of the Middle Level Educator. (3). Three hours lecture. Understanding developmentally responsive middle schools and the professional roles of middle level educators; study of professional roles.

Course Objectives:
The students will:
1. Demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. CFPO 1, 2, AMLE 5d
2. Understand how to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources, for example technological resources, manipulative materials, and contemporary media. CFPO 2, 7, 12, AMLE 4d
3. Understand and apply the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and work successfully within these organizational components. CFPO 1, 9, INTASC 2, AMLE 1, 3, 5
4. Understand the components of middle level programs and schools and demonstrate an ability to use that knowledge to function successfully within a variety of school organizational settings (for example, K-8, 6-8, 7-12, rural schools). CFPO 1, AMLE 3
5. Understand their unique roles as middle level professionals, for example their roles as members of interdisciplinary teaching teams and as advisors to young adolescents. CFPO 1, 2, 9 AMLE 5a
6. Serve as advocates for all young adolescents and for developmentally responsive schooling practices. CFPO 2, 6, AMLE 1
7. Understand their professional leadership responsibilities to assist all stakeholders in efforts to create equitable opportunities for all young adolescents to maximize learning. CFPO 2, 6, AMLE 5b
8. Understand the interdisciplinary nature of knowledge and help young adolescents make connections among subject areas, and assist young adolescents in making connections with their own ideas, interests, and experiences. CFPO 2, 3, 9, 10, AMLE 2b
9. Incorporate literacy skills and state-of-the-art technologies into teaching the content of the subjects they teach. CFPO 7, 12, AMLE 2a
10. Leverage the power of technology tools to support their current and future development as educators. CFPO 7, 9, 12, AMLE 5
11. Understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. CFPO 2, 6, AMLE 5c
12. Communicate and collaborate with family members and community partners (using various methods including technology tools), and participate in school and community activities. CFPO 7, AMLE 5

Topics Covered in the Course:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History, Development, and Foundation of Middle School</td>
<td></td>
</tr>
<tr>
<td>- overview of developmentally responsive middle schools</td>
<td></td>
</tr>
<tr>
<td>- This We Believe, philosophical and historical foundations</td>
<td>7</td>
</tr>
</tbody>
</table>
- structures - people (team, advisory, tracking, school within a school, etc.), place (environment/building org), time (bell schedules) - (school configuration as well)
- integrated curriculum/effective instruction
- school transitions

**Advocacy and leadership in the service of young adolescents**
- methods of advocacy - research/presentations/involvement in professional organizations - learning about organizations that advocate for young adolescents - AMLE, National Forum, Schools to Watch, Turning Points
- teacher leadership within the school
- asset development
- motivation for young adolescents

**Role as advisor/advisory**
- planning advisory curriculum
- teacher-student relationship

**Working with family and community**
- family diversity
- Moll - funds of knowledge (family and community)
- dealing with family in the 6 areas of family involvement (Epstein - parenting, communicating, volunteering, learning at home, decision making, collaborating with community)
- research on family expectations
- changing nature of family involvement as students age into middle school/young adolescence
- using technology for communication (personal/school websites, email communication/etiquette, creating home-school communication documents, online surveys, translation services), supporting learning at home, parenting tools
- awareness of community resources
- collaborating with community partners for various purposes

**Ethical behavior and competence**
- includes ethical online interactions/representations
- copyright/intellectual property
- child safety rules for online participation etc.

**Continuing Education and Growth**
- professional learning communities within schools
- using technology to develop a PLN (NETS-T - engage in professional growth and leadership)
- professional organization and conferences as a source for future learning
- role of professional development for in-service teachers

**Total** 45

**Texts:**


**Technical Support Information**

Technical support is available should you encounter any technological problems while enrolled in this online class. If you need assistance, information is available at the AOCE website under Academic Outreach, then Student Resources or go directly to http://www aoce.msstate.edu/SRC/AOCE. Technological support: 662.325.8374

If you are unable to resolve your problems through these resources, please contact AOCE’s Technology Office at teraven@aoce.msstate.edu for immediate assistance.

**Computer/Technology Requirements**

- Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course)
- Required Browser: Mozilla Firefox (Version 3 or higher); verify that your browser is supported by using the Check Browser feature in MyCourses
- Download the latest version of Adobe Acrobat Reader; this can be downloaded at http://get.adobe.com/reader/otherversions/
- Download Adobe Media
- Download Adobe Flash
- Download Shockwave Flash
- Download or upgrade to the latest version of Java
- Download Quicktime Player; this can be downloaded at http://www.apple.com/quicktime/download/
- Download the “Lockdown Browser” in order to complete assessments
- All Pop-Ups must be turned OFF when using MyCourses
- To check your Browser, click on “Check Browser” in the top right corner of the course listings page after you log in to MyCourses. You must have a GREEN check on each item listed BEFORE beginning your course.
- Access to a video camera. You may need access to a video camera to record and submit some assignments.
- Frequent access to a document scanner. You will need to be able to scan documents and send them to the instructor as a PDF.
- Frequent access to a digital camera. You will need to be able to take digital pictures of the results of most of the class activities then submit them to the instructor as jpeg.

**Methods of Instruction:**

This course is a 100% web-delivered/distance course. On a regular basis, you will construct knowledge (connecting new experiences, readings, and reflections to prior knowledge as you deepen your understanding of middle level education) by taking part in the following kinds of experiences:

1. reading academic pieces related to middle level education
2. writing and talking to reflect on and make sense of the pieces you read
3. writing and talking to reflect on your own experiences as young adolescents
4. writing and talking to organize thoughts
5. group work, group projects, and problem-based learning
6. using online discussion forums
7. using various forms of technology tools (video, PowerPoint, wikis, cell phones, TaskStream etc.)

All assignments will be submitted electronically using MyCourses. Course content will be delivered using Wimba sessions, recorded PowerPoints with Camtasia Voice Overs, online chats and discussion boards, and other MyCourses resources.

**Suggested Student Activities:**

**Synchronous Chats:**
It is expected that you will participate in a minimum of 3 (in a 5-week summer term - usually 4-5 chats will be held minimum in a 5-week summer term) synchronous chats to discuss course assignments and content. Before coming to each chat session it is expected that you have completed the reading(s) and have reviewed the instructions for the assignments in the upcoming week(s) as they become available to make the chat sessions as valuable as possible. For chats you do not attend, you must review the chat logs, and will be responsible for the directions and material included, that will be posted online for your review. In addition, if you cannot attend the minimum number of chats, you MUST make arrangements with the instructor. (All goals)

**Other Online Discussions and Activities as Assigned:**
You may be given brief quizzes, reflections, discussions, assignments that will be graded. Class participation is expected each week. You must demonstrate your knowledge, skills, and beliefs in class. Viewing videos, participating in online discussions/meetings, completing note taking activities using online tools, etc. will be incorporated into the course and are required. (All goals)

Dispositions: Becoming an educator means not only mastering the knowledge and skills necessary to become a successful teacher, but also displaying the necessary dispositions. You will be responsible for signing the College of Education dispositions form and adhering to its principles. Poor netiquette (see above), class disruptions, lack of preparation for chat sessions, not following formatting requirements, poor work quality, being unprepared for class, etc. are all potential reasons for losing points in this area. Please carefully review the dispositions form and ensure you are adhering to its guidelines. http://www.educ.msstate.edu/formsweb/dispositions.pdf This includes being an effective, supportive, active, participative group member. (All goals)

**Advisory Lesson Plans:** You will create two advisory lesson plans. One lesson plan will focus on academic skills or goals. The second lesson plan will focus on character building/self-awareness, etc.

**Month of the Young Adolescent Planning Project:** Each year the Association for Middle Level Education promotes October as the month of the young adolescent. Schools around the country celebrate with various events. You will plan a series of events for “your” school, taking advantage of school and community resources to advocate for young adolescents.

**Becoming a Professional - Creating Your Professional Learning Network:** You will use a variety of forms of technology to begin to develop your online professional learning network. Examples include: using Dropbox for collaboration; joining Listservs and participating; joining Twitter and Participating in Professional Organizations, etc.
Family Communication: You will create a portfolio of various forms of family communication and resources.

