

GRADUATE COUNCIL MINUTES

December 6, 2011

Dr. Whatley called the meeting to order at 11:00 a.m. In attendance were Dr. Clement, Dr. Cochran, Dr. P. Englis, Dr. Tapia, Dr. Grout, Ms. Mercer, Mr. Kennedy, Dr. Kurz, Dr. J. McDowell, Ms. Willingham, Mr. Taylor and Ms. Tennant.

The minutes from the November 15, 2011 meeting were approved with revisions.

Old Business

18 Hour Rule for Graduate Assistants - approved

The current graduate assistantship program is designed as a two-year program with the student registering for 6 hours each semester (fall, spring and summer) and completing a limit of 18 hours in a year. Two problems with this structure were pointed out. If a student wants to schedule a study abroad course in the summer it generally increases the summer load to 9 hours which pushes the hours earned to 21 in a year. The Charter School only covers 18 hours in a year so the student must pay out of pocket for the extra 3 hours (CSOB covers the additional hours). Also, those students who work with athletic teams are very busy during the fall and spring semesters and would benefit from the ability to register for 9 hours in the summer and fewer hours in a fall or spring term. Two options allowing more flexibility were examined and discussed. As a result Nancy Mercer and Monica Willingham will draft a policy to be presented at the next meeting allowing a minimum of 3 hours and a maximum of 9 hours in a term. The 18 hours limit in a year remains. Students should not complete in less time if they wish to get the most out of their educations and Berry needs their services for the full two years.

Campbell School of Business

The following course change approved by Graduate Council

Action	Course	Title	Description	Effective
Change	ACC611	Accounting for Decision Making	Delete PR: ACC202 Add PR: ACC520 (ACC202 is still acceptable preparation) Change is only to the prereq.	Summer 2012

Clarification of ACC 611. ACC202 will be waived for anyone taking ACC611- SU2012.

New Business

Graduate Catalog

The committee continued a discussion regarding when to start the graduate catalog:

1. When is the new catalog effective?
2. Will there be a yearly catalog?
3. When to submit changes based on a catalog? Dr. Kurz will need to make changes from accrediting agencies. The lead time is not as long as our process. A new cohort will be recruited after the new courses are proved.

Dr. Whatley asked Dr. Bressette, Ms. Mercer, Ms. Willingham and Ms. Tennant to bring a recommendation to the committee in January regarding when to start the graduate catalog.

Campbell School of Business

The introduction material for the catalog will be submitted. A C- grade is still showing but the school will eliminate the C- grade as an option.

The application for graduation process was also discussed. Mr. Kennedy suggested that CSOB remove the gpa requirement for admissions, similar to how it is handled in the undergraduate catalog. TOEFL is no longer the only option for international students, the British test (IELTS) is now being accepted.

There was also a discussion regarding the admissions guidelines for grade point average. Currently the catalog states a student must have a minimum gpa of 2.5 or for Jr/Sr a minimum of 3.0. Although the MBA program has more flexibility, the MED program needs this information stated in the catalog.

Student Alert Referral form

Request for Leave of Absence

Withdrawal Form

The above forms all need some revision to be geared toward graduate students.

MBA catalog changes – the following course was approved:

Action	Course	Title	Description	Effective
Change	MTK621	Strategic Marketing	Change prerequisite to: MKT 510 or equivalent	1 st reading waived – Fa2012

The following course was submitted for 1st reading:

Action	Course	Title	Description	Effective
Change	MKT658	Internet Marketing (old title)	New title, description and prerequisite: New title: Social Media and Internet Marketing Examines the strategic use of the Internet, in particular social media, for the marketing of goods and services. Focuses on the current best practices for both product and service considerations. Provides firsthand experiences of using the internet to support business practices, including online meetings, social media applications for career advancement and product marketing. PR: MKT510 or equivalent Elective in major?	SP2013

Catalog revisions presented:

Proficiency requirements may be met in three ways: undergraduate-level courses, graduate-level courses, or an approved online self-paced module.

Meeting these requirements at the undergraduate level requires successful completion of 21 credit hours of proficiency course work in business covering or equivalent to the following content areas: Financial Accounting; Statistical Methods; General Management; Macroeconomics and Microeconomics; Finance; and Marketing.

Meeting these requirements at the graduate-level, students are required to complete 9 credit hours in the following courses or their equivalents:

- ACC 520 Essentials of Accounting
- ECO 510 Essentials of Economics
- FIN 510 Essentials of Finance
- BUS 520 Essentials of Business Statistics
- MGT 530 Essentials of Management
- MKT 510 Essentials of Marketing

Meeting these requirements through successful completion of approved online self-paced modules. Students may move at their own pace and complete the module as quickly as they choose. After completion of the module, students will be required to pass an exam on the module content. Students interested in this option should contact the MBA Office for additional information and assistance.

Students must achieve an overall grade-point average of 3.0 in all proficiency course work **and/or satisfactorily complete the online modules**. Additional proficiency requirements for the M.B.A. program include work experience and computer literacy as demonstrated by course work or experience.

COURSE REQUIREMENTS SEMESTER hours

	M.B.A. Required Courses (21 credit hours)	Credit Hours
ACC 611	Accounting For Decision Making	3
BUS 657	Strategic Use of Information Technology	3
BUS 685	Strategies of World-Class Organizations	3
FIN 601	Corporate Finance	3
MGT 655	Leadership and Change Management	3
MGT 664	Service Management or	3
MGT 665	Value Chain Management	3
MKT 621	Strategic Marketing	3
	M.B.A. Elective Courses (9 credit hours)	Credit Hours
BUS 674	Social Issues in Business	3
BUS 676	Entrepreneurship and Advanced Business Planning	3
BUS 695	Special Topics in Business	3
BUS 697	Independent Study/Internship	1-3
FIN 631	Investments	3
MGT 606	Process-Improvement Projects	3
MGT 660	Strategic Human Resource Management	3
MGT 667	Quality Management	3
MGT 668	International Management	3
MKT 610	Strategic Career Management	3

New courses are proposed as the business environment changes. The program is willing to consider offering other special electives for employers with special interests. The program is currently exploring additional ways to bring international experience to M.B.A. students.

Although the basic degree requirements exist as distinct courses, the M.B.A. program embraces the integration of courses into a coherent whole consistent with our mission of educating the head, heart and hands. The final course, "Strategies of World-Class Organizations," ends the curriculum with discussions of business decisions that require students to use life experiences as well as academic experiences to recommend preferred business actions. The faculty identify and use integrative cases in applicable courses to allow students to recognize the interrelationships between business disciplines. The majority of M.B.A. classes also require students to apply business theories to practical settings in their own places of employment or in other business environments.

Admission to M.B.A. Program

All applicants to degree-seeking programs must hold a baccalaureate degree from a fully accredited institution of higher education. The applicant must submit the following:

1. Graduate application form (See section on Admissions).
2. One official transcript from each college or university attended
3. A satisfactory score on the GMAT or the GRE
4. A satisfactory undergraduate grade-point average
5. Two letters of recommendation
6. An essay describing the applicant's reasons for seeking an M.B.A.
7. A score of at least 550 (or 213 on computer-based test) on the Test of English as a Foreign Language (TOEFL) if the applicant's native language is not English.
8. A current résumé for evaluation of work experience and computer skills.

Applicants who have earned a graduate degree from a fully accredited institution of higher education are eligible for admission without submission of GMAT scores.

Internship Experience

Field Internships, intended to foster linkages between academic life and practical job experience, afford students the opportunity to:

1. Apply theories learned in the classroom to practical, on-the-job situations;
2. Learn specific job skills from experienced professionals;
3. Develop an awareness of job responsibilities and career requirements; and
4. Gain valuable experience for employment.

Academic Credit: Students enroll in a specific independent study or field internship experience course. Internships are graded on satisfactory/unsatisfactory basis only, and such a grade does not alter the Berry grade-point average. Credit may not be granted retroactively if the internship was not approved before the experience began. If the student wishes to make application for an internship in the place of normal employment, convincing evidence must be presented that the internship moves the experience beyond normal duties into new and educationally profitable areas.

Length and Time Commitment: Most internships are one semester in length. Students must show a direct relation between the amount of academic credit sought and the number of hours per week devoted to the internship itself. For each semester hour of credit usually sought, there is the assumption of 45 hours of commitment on the part of the student.

Supervision: Each intern has both an on-site supervisor and a campus supervisor. It is the

responsibility of the student and the campus supervisor to work out all the details regarding placement and intern's responsibilities with the organization wishing to participate as host for the intern. The campus supervisor is responsible for the academic content of the internship; for periodic on-site visits with the intern (where feasible); for continuing communication with the intern and the on-site supervisor; and, upon receipt of a written evaluation by the on-site supervisor, for assessing student performance and assigning a final grade. It is the responsibility of the on-site supervisor to assign responsibilities to the student that will foster the educational goals of the internship and to communicate regularly and accurately with the campus supervisor regarding the intern's progress. While Berry College exercises control of the academic quality of internships, it cannot be responsible for such quality, for intern performance, or for any personal arrangements (housing, transportation, etc.) that may be called for in connection with the internship.

At least two months prior to registration for the term in which the internship is taken students should begin to take the following steps.

1. The student should consult with his or her academic advisor about the suitability of using an internship experience as a part of the student's program of study.
2. The student and the campus academic internship supervisor (who may or may not be the student's academic advisor) must develop a learning plan with a coherent program of academic content that includes a syllabus with reading list and such other requirements as the academic supervisor may stipulate.
3. The student or other Berry graduate program representative should obtain a brief statement from the on-site supervisor indicating willingness to serve and understanding of the conditions of the internship including the student's duties and responsibilities.
4. Both supervisors must sign the completed Internship Application for Approval form (available from the graduate program director or the provost's office.)
5. The student's academic advisor must review and approve the Application for Approval form with the accompanying syllabus and learning plan as part of the semester advising and registration process. The school dean must sign the form upon reviewing the complete internship application packet.
6. Not less than 30 days prior to the beginning of the relevant semester, the student must submit the complete internship application packet to the provost for the provost's signature. Upon approval, the student will be registered for the internship.

Arrangements to pay all fees associated with the credit to be earned must be made prior to the start of the semester in which the internship is taken. Tuition for internship credit is paid at prevailing Berry College rates.

For additional information about internships, students are invited to consult their advisor, their director of graduate programs, their school dean or the provost.

Transfer Credit

The curriculum committee may grant transfer credit for appropriate graduate-level course work completed at other AACSB-accredited institutions to a maximum of two 3-semester-hour courses, for a total of 6 semester hours. Transfer credit is not granted for Strategies of World-Class Organizations (BUS 685).

Charter School of Education, Health and Social Sciences

M.Ed catalog changes submitted for 1st reading:

Graduate Programs in Education General Information

The purpose of the Berry College Graduate Education program is to serve the needs of the

surrounding community by providing a high-quality graduate education leading to the M.Ed. or M.A.T. degrees. Opportunities are provided that allow students to improve their professional competencies as “developers of human potential.” In keeping with the college’s mission of educating the head, the heart, and the hands, the graduate program helps individuals become master teachers through the study of current and original research, through exploration of their collective and individual wisdom of experience, and provision of opportunities to reflect upon their values.□

Comment [S1]: Change to candidates

The goal of this program is to develop teachers who are reflective decision makers, who have the knowledge base and skills to facilitate their own and their students’ learning, and who value individuals and their cooperative roles in society.□□

Berry College offers the Master of Education and Master of Arts in Teaching degrees with majors in early childhood education, middle-grades education, reading and secondary education. While there is great overlap in the coursework between these degrees, the Master of Education is designed for those who already possess a valid teaching certificate and the Master of Art in Teaching is designed for those who do not possess a valid teaching certificate. Students completing the M.A.T will fulfill the requirements for the graduate degree and meet the requirements for initial certification as a teacher.□

Comment [S2]: Delete

Comment [S3]: Add: Berry College offers the Master of Education and Master of Arts in Teaching degrees with majors in early childhood education, middle grades education, reading, and secondary education. While there is great overlap in the coursework between these degrees, the Master of Education is designed for those who already possess a valid teaching certificate and the Master of Art in Teaching is designed for those who do not possess a valid teaching certificate. Students completing the M.A.T will fulfill the requirements for the graduate degree and meet the requirements for initial certification as a teacher.

All Candidate at advanced degree levels are expected to enhance / extend their content knowledge, pedagogy skills, content application / assignments related to their subject area certification / concentrations.