Interdisciplinary Team/Unit: You will create an interdisciplinary unit of study with a partner. Each person will be responsible for creating their own lesson plans, assessments, etc.

Schools to Watch School Evaluation: Using the Schools to Watch evaluation form, you will reflect on your experience teaching at the middle level. Based on this evaluation, you will reflect on the at least 3 areas for improvement and create an action plan on how to address those areas.

Exams (2 tests and final) (All goals):
You will take 2 exams and a comprehensive final examination. ALL material from the text, class discussions and activities, guest speakers, and group presentations will be used to construct the final exam. Each exam may consist of more than one exam in MyCourses (please read and review instructions carefully). Exams will be given in 2 parts. The first part will be a timed objective exam. The second will be constructed response, cases, short answer, etc. This will also be timed, but more time will be allotted. In both exams, you must agree to the MSU Honor Code. While you may have access to your notes, books, and MyCourses, you must complete the exam as an individual. You may not discuss the exam with your peers until the exam date/time is closed. Doing so will be a violation of Honor Code and can result in you being removed from the program.

Honor Code:
Review the entire honor code at the following website:
http://www.honorcorder.msstate.edu/pdf/honor-code.pdf
The Mississippi State University honor code is as follows:
As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.
Mississippi State University’s policies on academic honesty are strictly adhered to in the course. The university holds academic misconduct as a serious and punishable infraction. University Academic Misconduct polices may be found in the Bulldog Handbook, available from the Student Association and online: http://www.honorcorder.msstate.edu/pdf/honor-code.pdf.

Technology:
Throughout this course, you will be exposed to various forms of technology (both hardware and software). It is also expected that you will use various technology tools throughout the course. As future teachers, it is important that you are able to leverage technology tools to support your efficiency as a teacher, and to support student learning. You will be required to submit an online portfolio. Some skills will be taught in class, however, if your technology skills are weak you may need to seek additional help in office hours or online.

Diversity:
Goals 2, 5, 6, 7, 11, and 12 include diversity elements, though teaching middle school is about meeting the diverse needs of young adolescent learners in general. Therefore, most topics will include discussions of diversity. Students will be expected to complete all assignments with issues of diversity in mind.

Disability:
All appropriate accommodations will be made for any student that has a documented disability. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information http://www.sss.msstate.edu/.

**Field Component:**
There will be no field component assigned to this course.

**Evaluation of Student Progress and Student Activities:**
This course is based on the accumulation of points earned, but the 10-point grading scale is followed (90-100: A; 80-89: B; 70-79: C; 60-69: D; below 60: F). The following point allocations show what amount of points must be earned to achieve each grade.

\[
\begin{align*}
A &= 1,000-900 \\
B &= 899-800 \\
C &= 799-700 \\
D &= 699-600 \\
F &= \text{Below 600}
\end{align*}
\]

**Assignment Point Allocations:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Track Your Points</th>
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</thead>
<tbody>
<tr>
<td>Participate in at least 3 chats</td>
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<td></td>
</tr>
<tr>
<td>Other Online Discussions and Activities as Assigned</td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>Dispositions</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Advisory Lesson Plans</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Month of the Young Adolescent Project</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Becoming a Professional</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Family Communication Portfolio</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Team/Unit</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Schools to Watch Evaluation</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>2 Exams</td>
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<td></td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
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<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,000 Points</td>
<td></td>
</tr>
</tbody>
</table>
Bibliography:
Association for Middle Level Education. (2012). This we believe in action: Implementing successful middle level schools. Westerville, OH: Author.
Hollas, B. (2005). Differentiating instruction in a whole-group setting: Taking the easy first steps into differentiation Peterborough, NH: Crystal Springs Books
Marzano, R. J. (2009). Designing and teaching learning goals and objectives. Bloomington, IN: Marzano Research Laboratory


NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education
Contact Person: Rebecca Robichaux
Nature of Change: Select One
Current Listing in Catalog:
Symbol Number Title

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol Number Title Credit Hours
EDE 8163 Teaching Middle Level Mathematics Content (3)

New or Modified Catalog Description:
Three hours lecture. Research-based pedagogy and current issues and perspectives of teaching the content of algebra, geometry, measurement, and data analysis and probability in the middle level.

Approved: [Signature]
Department Head: [Signature]
Chair, College or School Curriculum Committee: [Signature]
Dean of College or School: [Signature]
Chair, University Committee on Courses and Curricula: [Signature]
Chair, Graduate Council (if applicable): [Signature]
Chair, Deans Council: [Signature]

Date: 2/1/12
02/12/12
2/2/12
NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education  Department: CISE
Contact Person: Rebecca Robichaux  Phone: 5-7108  E-mail: rr102@colled.msstate.edu
Nature of Change: AOCE Approval  Date Initiated: 1-1-12  Effective Date: SU 2013
Current Listing in Catalog:
Symbol  Number  Title  Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol  Number  Title  Credit Hours
EDE  8163  Teaching Middle Level Mathematics Content  3

New or Modified Catalog Description:
Three hours lecture. Research-based pedagogy and current issues and perspectives of teaching the content of algebra, geometry, measurement, and data analysis and probability in the middle level.

Approved:  
Department Head
Chair, College or School Curriculum Committee
Dean of College or School
Chair, University Committee on Courses and Curricula
Chair, Graduate Council (if applicable)
Chair, Deans Council

Date:
3/11/12
2/2/12
PROPOSAL TO ADD EDE 8163:  
Teaching Middle Level Mathematics Content

1. CATALOG DESCRIPTION  
EDE 8163, Teaching Middle Level Mathematics Content. (3). Three hours lecture. Research-based pedagogy and current issues and perspectives of teaching the content of algebra, geometry, measurement, and data analysis and probability in the middle level.

2. DETAILED CAMPUS 5 COURSE OUTLINE  
See syllabus. NOTE: This course is only offered online. There is no Campus 1 syllabus for this course.

3. METHOD OF EVALUATION  
See syllabus.

4. JUSTIFICATION TO ADD COURSE AND OFFER VIA CAMPUS 5, LEARNING OUTCOMES

Justification: EDE 8163 will be a required course in the MAT-M degree program. The MAT-M degree program will provide certification and preparation for new teachers of upper elementary and middle schools (grades 4-8) throughout the state of Mississippi. The MAT-M degree will serve a distance population—individuals with bachelor's degrees who seek initial licensure and who will teach full time in a 4-8 classroom. Because of this, the MAT-M will be an entirely online degree, operated through Campus 5, and this course will be an online course.

The degree program will meet several needs in the state of Mississippi. First, many rural schools continue to experience teacher shortages and have difficulty recruiting new teachers, particularly for middle grades. Second, there is a need for an alternate route degree program for middle level teacher preparation in the state. The Department of Curriculum, Instruction and Special Education (CISE) receives many calls from individuals who have earned Bachelor's degrees in non-teaching fields about becoming certified to teach. Third, research shows that the middle grades are particularly important for engaging students and preventing drop-out. The MAT-M degree program will specifically prepare teachers who have an understanding of the learning needs of middle level students. Fourth, the development of this degree program is funded by a five-year federal Transition to Teaching Grant awarded to the department of Curriculum, Instruction and Special Education to create new routes to teacher licensure.

In particular, EDE 8163 is a needed course in the MAT-M Degree Program. EDE 8163 is designed to prepare teacher candidates to teach developmentally appropriate middle level mathematics content related to algebra, geometry, measurement, and data analysis and probability, through the effective use of manipulatives and
technological tools. Teacher candidates enrolled in EDE 8163 will also gain an understanding of the challenges in successfully transitioning middle level students from thinking arithmetically to algebraically and how to assess conceptual and procedural mathematical understandings of diverse middle level students, in terms of their understandings of algebra, geometry, measurement, and data analysis and probability. Based on information provided by school districts in the state about their staffing needs and based on communication with potential students in the degree program, the department expects to enroll approximately 40 students per year in this course.

**Learning Outcomes based on the standards of the Association for Middle Level Education (AMLE):**
AMLE Standard 1: Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.
AMLE Standard 2: Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter.
AMLE Standard 4: Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research to data-informed instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

5. **ACADEMIC MISCONDUCT**
The four content exams and the final exam will be timed and questions will be administered in a random order. New exams will be used each semester. In addition, all assignments submitted via TaskStream and MyCourses will demonstrate the teacher candidate's ability to individually apply what is learned through course readings and discussions and/or will be based on the teacher candidate's field experiences, and will, consequently, be unique to the individual teacher candidate.

6. **TARGET AUDIENCE**
The target audience for this course is individuals who have earned a bachelor's degree in a non-teaching field and who are interested in becoming teachers in 4-8 classrooms in schools in Mississippi. In particular, the target audience is individuals who live in rural areas in the state of Mississippi who may not otherwise have access to an alternate route degree program that leads to licensure. The course will only be offered online and will be limited to students who have been admitted to the MAT-M degree program, which will be a distance degree program.

7. **SUPPORT**
See attached letters of support.
Development and initial offering of this course will be supported by the TERMS Transition to Teaching Grant. Sufficient resources exist in the department, college,
and university, including the library, to continue to offer this course after the end of the TERMS grant.

8. INSTRUCTOR OF RECORD
   Rebecca Robichaux

9. GRADUATE STUDENT REQUIREMENT FOR SPLIT LEVEL COURSES
   N/A

10. PLANNED FREQUENCY
    Once per year, in the summer semester.

11. EXPLANATION OF ANY DUPLICATION
    There may be some overlap with similar courses offered in the undergraduate degree program because both programs prepare new teachers for the classroom, however, this course is substantially different in several key respects: (1) the content is covered at an accelerated rate because this is a graduate level course, (2) the content of this course focuses exclusively on preparing new teachers for grades 4-8, where as undergraduate elementary education courses focus on preparing teachers for grades K-8, and (3) the audience for this course is completely different—individuals who already have bachelor’s degrees in fields other than teacher education and are seeking initial licensure.

12. METHOD OF INSTRUCTION: C Lecture
    METHOD OF DELIVERY: O Online, internet, web-based

13. PROPOSED C.I.P. NUMBER: 13.1203

14. PROPOSED 24 CHARACTER ABBREVIATION
    Teach MidLevl MathCont

15. PROPOSED SEMESTER EFFECTIVE
    Summer 2013

16. OTHER APPROPRIATE INFORMATION
    See syllabus.
    This course will not violate the Provost’s policies for Campus 5 offerings.

17. PROPOSAL CONTACT PERSON
    Rebecca Robichaux
Syllabus
EDE 8163 Teaching Middle Level Mathematics Content

Catalog Description:
EDE 8163. Teaching Middle Level Mathematics Content. (3). Three hours lecture. Research-based pedagogy and current issues and perspectives of teaching the content of algebra, geometry, measurement, and data analysis and probability in the middle level.

Course Objectives:
Upon completion of this course, the candidate will be able to:

1. Understand theories of adolescent development and learning and the implications of these in the teaching and learning of middle level Algebra, Geometry, Measurement, and Data Analysis and Probability. [AMLE 1, 4; CFPO 1, 2]

2. Understand theories of mathematical development concerning transitioning from arithmetic thinking to algebraic thinking and the implications of these in the teaching of middle level mathematics concepts. [AMLE 1, 4; CFPO 1, 3, 11, 12, 13, 14]

3. Plan and implement tasks or activities using a problem solving approach in teaching middle level mathematics concepts of Algebra, Geometry, Measurement, and Data Analysis and Probability where students necessarily are actively engaged in reflective thought. [AMLE 1, 2, 4; CFPO 1, 3, 5, 8, 11, 12, 14]

4. Plan developmentally appropriate mathematics instruction in Algebra, Geometry, Measurement, and Data Analysis and Probability for middle level students of different cultural and linguistic backgrounds, ages, and exceptionals, particularly for those residing in rural communities. [AMLE 1, 2, 4; CFPO 1, 2, 3, 5, 11, 12]

5. Examine and integrate various grade appropriate mathematical resources, such as concrete and virtual manipulatives, tutorial websites, simulation programs, and dynamic geometry and data analysis software, into standards-based mathematics teaching for rural students in grades 4-8. [AMLE 1, 2, 4; CFPO 1, 2, 3, 5, 7, 11, 12, 14]

6. Develop and use grade appropriate assessment and evaluation tools, based on common mathematical misconceptions, that meet the assessment principle set forth by the National Council of Teachers of Mathematics and that inform students’ understanding, needs, and learning of middle level mathematics concepts focused on Algebra, Geometry, Measurement, and Data Analysis and Probability. [AMLE 2, 4; CFPO 1, 3, 4]

7. Describe and apply the most current research findings in the teaching of middle level school mathematics concepts of Algebra, Geometry, Measurement, and Data Analysis and Probability. [AMLE 1, 2, 4; CFPO 1, 3, 5, 8, 11, 13, 14]

8. Design and implement middle level mathematics lessons that address the Common Core State Standards for Mathematics, Conceptual Categories related to Algebra, Geometry, Measurement, and Data Analysis and Probability, and use the eight Standards for Mathematical Practice [AMLE 1, 2, 4; CFPO 1, 3, 5, 11, 12, 14]

Topics to be Covered:
The course topics include:

a. Transitioning from Arithmetic Thinking to Algebraic Thinking (5 hours)
   — Properties of Numbers (1 hour)
   — Repeating & Growing Patterns (2 hours)
   — Common Misconceptions & Error Patterns (2 hours)

b. Algebra in the Middle Level Classroom (10 hours)
   — Expressions & Equations (2 hours)
   — Radicals & Integer Exponents (1 hour)
— Slope & Systems of Linear Equations (2 hours)
— Functions (3 hours)
— Common Misconceptions & Error Patterns (2 hours)
c. Geometry & Spatial Visualization in the Middle Level Classroom (11 hours)
— Van Hiele Theory of Geometric Thought (1 hour)
— Points, Lines, Planes (2 hours)
— 2-D and 3-D Shapes (3 hours)
— The Pythagorean Theorem (1 hour)
— Problem Solving with Geometric Contexts (1 hour)
— Promoting Spatial Visualization (2 hours)
— Common Misconceptions & Error Patterns (1 hour)
d. Measurement in the Middle Level Classroom (10 hours)
— Attributes of Measurement: Length, Area, Surface Area Volume, Angle Measure (3 hours)
— Development & Application of Measurement Formulas
— Converting Among and Within Systems of Measurement
— Common Misconceptions & Error Patterns (2 hours)
e. Data Analysis & Probability in the Middle Level Classroom (6 hours)
— Representing & Interpreting Data (2 hours)
— Variability, Distributions & Inferences (1 hour)
— Chance Processes & Probability Models (1 hour)
— Bi-Variate Data (1 hour)
— Common Misconceptions & Error Patterns (1 hour)
f. Discrete Mathematics in the Middle Level Classroom (3 hours)

Required Texts and Materials:
• Common Core State Standards for Mathematics: http://www.corestandards.org/the-standards/mathematics
• Math Manipulatives Kit which includes, but is not limited to, Algebra Tiles, Cuisenaire Rods, Base-10 Blocks, Color Tiles, 2-Color Counters, Spinners, 2 and 3-Dimensional Shape Models, and Pattern Blocks. Information on purchasing the kit will be provided by your instructor.

Technical Support Information
Technical support is available should you encounter any technological problems while enrolled in this online class. If you need assistance, information is available at the AOCE website under Academic Outreach, then Student Resources or go directly to http://www.aoce.msstate.edu/SRC/AOCE Technical support: 662.325.8374

If you are unable to resolve your problems through these resources, please contact AOCE’s Technology Office at teraven@aoce.msstate.edu for immediate assistance.