Comment [S4]: Change to candidates

Graduate Education Program Principles

Graduate study in the Master of Education and Master of Arts in Teaching programs are aligned with the INTASC principles and offers students the opportunities to accomplish these principles:

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful. **Area of the Head - Promote Reflection and Decision Making** (NBPTS 1, 2, 3)
2. The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development. **Area of the Head - Promote Reflection and Decision Making** (NBPTS 1, 2, 3)
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted for diverse learners. **Area of the Heart - Enhance Self and Social Awareness** (NBPTS 1, 2, 3)
4. The teacher understands and uses a variety of instructional strategies to encourage student's development of critical thinking, problem solving, and performance skills. **Area of the Hands - Facilitate Learning** (NBPTS 1, 2, 3)
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active encouragement in learning, and self-motivation. **Area of the Hands - Facilitate Learning** (NBPTS 1, 2, 3)
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. **Area of the Head - Promote Reflection and Decision Making** (NBPTS 4, 5)
7. The teacher plans instruction based on knowledge of subject matter, students, and the community and curriculum goals. **Area of the Hands - Facilitate Learning** (NBPTS 1 - 5)

Comment [KK5]: Change to engagement

8. The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner. **Area of the Hands - Facilitate Learning** (NBPTS 3, 4)
9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunity to grow professionally. **Area of the Heart – Enhance Self and Social Awareness** (NBPTS 3, 4, 5)
10. The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support student's learning and well-being. **Area of the Heart - Enhance Self and Social Awareness** (NBPTS 1, 5)

The distinction of an advanced candidate is the degree of sophistication exhibited in the application of knowledge rather than in the kind of knowledge needed and the capacity to integrate their understanding of effective teaching to promote the success of all students.

New Teacher Assessment and Support Consortium (INTASC), Council of Chief State School Officers, 1992. The principles also align with the five core propositions of the National Board for Professional Teaching Standards.

NBPTS - National Board of Professional Teaching Standards: The Five Core Propositions

Hours Required

A minimum of 11 courses or 33 semester hours is required for the M.Ed. Depending upon the specific course of study chosen and previous undergraduate work the number of hours required for the M.A.T degree will vary.

Any graduate student who has not completed PSY 634, Education and Psychology of the Exceptional Child and Youth, or an equivalent course which satisfies Georgia House Bill 671, must take the course as part of the program in order to qualify for the master's-level certification.

Work completed as an undergraduate or in another graduate program may count towards the requirements for the M.Ed. or M.A.T degrees. Please consult the [Transfer Policy](#) located earlier in the catalog.

Admission Guidelines

Master of Education (M.Ed.) Program

Students who hold a baccalaureate degree in the field of education from a fully accredited institution of higher education may apply to attend the master of education program. It is strongly recommended that applicants also hold a current teaching certificate. Applicants who hold a bachelor's degree in another field with clear and renewable teacher certification from a non-degree granting GAPSC approved program may also apply. All applicants to the M.Ed. degree program must be fully admitted as degree-seeking students prior to beginning course work. The applicant must submit the following:

1. Online graduate application;
2. One official transcript from each college, university attended;

Comment [S6]: Delete

Comment [S7]: Add: A Master of Education degree requires a minimum of 11 courses or 33 semester hours. Work completed at another graduate program may count towards the requirements for the M.Ed. degree. Please consult the Transfer Policy located in the catalog.

A Master of Arts in Teaching degree hours vary depending on the specific content major. Any graduate candidate who has not completed PSY 634, Education and Psychology of the Exceptional Child and Youth, or an equivalent course, which satisfies Georgia House Bill 671, must take the course as part of the program in order to qualify for the master's level certification.

Comment [S8]: Change students to candidates

3. A satisfactory score on the Graduate Record Examination (General) or on the Miller Analogies Test that is no more than six years old at time of application;
 4. Two recommendation forms, found on the Graduate web page, preferably from a teacher or college professor;
 5. A minimum grade-point average of 2.5, or a junior-senior grade-point average of 3.0;
 6. An educational goal statement in narrative form, not more than 500 words, outlining your goals in pursuing graduate study and the background and/or professional accomplishment, and address the graduate education professional teaching dispositions that you will bring to the program. This statement must be submitted online as part of the admissions process. Two education faculty members will evaluate the goal statement, along with the other admissions material submitted online during the application process.
 7. Copy of official state certification test scores; and
 8. Copy of official Federal-Level Criminal Background Check approved by the Charter School of Education and Human Sciences at time of application; and
 9. Current resume.
- In addition, the applicant is encouraged to submit any additional relevant information, such as a personal statement, for consideration during the admissions decision.

Comment [S9]: Change: Copy of official Federal-Level Criminal Background Check through PSI
link PSI to the website with instructions to PSI

Master of Arts in Teaching (M.A.T.) Program

Students who hold a baccalaureate degree in the field of education from a fully accredited institution of higher education may apply to attend the master of education program. It is strongly recommended that applicants also hold a current teaching certificate. Applicants who hold a bachelor's degree in another field with clear and renewable teacher certification from a non-degree granting GAPSC approved program may also apply. All applicants to the M.A.T. degree program must be fully admitted as degree-seeking students prior to beginning course work. The applicant must submit the following:

Comment [S10]: Change students to candidates

1. Online graduate application;
2. One official transcript from each college or university attended;
3. A satisfactory score on the Graduate Record Examination (General) or on the Miller Analogies Test that is no more than six years old at time of application;
4. Two recommendation forms, found on the Graduate web page, preferably from a teacher or college professor;
5. A minimum grade-point average of 2.5;
6. A passing score in the GACE Basic Skills Test or sufficient scores on the SAT, ACT, or GRE as defined by the state to waive the GACE I requirements;
7. An educational goal statement in narrative form, not more than 500 words, outlining your goals in pursuing graduate study and the background and/or professional accomplishment, and address the graduate professional teaching dispositions that you will bring to the program. This statement must be submitted online as part of the admissions process. Two education faculty members will evaluate the goal statement, along with the other admissions material.
8. Current resume; and
9. Copy of official Federal-Level Criminal Background Check approved by the Charter School of Education and Human Sciences at time of application; and

In addition, the applicant is encouraged to submit any additional relevant information, such as a personal statement, for consideration during the admissions decision.

Comment [S11]: Change: Copy of official Federal-Level Criminal Background check through PSI
like PSI to the website with instruction to PSI

Comment [S12]: Add: 10. Application to Teacher Education Program – Graduate Application for any teacher-education program must be completed as part of the admissions process. Enrollment beyond nine (9) semester hours is prohibited if the candidate has not been formally admitted to the Berry college teacher-education program.

Application to Graduate Teacher Education Program

Graduate Application for any teacher-education program *must* be submitted within the first nine semester hours of course work. Enrollment beyond nine (9) semester hours is prohibited if the student has not been formally admitted to the Berry College teacher-education program.

Transfer Students

M.A.T. students transferring to the Berry College graduate program in education must submit a transfer-student recommendation form that has been completed by the program director or appropriate dean of the previous institution. The form must be submitted as a confidential form in a sealed envelope with the recommender's signature across the seal. The recommendation forms are available in the Office of Graduate Studies in Education.