Computer/Technology Requirements
• Computer with High Speed Internet Access via DSL or equivalent broadband
connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course)

- Required Browser: Mozilla Firefox (Version 3 or higher); verify that your browser is supported by using the Check Browser feature in MyCourses
- Download the latest version of Adobe Acrobat Reader; this can be downloaded at http://get.adobe.com/reader/otherversions/
- Download Adobe Media
- Download Adobe Flash
- Download Shockwave Flash
- Download or upgrade to the latest version of Java
- Download Quicktime Player; this can be downloaded at http://www.apple.com/quicktime/download/
- Download the “Lockdown Browser” in order to complete assessments
- All Pop-Ups must be turned OFF when using MyCourses
- To check your Browser, click on “Check Browser” in the top right corner of the course listings page after you log in to MyCourses. You must have a GREEN check on each item listed BEFORE beginning your course.
- Access to a video camera. You will need to be able to record your teaching of the lesson plans and submit them to the instructor.
- Frequent access to a document scanner. You will need to be able to scan documents and send them to the instructor as a PDF.
- Frequent access to a digital camera. You will need to be able to take digital pictures of the results of most of the class activities then submit them to the instructor as jpeg.

Methods of Instruction:
A variety of methods of instruction will be employed in this 100% web delivered course. This class is designed to prepare candidates to teach mathematics in the grades 4 – 8 classroom; therefore the professor will model teaching techniques appropriate for the middle level mathematics classroom through web-based videos. Additionally, Power Point presentations, supplementary web-based lecture notes and commentary, assigned course readings, on-line class discussions, and computer laboratory work completed at various NCTM and virtual manipulative websites will be employed. Finally, students will be engaged in hands-on, manipulative activities that will be digitally photographed or video-taped and subsequently electronically submitted to the instructor for review and informal/formative assessment.

Suggested Student Activities:
- Article Questions: For each broad course topic, a research-based journal article that relates to that topic will be assigned. You are to thoroughly read this article and answer the questions posted on the instructor’s website. All answers to assigned article questions should be typed as with all assignments. These answers are to be submitted electronically to the instructor on the assigned due date. (Course Objectives: 1, 5, 7)
- Independent Assignments for each Course Topic & POD Journal: You will complete various activities aligned with the course topics throughout the semester. Additionally, you are to maintain an electronic POD (Problem of the Day) problem solving journal which contains (1) a statement of each of the PODs given on the first slide of each daily Power Point; (2) your solution to that POD; and (3) a written explanation of how you derived your solution. Evidence of the completion of the content chapter activities will be through digital photos, self-videos and/or completion of recording sheets submitted electronically to the instructor.
The electronic POD problem-solving journal will also be submitted electronically. (Course Objectives: 1, 2, 3, 4, 5, 6, 7, 8)

- Misconception/Error Pattern Remediation Lesson Plan: Each partner group will be assigned one of the Common Core Standards related to Algebra, Measurement, Geometry, or Data Analysis & Probability. Based on relevant research findings obtained through library research, you will identify a common misconception associated with the assigned standard. Then, you will create a lesson plan (using the basic lesson plan format found on TaskStream) that could be used to alleviate or prevent this misconception. The lesson plan is to use concrete or virtual manipulatives to enhance student understanding and address one or more Common Core Conceptual Categories and Standards for Mathematical Practice. You are to submit the completed lesson plan and all materials necessary to implement the lesson electronically, as well as a statement of the misconception identified with examples of “student work” demonstrating the misconception. (Course Objectives: 1, 2, 3, 4, 6, 8)

- Research Project: Based on an assigned Common Core Conceptual Category, each partner group will be responsible for locating two research journal articles describing current research-findings on that Common Core Conceptual Category and two “how-to” practitioner-based journal articles from NCTM published journals, which explain how to teach the assigned Common Core Conceptual Category, or some aspect of it. After reading all 4 journal articles, you are to (1) write a summary paper synthesizing and explaining the content of the four articles; (2) create a lesson plan using the Basic Lesson Plan Format in TaskStream, which implements activities published in one or more of the “how-to” articles and uses effective research-based pedagogy as described in the research articles; and (3) individually, write a reflection detailing what was learned by completing this project. You are to submit the completed summary paper, lesson plan and individual reflection to the instructor electronically. (Course Objectives: 1, 3, 4, 5, 7, 8)

- Content Exams: You will take four pedagogical content knowledge exams, one for each of Algebra, Geometry, Measurement, and Data Analysis & Probability, which will be based on knowledge gained through class activities/discussions, textbook readings and field experiences. (Course Objectives: 1, 2, 3, 7, 8)

- Final Exam: You will take a cumulative written final exam based on knowledge gained through class activities/discussions, textbook readings and field experiences. (Course Objectives: 1, 2, 3, 7, 8)

- Field Experience - One-on-One Tutoring: For this assignment, you will engage in an activity that allows you to put the knowledge and skills gained in this course to use while working with a middle level student. On the first day of tutoring you should administer a pre-test to the student based on the mathematics content that you will be teaching him/her. You are to construct this pre-test and it should be composed of at least 12 originally created test items. Then on the last day of tutoring you should administer, the exact same test, as a post-test. Once you begin working towards your 8 hours of contact time, you are to document the time, date and what was accomplished during each session (keep a running log of times, dates, and accomplishments) and have the student sign it each time that you meet for tutoring just before you leave. The total amount of time shown on this log must be at least 8 hours. This log is to be electronically submitted to the instructor with the final report. Upon completion of the project, you are to electronically submit a reflective report (at least two pages and no more than 4 double-spaced, typed pages) describing this experience (including error analyses of the errors made by your student, and pre- and post-test scores) – see the instructor’s website for reflection prompts. (Course Objectives: 3, 4, 6, 8)
Honor Code:
Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:
“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.
For additional information visit: http://students.msstate.edu/honorcode

Technology:
Technology will be used in both the delivery of the course content and through course requirements completed by teacher candidates. Delivery of the course will be web-based through the Internet and therefore, delivery of the course content will utilize Power Point Presentations, supplementary web-based lecture notes and commentary, on-line class discussions, and computer laboratory work completed at various NCTM and virtual manipulatives websites. All course assignments will be completed using appropriate software tools. One lesson plan will require the use of appropriate technological tools in enhancing mathematics instruction. Finally, teacher candidates will be engaged in hands-on, manipulative activities which will be self-video-taped and subsequently electronically submitted to the instructor for review and informal/formative assessment.

Diversity:
Diversity is one of the main topics of the course content. It will be discussed in terms of appropriate mathematics instructional and assessment strategies to meet the needs of diverse learners.

Disability:
In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

Field Component:
The course will have a field component which will allow teacher candidates to participate in structured observations of middle level mathematics teachers and to work one-on-one with local middle level students in both enrichment and Response to Intervention activities. The specific field requirements for each assignment are previously described under “Suggested Student Activities.”

Evaluation of Student Progress:
This course uses a grading scale of 1000 points. The points needed for each letter grade are detailed below. All candidates who have successfully met the prerequisites for this 2nd-semester junior level course will have a strong academic background. Earning an “A” will take extra effort on the part of the student and student groups. A “B” represents quality, acceptable work. Your grade will be determined by the points earned in both academics and fieldwork. 10% per day will be deducted from the assignment grade for late work submission.
Grading Scale:
1000-930 = A
929-860 = B
859-790 = C
700-789 = D
699 & below = F

Suggested Course Assignments/Activities:
- Misconceptions/Error Patterns Lesson Plans – 20%
- Research Project – 10%
- Article Questions (4 @ 2.5%) – 10%
- Content Exams – 20%
- Class Session Activities & Problem Solving Journal – 20%
- Final Exam – 10%
- Field-Based Tutoring & Tutoring Report – 10%

Bibliography:
NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education

Contact Person: Dr. Devon Brenner

Nature of Change: Add

Current Listing in Catalog:

Symbol Number Title

Credit Hours

Current Catalog Description:

New or Modified Listing for Catalog:

Symbol Number Title Credit Hours

EDE 8173 Teaching Middle Level Social Studies 3

New or Modified Catalog Description:

Three hours lecture. An introduction to the history, purposes, and current issues associated with middle level social studies education. Course to include research, trends, methods, and materials.

Approved: [Signature]

Department Head

Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

Date: 2/1/12

2/1/12

2/2/12
NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education
Contact Person: Dr. Devon Brenner
Nature of Change: AOCE Approval
Department: CISE
Phone: 5-7119  E-mail: dgb19@msstate.edu
Date Initiated: 1-1-12  Effective Date: SU 2013

Current Listing in Catalog:
Symbol  Number  Title

Credit Hours
(

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol  Number  Title
EDE  8713  Teaching Middle Level Social Studies
Credit Hours
(3)

New or Modified Catalog Description:
Three hours lecture. An introduction to the history, purposes, and current issues associated with middle level social studies education. Course to include research, trends, methods, and materials.

Approved:

Date:

Department Head

Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council
PROPOSAL TO ADD EDE 8173
Teaching Middle Level Social Studies

1. CATALOG DESCRIPTION
EDE 8173 Teaching Middle Level Social Studies. (3). Three hours lecture. An introduction to the history, purposes, and current issues associated with middle level social studies education. Course to include research, trends, methods, and materials.

2. DETAILED CAMPUS 5 COURSE OUTLINE
See syllabus.
Note: No Campus 1 version of this course exists.

3. METHOD OF EVALUATION
See syllabus.

4. JUSTIFICATION TO ADD COURSE/TO OFFER COURSE THROUGH AOCE AND LEARNING OUTCOMES

Justification: EDE 8173 will be a required course in the MAT-M degree program. The MAT-M degree program will provide certification and training for new teachers for upper elementary and middle schools (grades 4-8) around the state of Mississippi. The MAT-M degree will serve a distance population—individuals with bachelor’s degrees who seek initial licensure and who will teach full time in a 4-8 classroom. Because of this, the MAT-M will be an entirely online degree, operated through Campus 5.

The degree program, and this course, will meet several needs in the state of Mississippi. First, many rural schools continue to experience teaching shortages and have difficulty recruiting new teachers, particularly for middle school. Second, there is a need for an alternate route for middle level teacher preparation in the state. The department receives many calls from individuals who have earned Bachelor’s degrees in non-teaching fields about becoming certified. Third, research shows that the middle grades are particularly important for engaging students and preventing drop-out. The MAT-M degree program will specifically prepare teachers who have an understanding of the learning needs of middle level students. Fourth, the development of this degree program is funded by a five-year federal Transition to Teaching Grant awarded to the department of Curriculum, Instruction and Special Education to create new routes to teacher licensure.

In particular, EDE 8173 is a needed course in the MAT-M Degree Program. EDE 8173 will serve as the methods course providing teachers preparing to teach middle level social studies with the basic skills and understanding to deliver effective meaningful instruction based on researched practices. All students who are obtaining social studies endorsements will enroll in this course. Based on
information provided by school districts in the state about their staffing needs and based on communication with potential students in the degree program, the department expects to enroll approximately 40 students per year in this course.

Learning Outcomes are drawn from the AMLE (Association for Middle Level Education) standards:
Standard 1: Young Adolescent Development
Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Standard 2: Middle Level Curriculum
Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter.

Standard 4: Middle Level Instruction and Assessment
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Standard 5: Middle Level Professional Roles
Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

5. ACADEMIC MISCONDUCT
As an online course, this course will take special measures to deter academic misconduct. All students will be required to read and acknowledge their agreement to follow the University’s Honor Code. All exams will be time sensitive and consist only of open-ended questions, either short response or discussion. These questions will be modified each semester. For other assignments each student will be given different topics that include aspects which require the student to draw on their own experiences. These assignments can be modified each semester as well. Photographs of projects will be submitted.

6. TARGET AUDIENCE
The target audience for this course is individuals who have earned a bachelor’s degree in a non-teaching field and who are interested in becoming teachers in 4-8 classrooms in schools in Mississippi. In particular, the target audience is individuals who live in rural areas in the state of Mississippi who may not otherwise have access to an alternate route degree program that leads to licensure. The course will only be offered online and will be limited to students who have been admitted to the MAT-M degree program which will be a distance degree program.
7. SUPPORT
See attached letters of support.
Resources for the development and initial offering of this course are provided by the TERMS Transition to Teaching Grant. The department, college and university, including the library, have sufficient resources to offer this course as part of the MAT-M degree.

8. INSTRUCTOR OF RECORD
Devon Brenner (Note: a tenure-track search for an social studies faculty member is ongoing, it is expected that that hire will become professor of record)

9. GRADUATE STUDENT REQUIREMENT FOR SPLIT LEVEL COURSES
N/A

10. PLANNED FREQUENCY
Once per year, in the summer semester.

11. EXPLANATION OF ANY DUPLICATION
There may be some overlap with similar courses offered in the undergraduate degree program because both programs prepare new teachers for the classroom, however, this course is substantially different in several key respects: (1) the content is covered at an accelerated rate because this is a graduate level course, (2) the content of this course focuses exclusively on preparing new teachers for grades 4-8, where as undergraduate elementary education courses focus on preparing teachers for grades K-8, and (3) the audience for this course is completely different—individuals who already have bachelor’s degrees in fields other than teacher education.

12. METHOD OF INSTRUCTION: C Lecture
METHOD OF DELIVERY: O Online, internet, web-based

13. PROPOSED C.I.P. NUMBER
13.1203 Junior High/Middle School Education

14. PROPOSED 24 CHARACTER ABBREVIATION
Mid Sch Soc Studies

15. PROPOSED SEMESTER EFFECTIVE
Summer 2013

16. OTHER APPROPRIATE INFORMATION
See syllabus.
This course will not violate the Provost’s policies on Campus 5 offerings.

17. PROPOSAL CONTACT PERSON
Syllabus
EDE 8173 Teaching Middle Level Social Studies

Course Description:
EDE 8173 Teaching Middle Level Social Studies. (3). Three hours lecture. An introduction to the history, purposes, and current issues associated with middle level social studies education. Course to include research, trends, methods, and materials.

Course Objectives:
1. Examine the history and research of social studies education in the nation and in the state. CFPO #1; AMLE 2
2. Define the overarching goal and purposes of social studies education. CFPO #1; AMLE 2
3. Identify and plan lessons based on the standards of the specialized professional associations that provide support to social studies education and social studies teachers, as well as standards relating to social studies instruction in the Common Core State Standards. CFPO #1; AMLE 2, 4
4. Develop an effective scope and sequence for middle level social studies instruction. CFPO #3, AMLE 2, 4
5. Analyze sources of subject matter for middle level social studies instruction. CFPO #3
6. Assess critical issues and challenges confronting social studies educators in the middle grades classroom. CFPO #1; AMLE 2, 4
7. Recognize components of effective lesson planning appropriate for middle level social studies classrooms. CFPO #2, #3, #10, #12; AMLE 1, 2
8. Develop knowledge of, utilize, and interpret a broad range of assessment and evaluation techniques suitable for use in middle level social studies classrooms. CFPO #2, #4; AMLE 4, 5

Course Topics:
1. Today’s Middle Level Social Studies Classroom (6 hours) (Obj. 1, 2, 4, 9)
   a. The disciplines from which social studies content is drawn
      History
      i. World
      ii. United States
      iii. Mississippi
      The Social Sciences
      iv. Geography
      v. Political Science
      vi. Economics
      vii. Behavioral Sciences
   b) Change in society and change in the Social Studies
   c) Goals of the Social Studies
   d) Building Classroom Communities through the Social Studies
   e) Social Studies Professional Organizations

2. Social Studies Curriculum, Content, and Standards (6 hours) (Obj. 3, 5, 6, 7)
   a) Common Core, national, state and local standards
b) Curriculum frameworks, organization, disciplines

c) Incorporating themes from the standards

d) Multicultural directions in the Social Studies

3. Planning and Managing Social Studies Instruction (6 hours) (Obj. 5, 6, 7, 8, 9, 11)
   a) Maximizing effective textbook learning
   b) Reading abilities and skills needed in the Social Studies
   c) Integration of a variety of media (e.g., children's literature, multimedia sources, primary sources) into the Social Studies curriculum

4. Teaching Strategies in the Social Studies (3 hours) (Obj. 5, 6, 7, 8, 9, 10, 11)

5. Reading, Writing, and Technology: Tools for Social Studies Learning (6 hours) (Obj. 8, 9, 11)
   a) Effective reading, writing, and computer use in the Social Studies
   b) Use of reference reading in the Social Studies
   c) Organizing to write in the Social Studies
   d) Developing research and reporting skills

6. Assessment in the Social Studies classroom (6 hours) (Obj. 2, 5, 6, 7, 8, 9, 11, 12)
   a) The role of assessment in the Social Studies
   b) Development of summative assessment instruments
   c) Peer and self-assessment
   d) Authentic assessment and portfolios

7. Teaching thinking and problem solving in the Social Studies (6 hours) (Obj. 2, 8, 9, 11, 12)
   a) The thinking skills of observation, listening, and comprehending
   b) Strategies of the inquiry approach
   c) Problem based learning in the Social Studies
   d) Project based learning in the Social Studies

8. Teaching the strands of Social Studies in Middle Level Classrooms (6 hours) (Obj. 2, 5, 6, 7, 8, 9, 11, 12)
   a) Domestic Affairs
   b) Global Affairs
   c) Economics
   d) Culture
   e) Civil Rights/Human Rights

Required Texts:
Technical Support Information
Technical support is available should you encounter any technological problems while enrolled in this online class. If you need assistance, information is available at the AOCE website under Academic Outreach, then Student Resources or go directly to http://www.aocc.msstate.edu/SRC/AOCE Technological support: 662.325.8374

If you are unable to resolve your problems through these resources, please contact AOCE’s Technology Office at tcraven@aocc.msstate.edu for immediate assistance.