☐ Three hours of graduate-education elective credit may be earned by a student providing an American Council on Education transcript demonstrating the student has attempted or completed the National Board for Professional Teaching Standards. All other conditions for acceptance of transfer credit and the procedures for transferring credit are explained on page 15.

Comment [S13]: Change to candidates

Comment [S14]: Change to candidate

Nondegree Status

Nondegree-seeking students who hold a baccalaureate degree from a fully accredited institution of higher education and who desire particular courses, institutes, or endorsement programs may apply for post-baccalaureate status. The applicant must submit the following:

Comment [S15]: Change to candidates

1. Graduate application form and fee
2. One official transcript from each college or university attended
3. A minimum grade-point average of 2.5 or a junior-senior grade-point average of 3.0.
4. Copy of official Federal Level Criminal Background Check approved by the Charter School of Education and Human Sciences at the time of application.

Comment [S16]: Change to on-line application

Admission to Candidacy

Admission to graduate studies is not equivalent to admission to candidacy. Admission to candidacy must be attained before the student will be allowed to take the comprehensive examination.

At least one semester prior to the expected graduation date, formal application for admission to candidacy must be submitted to the graduate department on forms supplied by that office. This application may not be filed prior to completion of 12 graduate semester hours at Berry College.

Admission to candidacy for the Master of Education degree is contingent upon

1. degree-seeking admission status;
2. the grade of B or better on a minimum of 12 semester hours of graduate work earned at Berry College;
3. a minimum grade-point average of 3.0 (B) on all graduate work attempted at Berry;
4. filing of the application to candidacy/application for graduation at least one semester prior to graduation;
5. approval of the appropriate program director;
6. submission of the oral examination request form; and
7. payment of the graduation fee.

In case admission to candidacy is not granted, the student may reapply after having completed specified requirements. □

Comment [S17]: Delete section

Comprehensive Oral Examination (M.Ed. and M.A.T.)

Each masters candidate is required to take a comprehensive oral examination. This examination measures the candidate's knowledge of the content field as well as the ability to integrate and apply that knowledge. Thus, the examination is more than a review of course work.

To be eligible to take the comprehensive examination, the candidate must have attained admission to candidacy and completed an application for the comprehensive oral examination. A study guide and scoring rubric for the comprehensive oral examination are available in the graduate-student handbook and on the graduate-education Web site.

This examination is conducted by a committee of three faculty members. The examining committee includes one person chosen by the director of graduate studies in education. The other two members are selected by the candidate. One must be a professor of a core course, and the other may be any member from the graduate faculty. For students electing to write a thesis in their masters program, the examining committee will consist of the thesis committee, with the thesis advisor serving as the chair-person. The candidate will arrange the date of the examination with the examining committee.

Comment [S18]: Delete paragraph

Upon the candidate's completion of the comprehensive examination, the examining committee will render one of the following decisions: (1) pass; (2) conditional pass or (3) fail. The candidate will retake the examination after completing any required additional work. If the candidate fails the second time, no further opportunity to take the examination will be granted.

Program Portfolio Requirement

The required program portfolio is assessed by a rubric aligned with each of the graduate program principles. The program portfolio is to be submitted three (3) weeks prior to the oral examination and will be used to illustrate growth as a professional in each of the graduate program principles as well as a focus for the oral examination. The portfolio guidelines and scoring rubric are available in the graduate student handbook and on the graduate education Web site. As part of the program portfolio, candidates will be expected to participate in field experiences characterized by collaboration, accountability, and

environment practices associated with professional learning. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates demonstrate their ability to instruct, conduct applied research, and use information technology to support teaching, learning and diverse students.

Residency Requirement

Students must meet the residency requirement in order to receive a graduate degree. This requirement should be met through enrollment at Berry College in at least three required core courses, one of which must be EDU 602: Action-Based Research in Education.

Comment [S19]: Change to candidates

Application for Georgia Teacher Certification

Guidelines for applying for teacher certification or upgrade of existing teacher certification are available from the certification officer in the Charter School of Education and Human Sciences. Students wishing to receive a master's degree in an area outside of their certification field must consult the Georgia Professional Standards Commission for most current course-work and certification requirements. It is the responsibility of each student to complete the required forms for certification and/or upgrade with the college's certification officer. All certification requirements are established by the Georgia Professional Standards Commission (PSC). Berry College standards and program requirements are subject to change based on the PSC, NCATE and SACS requirements of the program to maintain accreditation.

Comment [S20]: Add to title: (M.A.T.) or certification upgrade (M.Ed.)

Comment [S21]: Change: Office of Field Experience and Student Teaching (OFEST)

Independent Study

An independent-study course is assigned for an individual project or readings under supervision. An application for an independent-study course is available from the Office of Graduate Studies and requires consultation with the instructor of choice to develop the topic of study, approval of the student's advisor, and approval of the dean. An independent-study course may not be substituted for a course that is part of the regular course curriculum of the college. Independent-study applications will not be approved if the topic of study reflects a course being taught during the requested term. Students may take no more than two independent-study courses.

Comment [S22]: Change: It is the responsibility of each candidate to complete the required forms for certification and / or upgrade with the college's certification officer. The Georgia Professional Standards Commission (PSC) establishes all certification requirements. Berry College Standards and program requirements are subject to change based on the PSC, NCATE, and SACS requirements of the program to maintain accreditation.

Comment [S23]: Change: A one stop form and an authorization form is available from the Office of Graduate Studies and requires consultation with the instructor of choice to develop the topic of study, approval of the candidate's advisor, and approval of the dean.

Comment [S24]: Change to candidates

Student Teaching and Internships

M.A.T. graduate students must apply for graduate internships or student teaching one full year prior to expected placement. Students must be admitted to the Teacher Education Program before applying for internship or student teaching. Applications may be obtained from the Office of Graduate Studies. All students are required to pass the appropriate GACE subject exams prior to placement for student teaching or internship. Eligibility requirements for student teaching and internships are published in the graduate-student handbook. Under no circumstances will exceptions to the eligibility requirements be approved. Students enrolled in student teaching or internship may not take more than three (3) credit hours above the course(s) required for student teaching or internship.

Comment [S25]: Change to candidates

Comment [S26]: Delete sentence

Comment [S27]: Change to candidates

Comment [S28]: Change to candidates

Course Prerequisites

Courses requiring prerequisites are noted in the course descriptions. Students must complete all prerequisites or have permission of the instructor prior to enrollment.

Comment [S29]: Change to candidates

Program Requirements - M.Ed.

Early Childhood Education Major

The curriculum in early childhood education at Berry College provides the teacher with knowledge, competencies, and specializations for meeting the interests and needs of children during their most formative years.