Computer/Technology Requirements
• Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course)
• Required Browser: Mozilla Firefox (Version 3 or higher); verify that your browser is supported by using the Check Browser feature in MyCourses
• Download the latest version of Adobe Acrobat Reader; this can be downloaded at http://get.adobe.com/reader/otherversions/
• Download Adobe Media
• Download Adobe Flash
• Download Shockwave Flash
• Download or upgrade to the latest version of Java
• Download Quicktime Player; this can be downloaded at http://www.apple.com/quicktime/download/
• Download the “Lockdown Browser” in order to complete assessments
• All Pop-Ups must be turned OFF when using MyCourses
• To check your Browser, click on “Check Browser” in the top right corner of the course listings page after you log in to MyCourses. You must have a GREEN check on each item listed BEFORE beginning your course.
• Access to a video camera.
• Frequent access to a document scanner. You will need to be able to scan documents and send them to the instructor as a PDF.
• Frequent access to a digital camera.

Methods of Instruction:
This course is a 100% web-delivered course. In this course several methods of instruction will be incorporated, including web video application used to deliver content including video lectures, online discussions, videos of classroom practice, Wimba sessions, projects, and readings. Collaboration will be facilitated with MyCourses resources such as Wimba, discussion boards, and chats, and commercial resources such as Google Docs, wikis, and Dropbox.

Student Activities:
• Tests: Individual. A midterm and final will be given to assess your knowledge and application of concepts in the course.
• Textbook Survey: Readers of non-fiction texts and researchers must be able to analyze the validity of the texts they will read. You will conduct a critique of 5 textbooks available for use in Mississippi schools. (Determine their authenticity and validity)

• Multicultural/Diversity Book Annotations & Lesson Plan: Each student will compile an annotated book list of multicultural literature suitable for integration into Social Studies content. One book from the list will be shared in class in a book talk format. A lesson plan will also be written.

• Online Chat Sessions: Each student will need to participate in several online chat sessions concerning the topics covered in the class.

• Teacher Interview: Each student will interview a teacher concerning one of the topics covered in class and provide a summary of the interview along with a one-page reflection.

• Dramatic Strategies Research Project: Research groups will conduct research and plan and implement a presentation in the field setting using dramatic strategies.

Honor Code:
All students are expected to adhere strictly to the MSU Honor Code. Review the entire honor code at the following website: http://www.honorcode.msstate.edu/pdf/honor-code.pdf

The Mississippi State University honor code is as follows:
As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.

Mississippi State University’s policies on academic honesty are strictly adhered to in the course. The university holds academic misconduct as a serious and punishable infraction. University Academic Misconduct polices may be found in the Bulldog Handbook, available from the Student Association and online: http://www.honorcode.msstate.edu/pdf/honor-code.pdf.

Technology:
Due to the fact that this course is offered online, technology will play a key integral role in this course. All communication, delivery of instruction, and assessment will be conducted with the use of online resources.

Diversity:
Diversity among classrooms, teachers, and students will be discussed in this course. Student will examine materials for appropriateness to use with diverse learners.

Disabilities:
All necessary accommodations will be made for any documented disability. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information.

Field Component:
No field component will be incorporated into this course.

Evaluation:
Midterm- 100 points
Textbook Survey- 50 points
Annotated booklist- 25 points
Book talk- 25 points
Lesson plan- 25 points
Online Chats- 25 points
Teacher interview- 50 points
Dramatic Strategies project- 100 points
Final exam- 100 points

450 to 500 points- A
400 to 449 points- B
350 to 399 points- C
300 to 349 points- D
000 to 299 points- F

Bibliography:

NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education

Contact Person: Dr. Margaret Pope

Nature of Change: Add

Current Listing in Catalog:
Symbol    Number    Title

Current Catalog Description:

New or Modified Listing for Catalog:
Symbol    Number    Title    Credit Hours
EDE       8183    Teaching Middle Level Science     (3)

New or Modified Catalog Description:
Theory, applied methods, and techniques for teaching middle level physical, life, and earth science. Content knowledge, inquiry, planning, and assessment for teaching.

Approved: [Signature]
Department Head
Chair, College or School Curriculum Committee
Dean of College or School
Chair, University Committee on Courses and Curricula
Chair, Graduate Council (If applicable)
Chair, Deans Council

Date: 2/1/12
NOTE: This form is a cover sheet that must accompany the course change proposal. The actual proposal should be prepared in accordance with format requirements provided in the Guide and Format for Curriculum Proposals published by the UCCC. Both cover sheet and proposal should be submitted, along with all required copies, to UCCC, Butler-Williams Building, Suite B, 100 Walker Road, Mail Stop 9699 (325-0831).

College or School: Education
Contact Person: Dr. Margaret Pope
Nature of Change: AOCE Approval

Current Listing in Catalog:
Symbol  Number  Title

Current Catalog Description:

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Department Head
Chair, College or School Curriculum Committee
Dean of College or School
Chair, University Committee on Courses and Curricula
Chair, Graduate Council (if applicable)
Chair, Deans Council

Date: 2/11/12
2/11/12
2/12/12
PROPOSAL TO ADD EDE 8183
Teaching Middle Level Science

1. CATALOG DESCRIPTION
   EDE 8183 Teaching Middle Level Science. (3). Three hours lecture. Theory, applied methods, and techniques for teaching middle level physical, life, and earth science. Content knowledge, inquiry, planning, and assessment for teaching.

2. DETAILED CAMPUS 5 COURSE OUTLINE
   See syllabus. Note: No Campus 1 version of this course exists. This course will only be offered online.

3. METHOD OF EVALUATION
   See syllabus

4. JUSTIFICATION TO ADD COURSE AND FOR AOCE OFFERING, LEARNING OUTCOMES

   Justification: EDE 8183 will be a required course in the MAT-M degree program. The MAT-M degree program will provide certification and training for new teachers in upper elementary and middle schools (grades 4-8) around the state of Mississippi. The MAT-M degree will serve a distance population—individuals with bachelor’s degrees who seek initial licensure and who will teach full time in a 4-8 classroom. Because of this, the MAT-M be an entirely online degree, operated through Campus 5, and this will be an online course.

   The degree program will meet several needs in the state of Mississippi. First, many rural schools continue to experience teaching shortages and have difficulty recruiting new teachers, particularly for middle grades. Second, there is a need for an alternate route for middle level teacher preparation in the state. The department receives many calls from individuals who have earned Bachelor’s degrees in non-teaching fields about becoming certified. Third, research shows that the middle grades are particularly important for engaging students and preventing drop-out. The MAT-M degree program will specifically prepare teachers who have an understanding of the learning needs of middle level students. Finally, the development of this degree program is funded by a five-year federal Transition to Teaching Grant awarded to the department of Curriculum, Instruction and Special Education to create new routes to teacher licensure.

   In particular, EDE 8183 is a needed course in the MAT-M Program. This course will provide the opportunity for teacher candidates to take a course that specifically addresses a content area that is the focus of state and national attention. The course will cover the application of content in the life, physical and earth/space science disciplines. Teachers will become more knowledgeable in methods using inquiry based strategies to teach the new state curriculum and updated national standards.
The Advanced Conceptual Framework Program Outcomes (CFPO’s) being met with this course are CFPO’s 1-14. The Association for Middle Level Education (AMLE) standards being met for this course are AMLE 1-5.

Based on information provided by school districts in the state about their staffing needs and based on communication with potential students in the degree program, the department expects to enroll approximately 40 students per year in this course.

**Learning Outcomes** are based on standards for teachers developed by the Association for Middle Level Education:

**Standard 1: Young Adolescent Development**
Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

**Standard 2: Middle Level Curriculum**
Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter.

**Standard 4: Middle Level Instruction and Assessment**
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

**Standard 5: Middle Level Professional Roles**
Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

5. **ACADEMIC MISCONDUCT**
Several measures have been put in place to ensure academic integrity. Academic Misconduct will be monitored by (1) having teacher candidates sign and fax a form indicating that they have read and understand the terms of the course syllabus and MSU Honor Code, (2) giving time sensitive tests and exams with randomly ordered questions. Students will be required to download the Lockdown Browser and will only be able to access the tests through this browser. These tests will be timed and restrictions will be placed on the viewing/answering/printing of questions, (3) assigning threaded discussions and assignments that will be connected to experiences that they are completing in their field experiences and will be unique to only them, (4) having field experience mentor teachers verify teacher candidate attendance and participation in field experience assignments through a signed form that is faxed, (5) requiring some class assignments and field assignments to be videotaped and submitted for final grading.
6. TARGET AUDIENCE
The target audience for this course is individuals who have earned a bachelor’s degree in a non-teaching field and who are interested in becoming teachers in middle level classrooms in schools in Mississippi. In particular, the target audience is individuals who live in rural areas in the state of Mississippi who may not otherwise have access to an alternate route degree program that leads to licensure. The course will only be offered online and will be limited to students who have been admitted to the MAT-M degree program, which will be a distance degree program.

7. SUPPORT
See attached letters of support. Initial development and initial offerings of this course are funded by the TERMS Transition to Teaching grant. Adequate resources exist in the department, college, and university, including the library, to support this course at the end of the TERMS grant.

8. INSTRUCTOR OF RECORD
Dr. Margaret Pope

9. GRADUATE STUDENT REQUIREMENT FOR SPLIT LEVEL COURSES
N/A

10. PLANNED FREQUENCY
Once per year, in the summer semester

11. EXPLANATION OF ANY DUPLICATION –
There may be some overlap with similar courses offered in the undergraduate degree program because both programs prepare new teachers for the classroom; however, this course is substantially different in several key respects: (1) the content is covered at an accelerated rate because this is a graduate lever course, (2) the content of this course focuses exclusively on preparing new teachers for grades 4-8, whereas undergraduate elementary education courses focus on preparing teachers for grades k-8, and (3) the audience for this course is completely different – individuals who already have bachelor’s degrees in fields other that teacher education. The content of this course may be provided in some aspects of the undergraduate science methods and the graduate science methods courses. However, the learning needs of the students enrolled for this course will require them to have instruction that incorporates specific learning objectives from both courses. Therefore, a need existed to create a combined course to meet their needs.

12. METHOD OF INSTRUCTION CODE – C = Lecture
METHOD OF DELIVERY – O Online, internet, web-based

13. PROPOSED C.I.P. NUMBER:
13.1203

14. PROPOSED 24-CHARACTER ABBREVIATION
Tch Science in Mid Grades
15. PROPOSED SEMESTER EFFECTIVE
    Summer 2013

16. OTHER APPROPRIATE INFORMATION
    See syllabus.
    This course will not violate the Provost’s policies on Campus 5 offerings.

17. PROPOSAL CONTACT PERSON
    Margaret Pope – 662.325.7106/mpope@colled.msstate.edu
Syllabus
EDE 8183 Teaching Middle Level Science

Catalog Description:
EDE 8183. Teaching Middle Level Science. (3). Three hours lecture. Theory, applied methods, and techniques for teaching middle level physical, life, and earth science. Content knowledge, inquiry, planning, and assessment for teaching.

Course Objectives:
Students in this course will:
1. Identify the science content and process skills that are taught in the middle grades (4th – 8th grades). CFPO 3,11; AMLE 1b, 2a,b,c, 4a
2. Understand adolescents’ ideas in science influence learning and plan instruction accordingly CFPO 3,14; AMLE 1a 2a,b,c 4a
3. Plan and implement science instruction using an inquiry-based approach in a middle level classroom. CFPO 3,5,7,11; AMLE 1a,b, 2a,b,c, 4a,b,c,d
4. Plan science lessons that integrate other subjects and technology with science concepts and skills. CFPO 7,12,13,14; AMLE 1b, 2a,b,c, 4a,b
5. Identify effective classroom organization and management techniques to implement in a middle level classroom. CFPO 10,12,14; AMLE 1a,b, 2b, 3a,b
6. Identify methods and strategies to identify and teach diverse learners in the middle level science classroom. CFPO 2,6,12; AMLE 1b, 2a,b,c, 4a,d
7. Identify various tools to use when assessing student learning in science CFPO 4,5,7; AMLE 4a,b,c,d
8. Match assessment tools with the learning objectives and activities. CFPO 4,5,7; AMLE 2e, 4a,b,c,d
9. Access and utilize variety of resources for teaching science. CFPO 7,9,11,12,13; AMLE 3c, 4d, 5c
10. Plan science lessons that integrate other subjects and technology with science concepts and skills. CFPO 3,7,10,11,12; AMLE 2a,b 4d
11. Develop the skill of reflecting on teaching in order to increase student learning. CFPO 1,8 AMLE 5a,d

Course Topics:
Course topics will include the teaching of content in the life, physical and earth/space science disciplines. A constructivist approach to learning through inquiry and problem-based learning will be used. The application of knowledge in planning and implementing science content will be assessed as learners complete assignments through readings, multimedia instruction, web-based class discussions, and hands-on projects that address the NSES and MS 4 – 8 Science Curriculum. The course topics include:
1. National and state science standards (3 hours)
   a. Investigating national and state science standards
   b. Using middle level science standards to plan and guide instruction
2. Nature of science/science process skills (6 hours)
   a. Investigate methods for nurturing the students’ understanding of the nature of science
   b. Application of methods teachers use to develop and support students’ use of integrated process skills in designing and completing experiments:
observation, classification, measurement, communication, inferences and predictions

3. Discovery and inquiry based learning in the middle level science classroom (3 hours)
   a. How middle level students construct an understanding of inquiry in science
   b. How middle level students apply discovery and inquiry-based learning to science concepts
   c. How middle level students apply methods to promote discussions about scientific ideas and facilitate questioning

4. Technology integration in the middle level science classroom (3 hours)
   a. Implementing technology in the science classroom to support inquiry
   b. Examining state and national standards for technology integration in the science classroom
   c. Learning technologies to support student inquiry in different classroom settings—Emerging Technologies/Assistive Technologies/Technology Tools

5. Classroom management in a middle level science classroom (3 hours)
   a. Application of classroom strategies for managing student behavior, material distribution, and science safety during inquiry experiences in a science classroom
   b. Managing classroom grouping strategies for science inquiry learning experiences

6. Instructional planning for the middle level science classroom (6 hours)
   a. Developing and implementing effective science inquiry plans
   b. Understanding of appropriate strategies for student motivation in science inquiry lessons

7. Teaching for the diverse learner in a middle level science classroom (6 hours)
   a. Application of science strategies to differentiate instruction that meets the needs of diverse learners
   b. Applying knowledge for adapting materials to accommodate students with special learning needs

8. Science content connections (3 hours)
   a. Integrating science concepts in other content areas
   b. Identifying science connections to world issues using other content areas

9. Assessment for the middle level science classroom (6 hours)
   a. Alignment of instructional objectives and assessments
   b. Assessing students in science using formal and informal assessments
   c. Understanding how students are assessed before, during and after science lessons
   d. Implement self-reflection and use reflections for improvement in teaching practice.