EDU 601 must be included within the first five courses taken. EDU 602 must be completed in the semester designated at the time of admission. Graduate students may elect to pursue a major in reading education concurrently while fulfilling the requirements of a major in early childhood education.

Comment [S30]: Change to candidates

COURSE REQUIREMENTS(minimum 33 hours)

Core Subjects

EDU 601	Foundations of Education
EDU 602	Action-Based Research in Education
*EDU 603	Curriculum Theory
PSY 652	Advanced Educational Psychology

SEMESTER HOURS

Comment [S31]: Delete

3

3

3

3

Comment [S32]: Add: EDU 667 – Multicultural Education - 3 hours

Comment [S33]: Delete

Content Fields

A. Communication Arts

EDU 606	Advanced Children's Literature
EDU 612	Theories and Strategies in Reading
EDU 615	Reading Instruction and Materials
EDU 616	Diagnostic Reading Instruction
EDU 671	Language Arts and Literature: Content and Practice
*EDU 618	Remediation of Reading Difficulties

6

Comment [S34]: Delete

3

3

3

3

3

B. Specialized Content (1 course in Math or Sci required; 3 areas of content must be completed)

9

ART 604	Art Education
EDU 607	The Teaching of Science
EDU 620	Creative Activities
EDU 622	Environmental Science and the Teacher
EDU 629	Institute for Teachers (Area: _____)
EDU 633	Contemporary Science Instruction
EDU 636	Social Studies for Teachers
EDU 637	Educational Computer Applications or
EDU 638	Multimedia Computer Applications
EDU 662	Applied Linguistics for ESOL Teachers
EDU 663	Language and Culture in Education
EDU 664	Methods of Teaching in Bilingual/ESOL Settings
EDU 680	Academic Assessment
HPE 619	Special Topics in Health and Physical Education
MTE 621	Instructional Activities in Mathematics for Early Childhood Education

Electives

*Indicates prerequisite course requirement; see course description. □

Middle-Grades Education Major

□The curriculum in middle-grades education with concentrations in language arts, mathematics, science and social science at Berry College provides the teacher with knowledge, competencies and specializations for meeting the interests and needs of students from grades four through eight.

The middle-grades curriculum can be highly individualized for each graduate student, depending upon the student's teaching needs. It is possible for a student to take a course in each of the content areas or any combination of courses from two or more of the four areas totaling 15 hours in content courses. EDU 601 must be included within the first five courses taken. EDU 602, 626 and 641 must be completed in the semesters designated at the time of admission.

Graduate students may elect to pursue an M.Ed. degree with a major in reading while fulfilling the requirements of an M.Ed. degree with a major in middle-grades education.

Comment [S35]: Delete

3

3

3

Comment [S36]: Delete

3

3

Comment [S37]: Delete

3

2

2

3

3

Comment [S38]: Delete

3

Comment [S39]: Change to 3

Comment [S40]: Change to candidate's

Comment [S41]: Change to candidates

COURSE REQUIREMENTS

Core Subjects(required for all middle-grades concentrations)

EDU 601	Foundations of Education
EDU 602	Action-Based Research in Education
*EDU 603	Curriculum Theory
*EDU 626	Middle-Grades and Secondary Applied Action-Based Research
*EDU 641	Action-Based Research Seminar
PSY 652	Advanced Educational Psychology

Language-Arts Concentration

Content Fields

A. Primary Concentration

EDU 612	Theories and Strategies in Reading
EDU 615	Reading Instruction and Materials
EDU 616	Diagnostic Reading Instruction
EDU 617	Advanced Language Arts
*EDU 618	Remediation of Reading Difficulties
EDU 619	Reading in the Content Areas
EDU 628	Adolescent Literature
EDU 637	Educational Computer Applications or
EDU 638	Multimedia Computer Applications

B.Secondary Concentration

(1 course in Math or Sci required; 3 areas of content must be completed)

May be selected from any of the teaching areas applicable to the middle-grades program (music, art, health and physical education, mathematics, science, and social science).

SEMESTER HOURS

Comment [S42]: Delete

3

3

3

2

1

3

Comment [S43]: Add: EDU 667 – Multicultural Education – 3 hours

Comment [S44]: Delete

9

3

3

3

Comment [S45]: Change: EDU 671 – Language Arts and Literature: Content and Practice

3

3

Comment [S46]: Delete

Comment [S47]: Delete

3

6

Mathematics Concentration

Content Fields

A. Primary Concentration

MTE614	Topics in Mathematics (Area:_____)	9
MTE 622	Instructional Activities in Mathematics for Middle-Grades Education	3
MTE 624	Informal Geometry for Middle-Grades Education	3

EDU 629 Institute for Teachers (Area: Mathematics)

B.Secondary Concentration

May be selected from any of the teaching areas applicable to the middle-grades program (music, art, health and physical education, mathematics, science, and social science).

Science Concentration

Content Fields

A. Primary Concentration

EDU 607	The Teaching of Science	9
EDU 622	Environmental Science and the Teacher	3

EDU 629 Institute for Teachers (Area: Science)

EDU 633 Student-Centered Approaches in Science Education

B. Secondary Concentration

May be selected from any of the teaching areas applicable to the middle-grades program (music, art, health and physical education, mathematics, science, and social science).

Social-Science Concentration

Content Fields

A. Primary Concentration

EDU 629	Institute for Teachers (Area: Social Sciences)	9
EDU 630	Educators in Industry	1-6
		3

Comment [S48]: Delete

Comment [S49]: Delete

Comment [S50]: Delete

Comment [S51]: Change to Contemporary Science Instruction

Comment [S52]: Delete

EDU 631	Geography	3
EDU 636	Social Studies for Teachers	3
EDU 640	Children in Families, Communities and Cultures	6
	B. Secondary Concentration	

Comment [S53]: Change to Child and Family Policies

May be selected from any of the teaching areas applicable to the middle-grades program (music, art, health and physical education, mathematics, science, and social science).

Electives

3

*Indicates prerequisite course requirement; see course description.

Reading Major

□ Upon completion of the M.Ed. degree with a major in reading, the student will be eligible to apply for certification at the master's-degree level in the teaching field of Reading Specialist (P-12). Graduate students may elect to pursue an M.Ed. degree in early child-hood or middle-grades education concurrently while fulfilling the requirements of an M.Ed. degree with a major in reading. The undergraduate preparation of each applicant will be considered in planning the sequence of courses leading to the degree. EDU 601 must be taken within the first five classes. EDU 602 must be taken in the semester designated at the time of admission.