10. Scientific investigations in life, physical and earth/space science (6 hours)
    a. Designing and completing scientific investigations in life, physical and earth/space science
    b. Making sense of scientific data
    c. Writing conclusions and reporting scientific data

Required Texts:
Recommended Text:

Technical Support Information
Technical support is available should you encounter any technological problems while enrolled in this online class. If you need assistance, information is available at the AOCE website under Academic Outreach, then Student Resources or go directly to http://www.aoce.msstate.edu/SRC/AOCE. Technological support: 662.325.8374
If you are unable to resolve your problems through these resources, please contact AOCE's Technology Office at teraven@aoce.msstate.edu for immediate assistance.

Computer/Technology Requirements
- Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course)
- Required Browser: Mozilla Firefox (Version 3 or higher); verify that your browser is supported by using the Check Browser feature in MyCourses
- Download the latest version of Adobe Acrobat Reader; this can be downloaded at http://get.adobe.com/reader/otherversions/
- Download Adobe Media
- Download Adobe Flash
- Download Shockwave Flash
- Download or upgrade to the latest version of Java
- Download Quicktime Player; this can be downloaded at http://www.apple.com/quicktime/download/
- Download the “Lockdown Browser” in order to complete assessments
- All Pop-Ups must be turned OFF when using MyCourses
- To check your Browser, click on “Check Browser” in the top right corner of the course listings page after you log in to MyCourses. You must have a GREEN check on each item listed BEFORE beginning your course.
- Access to a video camera. You may need to record and submit some assignments.
- Frequent access to a document scanner. You will need to be able to scan documents and send them to the instructor as a PDF.
- Frequent access to a digital camera. You will need to be able to take digital pictures of the results of most of the class activities then submit them to the instructor as jpeg.

Methods of Instruction:
A variety of methods of instruction will be employed in this 100% online course. This class is designed to prepare candidates to teach science in the 4th – 8th grade classroom; therefore the professor will model teaching techniques appropriate for the middle level science classroom through web-based videos. Additionally, teacher candidates will engage in the following learning
experiences:

- Chat Rooms/Online Discussion Groups:
  - Discuss chapter reading assignments: threaded discussion posts; journal discussion posts
  - Complete reflective responses to teacher-led formative assessment queries on chapter reading assignments
  - Horizon Wimba – Office hours; group work

- View and Respond to:
  - Podcasts
  - Videos: class lectures; class demonstrations; science discovery-based experiments
  - PowerPoints/Camatasia video-voice over PowerPoint
  - Other related science content

- Use the Internet and other technology resources to:
  - Develop assignments
  - Correspond with peers and instructor
  - Complete tasks for assessment purposes, including:
    - Development of podcasts/DVD’s/jumpdrive file transfer
    - Partner lesson plan development
    - Using email/Skype and self-videos of science experiment lessons

Suggested Student Activities:
Article Critique: Learners will read, prepare and present a critical summary of an article on Inquiry and Science Learning in the science classroom.
Class Discussions/Weekly/Daily Class Assignments
Inquiry/Discovery Science Lesson Experiments/Video/Reflections – You will complete several Science Lesson Plan (Stage 1)/Teaching Video: Teacher candidates will create an interactive exhibit focused on a science theme appropriate for the assigned grade level(s).
Science Content Lesson Plan/Teaching Video (Stage 2): Teacher candidates will plan and present a lesson from a Science Content Lesson Plan
Field Experience (see below)
Conference Presentation – Science/Common Core
Tests: Tests include – Test 1 – Chapters 1 & 2; Test 2 – Chapters 3-5; and Test 3 – Chapters 6-8

Honor Code:
All work completed in this class must be original. Each individual is expected to think, write, reflect, and question concepts presented in class. Students who commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published materials or from another student’s work) will fail this class. The university holds Academic Misconduct as a serious and punishable infraction. University Academic Misconduct policies may be found in the Bulldog Handbook or via the web at http://www.msstate.edu/web/security.html
The new MSU Honor Code states the following: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." It is your responsibility to go to the following web address to read the honor code information:
http://students.msstate.edu/honorcode/
Technology:
Technology will be used in both the delivery of the course content and through course requirements completed by teacher candidates. Delivery of the course will be web-based through the Internet and therefore, delivery of the course content will utilize Power Point Presentations, supplementary web-based lecture notes and commentary, on-line class discussions, and computer laboratory work completed at various NCTM and virtual manipulatives websites. All course assignments will be completed using appropriate software tools. One lesson plan will require the use of appropriate technological tools in enhancing mathematics instruction. Finally, teacher candidates will be engaged in hands-on, manipulative activities which will be self-video-taped and subsequently electronically submitted to the instructor for review and informal/formative assessment.

Diversity:
Diversity among classrooms, teachers, and students will be discussed in this course. Student will examine materials for appropriateness to use with diverse learners.

Disability:
It is the policy of Mississippi State University to accommodate students with special needs and learning disabilities as per the MSU Student Support Services policy. Students seeking accommodations on the basis of a disability or special need must identify themselves to the Office of Student Support Services, http://www.msstate.edu/dept/ssss/, to verify eligibility. Additional documentation guidelines may be obtained by contacting the Office of Student Support Services directly, or via the web at http://www.msstate.edu/dept/audit/91130.html. Academic accommodations and services are based upon an individual’s needs. All documentation is confidential. Call 325 - 3335

Field Experience:
The teacher candidate will complete a field experience in a classroom assigned. The following assignments will be assessed: 2 science lessons (ONE lesson plan completed in two stages -- Science Museum Lesson—Engagement & Exploration (Teach as one lesson) and Science Content Lesson (Explanation, Elaboration and Evaluation (Teach as second lesson), completion of structured observations, and completion of small group or individual teaching.

- The teacher candidates will submit videos of the Science Lesson Plan (Stage 1) and the Science Content Lesson (Stage 2) to the instructor. The instructor will evaluate the lesson delivery with the TIAI (see assignments above)
- The teacher candidates will be evaluated as they teach the science lessons by the classroom teacher using a classroom teacher assessment
- The teacher candidates will complete 5 structured observations in the following areas — Management, Questioning, Content Delivery, Communication, and Assessment (Assessments provided by instructor)
- Your professionalism will be evaluated with the CISE Teacher Disposition form which can also be found Science Class TaskStream website and Resources tab on myCourses.
- You will complete and submit a Final Reflection to myCourses.

Evaluation of Student Activities:
This course uses a grading scale of 1000 points. The points needed for each letter grade are detailed below. All candidates who have successfully met the prerequisites for this class will
have a strong academic background. However, this course is rigorous in nature, as are the other courses associated with the MAT-M degree program. Earning an “A” will take extra effort on the part of the student. A “B” represents quality, acceptable work. Your grade will be determined by the points earned in both class work and fieldwork. 10% per day will be deducted from the assignment grade for late work submission, up to 2 days late. Regular submission of discussions and assignments will not be allowed for late submissions. If the due date has passed, they must be submitted through email. It will be the Instructor’s discretion on the acceptance of late submissions.

**Assignments/Assessment:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Science Education Article - Critical Analysis Summary</td>
<td>50 pts</td>
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<tr>
<td>Threaded Discussions</td>
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<td>(25%)</td>
</tr>
<tr>
<td>Science Experiments/DVD</td>
<td>25 pts</td>
<td>(2.5%)</td>
</tr>
<tr>
<td>Science Experiment Reflections</td>
<td>25 pts</td>
<td>(2.5%)</td>
</tr>
<tr>
<td>Conference Presentation – Science/Common Core/DVD</td>
<td>100 pts</td>
<td>(10%)</td>
</tr>
<tr>
<td>Class Assignments</td>
<td>50 pts</td>
<td>(5%)</td>
</tr>
<tr>
<td>Content Lesson Plan/Tech. DVD</td>
<td>100 pts</td>
<td>(10%)</td>
</tr>
<tr>
<td>Test 1, Test 2, Test 3</td>
<td>300 pts</td>
<td>(30%)</td>
</tr>
<tr>
<td>Field Experience</td>
<td>100 pts</td>
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**Total Points:** 1000 points (100%)

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**Bibliography:**