Comment [S54]: Change to candidates

The M.Ed. degree with a major in reading is designed to provide the reading educator with the knowledge of

- the foundation of reading and writing processes and instruction;
- a wide range of instructional practices, approaches, methods and curriculum materials to support reading and writing instruction;
- a variety of assessment tools and practices to use in planning effective instruction;
- instructional practices, curricular materials and evaluations with which to create an environment that fosters literacy; and
- professional development as a career-long effort and responsibility.

The degree also provides opportunities to develop the skills and dispositions needed to orchestrate materials, strategies and technology to create environments that foster effective reading and writing programs for diverse students. Candidates will be able to

- use informal and formal assessment techniques to inform reading instruction for students and to evaluate programs;
- evaluate and redesign reading programs based on research and best practice;
- communicate results of instruction and assessment to a variety of shareholders in the development of reading;
- engage various shareholders in activities designed to support reading development;
- work collaboratively with content-area teachers to integrate reading instruction and

- strengthen students' reading abilities; and
- coordinate school-level reading activities between and among teachers.

COURSE REQUIREMENTS(minimum 33 hours)

		SEMESTER HOURS
Core Subjects		
EDU 601	Foundations of Education	3
EDU 602	Action-Based Research in Education	3
*EDU 603	Curriculum Theory	3
PSY 652	Advanced Educational Psychology	3
Content Fields		
EDU 605	Practicum for Teachers (Area: Reading)*	3
EDU 612	Theories and Strategies in Reading	3
EDU 615	Reading Instruction and Materials	3
EDU 616	Diagnostic Reading Instruction	3
*EDU 618	Remediation of Reading Difficulties	3
EDU 619	Reading in the Content Areas	3
EDU 645	Organization and Supervision of Reading Programs	1-3
EDU 655	Topics in Reading Research	
*Indicates prerequisite course requirement; see course description.		
Secondary Education Major		
<p>The Master of Education degree with a major in secondary education is designed to provide an in-depth examination of secondary-school curriculum and instruction while requiring study and research into the particular secondary-school content-area interest of teachers. The program focuses on issues of pedagogy, national standards, and technology necessary for effective secondary-school practice.</p> <p>EDU 601 must be included within the first five courses taken. EDU 602, 626 and 641 must</p>		

Comment [S55]: Change to Foundations

Comment [S56]: Change to 15

Comment [S57]: Add EDU 667 Multicultural Education 3 hours

Comment [S58]: Specialization

Comment [S59]: Change to 19

Comment [S60]: Delete

Comment [S61]: Replace with: EDU 671 Contemporary Practices in LA & Literature OR EDU 662 Applied Linguistics

Comment [S62]: Change to: Total of 34 credit hours

Comment [S63]: Change to: Curriculum and Instruction Major

be completed in the semesters designated at the time of admission.

Comment [S64]: Delete

COURSE REQUIREMENTS (minimum 33 hours)

SEM

Comment [S65]: Add: The Master of Education degree with a major in Curriculum and Instruction is designed to provide in-depth examination of P-12 curriculum and instruction while requiring study and research into the particular content-area of the educator. The program focuses on pedagogy, content-related pedagogy, assessment and instruction technology necessary for effective school-based practice. Candidates are required to demonstrate advanced pedagogical skills or understanding related to their field(s) of certification.

Core Subjects

EDU 601	Foundations of Education
EDU 602	Action-Based Research in Education
*EDU 603	Curriculum Theory
EDU 638	Multimedia Computer Applications
PSY 652	Advanced Educational Psychology

3

3

Content Fields

15

EDU 614	Trends and Issues (Area: Secondary Education)
EDU 619	Reading in the Content Areas
*EDU 626	Middle-Grades and Secondary Applied Action-Based Research
*EDU 641	Action-Based Research Seminar
EDU 680	Academic Assessment
	Elective or Institute
	Elective or Institute

Comment [S66]: Change to: Trends and Issues in Curriculum and Instruction

3

2

1

3

3

3

*Indicates prerequisite course requirement; see course description.

Program Requirements - M.A.T.

Comment [S67]: Ask Linda??

The Master of Arts in Teaching program provides talented college graduates, newly graduated non-education majors, career changers, and other potential candidates with a challenging program of study within their academic discipline while preparing them for an initial certification leading to a master's degree in education. The program is open to individuals with undergraduate degrees who do not hold teacher certification. The M.A.T. combines graduate level work in the teaching field with education courses and a two semester clinical practice or internship under the direction of carefully selected and trained cooperating teachers or mentors in P - 12 schools in northwest Georgia.

The objectives of the Master of Arts in Teaching program are to:

- Attract exceptionally well-qualified candidates with strong liberal arts backgrounds into the teaching profession;
- Provide candidates further depth in the teaching discipline through graduate work in the field;
- Provide applied learning experiences for candidates to develop the skills, dispositions, and professional knowledge to effectively teach their subject area to diverse students;
- Enable candidates to develop and effuse technology into their teaching; and
- Diagnose and solve problems of teaching and learning by teaching them the skills of reflection and analysis

In conjunction with these objectives, candidates will meet the Teacher Education and Graduate Education Program Principles (INTASC). The M.A.T. program provides learning experiences for future teachers at the early childhood, middle-grades, or secondary levels through coursework in Berry College's nationally accredited Graduate Education Program. Through collaborative arrangements with surrounding school districts, the M.A.T. ensures that its candidates have a thorough understanding and application of the knowledge, skills, and dispositions needed in elementary, middle, or high school teaching.

The course of study is highly individualized and reflects the student's interests, needs, and future teaching plans. In addition to a rigorous preparation that supports their subject matter fields, teacher candidates develop their ability to apply pedagogical theory to practice and to reflect on the complexities inherent of effective educators. Teacher candidates are engaged in effective teaching practices that support students with a variety of learning styles and abilities. Our candidates value diversity including, but not limited to, racial, cultural, developmental and learning differences. Primary advising on course selection is based on the student's background and interests, Georgia Professional Standards commission certification requirements, and recommendations of the professional societies to which the student aspires. The advising process is provided by graduate education program administrator, program specialist and faculty, who are well versed in certification and professional society requirements and who are best qualified to discuss their department's offerings.

M.A.T. - Early Childhood Education Major

The curriculum in early childhood education at Berry College provides the teacher with knowledge, competencies, and specializations for meeting the interests and needs of children during their most formative years.

Program Prerequisites

The following program prerequisites must be completed with a grade of "C" or better prior to admission to the Teacher Education Program. Courses taken at the undergraduate level may fulfill these prerequisites.

1. Mathematics, two courses (minimum 6 credit hours)
2. Speech, one course (minimum 3 credit hours)
3. English Composition, one course (minimum 3 credit hours)
4. Biology, one course (minimum 3 credit hours)

EDU 601 must be included within the first five courses taken. EDU 602 must be completed in the semester designated at the time of admission. Graduate students may elect to pursue a reading endorsement concurrently while fulfilling the requirements of a major in early childhood education. Prerequisite or corequisite courses are listed along with requirements below.□

COURSE REQUIREMENTS (minimum 67 hours)

Professional Education Core	
EDU 510	Professional Dispositions
EDU 601	Foundations of Education
EDU 500	Curriculum and Methods (PR EDU 601 and PSY 652)
EDU 603	Curriculum Theory (PR EDU 500 & CR ED 605)
EDU 605	Practicum (CR EDU 603)
PSY 652	Advanced Educational Psychology
PSY 634	Exceptional Child
MTE 523	Math for Initial Certification
EDU 505	Instructional Management (CR EDU 588)
EDU 588	Student Teaching I or Internship I
EDU 590	Professional Seminar (CR EDU 599)
EDU 599	Student Teaching II or Internship II
Content & Methodology	
EDU 602	Action-Based Research Methods

SEMESTER HOURS

Comment [S68]: Delete

1

3

3

3

1

3

3

4

2

Comment [S69]: Change to Clinical Practice OR
Add: EDU 597 Initial Certification Internship in
Teaching I

Comment [S70]: Change to Student Teaching
OR
Add: EDU 598 Initial Certification Internship in
Teaching II

Comment [S71]: Add: EDU 667 Multicultural
Education

Comment [S72]: Delete

EDU 607	Teaching of Science	3
EDU 612	Theories and Strategies in Reading	3
EDU 616	Diagnostic Reading Instruction	3
EDU 620	Creative Activities	
EDU 636	Social Studies for Teachers	3
EDU 638	Multi-media Computer Applications	3
EDU 671	Language Arts and Literature: Content and Practice	3

Comment [S73]: Delete

Electives

Comment [S74]: Change to 3

M.A.T. - Middle-Grades Education Major

The curriculum in middle-grades education with concentrations in language arts, mathematics, science and social science at Berry College provides the teacher with knowledge, competencies and specializations for meeting the interests and needs of students from grades four through eight.

Program Prerequisites

The following program prerequisites must be completed with a grade of "C" or better prior to admission to the Teacher Education Program. Courses taken at the undergraduate level may fulfill these prerequisites.

1. Mathematics, one course (minimum 3 credit hours)
2. Speech, one course (minimum 3 credit hours)
3. English Composition, one course (minimum 3 credit hours)

Course Requirements

EDU 601 must be included within the first five courses taken. EDU 602 must be completed in the semester designated at the time of admission. Graduate students may elect to pursue a reading endorsement concurrently while fulfilling the requirements of a major in middle grades education. Prerequisite or corequisite courses are listed along with requirements below.

COURSE REQUIREMENTS (minimum 33 hours)

Professional Education Core

EDU 510	Professional Dispositions	
---------	---------------------------	--

SEMESTER HOURS

Comment [S75]: Delete

1

EDU 601	Foundations of Education	3
EDU 500	Curriculum and Methods (PR EDU 601 & PSY 652)	3
EDU 603	Curriculum Theory (PR EDU 500 & CR EDU 605)	3
EDU 605	Practicum (CR EDU 603)	1
PSY 634	Exceptional Child	3
PSY 652	Advanced Educational Psychology	3
MTE 523	Math for Initial Certification	3
EDU 505	Instructional Management (CR EDU 588)	2
EDU 588	Student Teaching I or Internship I (CR EDU 505)	
EDU 590	Professional Seminar (CR EDU 599)	1
EDU 599	Student Teaching II or Internship II	
	Content and Methodology	
EDU 602	Action-Based Research in Education	3
EDU 607	Teaching of Science	3
EDU 612	Theories and Strategies in Reading	3
EDU 626	Middle-Grades and Secondary Applied Action-Based Research (PR EDU 602)	2
EDU 636	Social Studies for Teachers	3
EDU 638	Multimedia Computer Applications	3
EDU 641	Action-Based Research Seminar	1

Comment [S76]: Change to: EDU 589 Clinical Practice OR
Add: EDU 597 Initial Certification Internship in Teaching I

Comment [S77]: Change to Student Teaching OR
Add: EDU 598 Initial Certification Internship in Teaching II

Comment [S78]: Add: EDU 667 Multicultural Education

(PR EDU 626)

EDU 671 Language Arts and Literature: Content and Practice

Electives

In addition to the degree requirements above students must complete at least 15 hours of coursework in the content areas listed below. Courses taken at the undergraduate level may fulfill these requirements.

Science

--Courses must cover at least three different areas chosen from Chemistry, Physics, Life Sciences, and Space Sciences

Math

--Must include one course in algebra and one course in geometry

Social Studies

--Must include one course in U.S. History and one course in Geography

Language Arts

--Must include one course in children's literature

Reading

--Must include coursework designed for literacy development, language development, diagnosis, remediation, & reading cognition.

Comment [S79]: Delete whole Content and Methodology Section

Comment [S80]: Add: All middle-grade candidates will take EDU 602 Action-Based Research in Education, in the designated semester by the advisor followed by EDU 626 Middle-Grades and Secondary Applied Action-Based Research and EDU 641 Action-Based Research Seminar. The following courses will be taken by all middle-grade candidates: EDU 612 Theories and Strategies in Reading and EDU 671 Language Arts and Literature: Content and Practice

Candidates will choose one content course based on their primary and secondary concentrations.

Comment [S81]: Change to 3

15

15

15

15

Comment [S82]: Delete this section – starting with In addition to...

M.A.T. - Secondary/P - 12 Education Major

The Master of Arts in Teaching degree with a major in secondary education is designed to provide an in-depth examination of secondary-school curriculum and instruction while requiring study and research into the particular secondary-school content-area interest of teachers. The program focuses on issues of pedagogy, national standards, and technology necessary for effective secondary-school practice.

Program Prerequisites

The following program prerequisites must be completed with a grade of "C" or better prior to admission to the Teacher Education Program. Courses taken at the undergraduate level may fulfill these prerequisites.

1. Mathematics, one course (minimum 3 credit hours)
2. Speech, one course (minimum 3 credit hours)
3. English Composition, one course (minimum 3 credit hours)

Course Requirements

To earn the M.A.T. degree with a Secondary education major the student must:

1. Complete the professional education core;
 2. Complete the Additional Advanced courses listed below;
 3. Complete 6 hours of electives chosen in consultation with the advisor; and
 4. Complete the requirements for one of the content areas listed below.
- EDU 601 must be included within the first five courses taken. EDU 602 must be completed in the semester designated at the time of admission. Graduate students may elect to pursue a reading endorsement concurrently while fulfilling the requirements of a major in secondary education. Prerequisite or corequisite courses are listed along with requirements below.

COURSE REQUIREMENTS (minimum 33 hours)

Professional Education Core	
EDU 510	Professional Dispositions
EDU 601	Foundations of Education
EDU 580	Curriculum and Methods (PR EDU 601 & PSY 652)
EDU 603	Curriculum Theory (PR EDU 500 & CR EDU 605)
EDU 605	Practicum (CR EDU 603)
PSY 634	Exceptional Child
PSY 652	Advanced Educational Psychology
EDU 638	Multimedia Computer Applications
EDU 505	Instructional Management (CR EDU 588)
EDU 589	Student Teaching I or Internship I (CR EDU 505)

SEMESTER HOURS

1
3
4
3
1
3
3
3
2
<p>Comment [S86]: Change to: Clinical Practice OR Add: EDU 597 Initial Certification Internship in Teaching I</p>

Comment [S83]: Change to candidate

Comment [S84]: Change to 3

Comment [S85]: Delete

EDU 590 Professional Seminar
(CR EDU 599)

1

EDU 599 Student Teaching II or Internship II

Comment [S87]: Change to: Student Teaching OR
Add: EDU 598 Initial Certification Internship in Teaching II

Additional Advanced Courses

Comment [S88]: Add: EDU 667 Multicultural Education

EDU 602 Action-Based Research in Education

Comment [S89]: Delete

EDU 614 Trends and Issues (Area: Secondary Education)

Comment [S90]: Delete

EDU 619 Reading in the Content Areas

3

EDU 626 Action-Based Applied Projects
(PR EDU 602)

2

EDU 641 Action-Based Research Seminar
(PR EDU 626)

1

EDU 680 Academic Assessment

3

Electives or Institute

Comment [S91]: Change to 3

Content Area: Chose one area

15

Clicking on the content area below will bring you to the Undergraduate Catalog pages for each content area. You are required to complete the coursework listed for secondary education majors on these pages. Education classes that might be listed within these content area pages are superseded by the Education classes listed above

Comment [S92]: Change to: Clicking on the content area below will bring you to the Graduate Advising sheets for each content area. You are required to complete the coursework related to the secondary education content areas on these pages. The Education classes listed above supersede education classes that might be listed within these content area pages.

Art

Biology

Chemistry

English

French

Government

History

Kinesiology (Health and Physical Education)

Math

Music

Physics

Spanish

Comment [S93]: Link each of these content areas to advising sheets

Additional Programs

English for Speakers of Other Languages (ESOL) Endorsement

Berry College offers an ESOL endorsement to an existing Georgia teaching certificate. This program is designed to provide a knowledge base of research, theory, values and methodology to prepare individuals to teach youngsters whose native language is not English.

Objectives

Upon completion of the ESOL-endorsement course sequence, students will demonstrate these competencies:

1. Knowledge of the nature of language, and of the phonology, morphology, syntax and semantics of the English language;
2. Listening, speaking, reading and writing English;
3. Knowledge of and experience in second-language acquisition across age levels;
4. Knowledge of the effects of cognitive, affective and sociocultural variables of language learning;
5. Language-assessment techniques and instruments and the evaluation of students;
6. Curriculum planning and instructional methods for teaching English as a second language;
7. Study of sociocultural and characteristic features of linguistic/minority cultures.

To Add the Endorsement

An applicant shall be working toward or possess a professional certificate at the bachelor's or higher certification level in a teaching field, or in the service field of school counselor (provided that a teaching-field prerequisite has been established) or in speech and language pathology.

COURSE REQUIREMENTS(minimum 7 hours)

SEMESTER HOURS

- | | |
|---------|---------------------------------------|
| EDU 662 | Applied Linguistics for ESOL Teachers |
| EDU 663 | Language and Culture in Education |

Comment [S94]: Change to 9

Comment [S95]: Change to 3

Comment [S96]: Change to 3

Reading Endorsement

A reading endorsement may be added to any existing Georgia teaching certificate. The program is designed to strengthen and enhance the basic competency levels of any certified classroom teacher to teach reading and literacy instruction appropriate for his or her teaching field. Graduate students may elect to pursue a reading endorsement concurrently while fulfilling the requirements of a major in early childhood education, middle-grades education or secondary education.

Objectives

The Reading-Endorsement course sequence is designed to develop competencies in:

1. Knowledge and beliefs about the psychological, sociological, linguistic and anthropological foundations of reading and writing instruction;
2. Use of a wide range of materials and instructional practices, including technology-based practices, for effective literacy instruction for learners at various stages of development and from different cultural and linguistic backgrounds;
3. The use of informal and formal assessment methods for the identification of students' reading strengths and weaknesses and for guidance in designing reading and writing instruction;
4. Creating literacy environments that foster the use of reading and writing as tools for life-long learning; and
5. Knowledge and dispositions toward the use of a variety of professional development resources to support effective reading instruction across the content areas for diverse learners.

To Add the Endorsement

An applicant shall be working toward or currently hold a professional certificate at the bachelor's or higher certification level in a teaching field.

COURSE REQUIREMENTS (minimum 7 hours)

EDU 615 Reading Instruction and Materials

EDU 616 Diagnostic Reading Instruction

Reading in the Content Area

SEI Comment [S97]: Change to 9

3

3

3

The following were presented for 1st reading unless otherwise noted in the Effective date column.

Action	Course	Title	Description	Effective
Add	EDU595	Student Teaching	0-9-9 Participation and teaching under the guidance of a cooperating teacher in a	SP2013

			school with college supervision. Activities include: planning lessons, implementing instruction, and assessing student outcomes during lead teaching. (For Secondary and P-12 certification area candidates needing a one-semester option for student teaching.)	
Drop	EDU599	Student Teaching		SP2013
Add	EDU591	Student Teaching	6 hours credit	SP2013
Change	EDU614	Trends and Issues (old title)	Change title and course description. New Title: Trends and Issues in Curriculum and Instruction Survey of recent national and state trends in curriculum and instruction. Candidates will: 1)select one area for concentrated inquiry of influences that impact their content areas curriculum; (2)demonstrate the impact of knowledge and skills related to trends in classrooms and school based practices. Field experiences required.	SP2013
change	EDU667	Multicultural Education	Add the following to course description: 10 hours of observation and field experiences in schools and learning communities required	Note: 1 st reading waived. SU2012

EdS – Education Leadership . If the master’s degree is not in Education Leadership, then the student must take three hours in School Law/Ethics (EDU721 – already on the books)

Next Meeting – January 17, 2012

Meeting adjourned at 11:35 a.m.

Chair: Katherine Whatley

Secretary: Linda Tennant

