citizenship skills through a solid foundation in the liberal arts. Key aspects of the mission include affordable and accessible professionally-oriented degree programs that are concentrated in selected disciplines that lead to rewarding careers and enhance the economic and cultural vitality of central Georgia.

The School of Education was founded in 2005. Under the leadership of then President David Bell, it was clear that he wanted a teacher preparation program that was innovative in design and implementation for inclusiveness. Thus the first degree program would produce teachers for this area who would be dually certified to teach children with and without disabilities and would lead the way with innovative uses of technology both in classroom teaching and supervision. Lastly, the curriculum and teacher practice (pedagogy) would be built in partnership with our P-12 partners. All three goals were accomplished and Macon State College expanded into secondary education as well as middle grades education, again addressing knowledge and skills needed to work with all students.

In April 2007 MSC had a Georgia Professional Standards Commission (GaPSC) developmental review of its School of Education (SOE) and three teacher preparation programs: the Bachelor of Science degree in Early Childhood Education (Sped/ECE); the Bachelor of Science degree in Biology Education (SECBE); and the Bachelor of Science degree in Mathematics Education (SECME). The Bachelor of Science in Early Childhood Education Program leads to dual certification in Early Childhood and Special Education General Curriculum (Sped/ECE); the Biology and Mathematics Program each have a track for secondary (6–12) certifications. In spring 2008, MSC had an electronic developmental review of two additional teacher preparation programs: a Bachelors of Arts degree in English (SECE) and a Bachelors of Arts degree in History (SECH), both of which have secondary (6–12) education teacher certification tracks.

In October 2010 all existing programs were granted initial approval by the Georgia Professional Standards Commission and the School of Education was awarded initial accreditation by NCATE. A new degree program, Middle Grades Education, was awarded developmental approval. This program will undergo an initial program review in 2013.

3. Description of how the program demonstrates demand and a justification of need in

		Middle Grades subject area	1. Subject Specific to current certification field* (9 hours)	SOE SOAS SOIT
		High School by subject area	1. Subject Specific to current certification field* (9 hours)	SOE SOAS SOIT
Subject Content Core		Special Education (P-12)	1. Subject Specific to current certification field* (6 hours) 2. ECE, MGED, HSED focus elective*	SOE

*to be developed

Library

Currently, the Macon State College library has access to over 280 journal subscriptions and over 8,000 eBooks for student use. Additional journals and reference materials such as technology related tutorials will be added at an estimated 4(nd r)3(7co4r.64 0.96 0.96 re f* [(f)-1(o)-146$10-)Tj re

expectations,

Curriculum

5. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would

Gaming Applications and Development (3hours)

Sample 2:

This accelerated program assumes students will begin in May semester term and will complete the program the following spring. Fall and spring terms will be 8 weeks in length with students completing 2 courses per 8 – week term. May and summer terms will follow the traditional institutional calendar. The program is currently 36 hours in length.

7) Lead and work with others to develop a vision for technology integration in schools, including designing technology plans and budgets; ensuring access, and acquiring resources;
8) Apply classroom and school-based data, research, and reflection to make sound instructional decisions, advocate for change, and build program support;
9) Develop knowledge, skills, and abilities for teaching within digital and online learning communities; and
10) Apply advanced skills in research, assessment, and evaluation strategies that inform and to measure the effectiveness of educational technology within learning communities.

Administration of the program:

The Masters' degree in Education will be housed in the School of Education and be administered by the Dean of the School of Education in collaboration with the School of Information Technology and the School of Arts and Sciences (Department of English, Department of

12. Projected enrollment for the program especially during the first three years of implementation. Please indicate whether enrollments will be cohort-based.

We anticipate starting with a cohort class organization with 30 students admitted in Fall semester 2013, 2014, and 2015 (see budget). We believe this will be a highly sought after degree and those numbers may grow significantly.

	NUMBER OF STUDENTS		
	FY 13	FY 14	FY 15
Summer Cohort 1		17	17
Cohort 2			17
Cohort 3			
Total		17	34
Fall Cohort 1	30	17	0
Cohort 2		30	17
Cohort 3			30
Total	30	47	47
Spring Cohort 1	30	17	0
Cohort 2		30	17
Cohort 3			30
Total	30	47	47
	60	111	128

13. Faculty

a. Provide an inventory of faculty directly involved with the administration of the program. For each faculty member, provide the following information:

b. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added, with a timetable for adding new faculty and plan for funding new positions.

14. Fiscal, Facilities, Enrollment Impact, and Estimated Budget

a. Providæa narrative that explains how current institut i (ve)4(61)-10(pl)-2(a)purrent institut i ((v

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advanced degrees with a direct link to the educator's role in the classroom. Graduate programs in Georgia have enrollments of around 30 students per program. Some programs have significantly more and others maybe have less than 30 students. Given, that this proposed degree will be in a new certification area that relates to P-12 classrooms and the locale (middle of the state), and the weekend/hybrid model we expect to begin with enrollment of 30 students. The average attrition rate is usually 10% so in the second year we would expect 27 students to finish and an additional 30 students to start the program.

Facilities Information for New Academic Programs

Proposed Location for the Program: _____Education Building_____

Floor area required for the program (gross and net square feet): _____X

Type of spaces required:

- Number of classrooms _____1_____
- Number of labs _____1_____
- Number of offices _____
- Other spaces _____

Place an “X” beside the appropriate selection:

___X____ Existing facility will be used as is (area square footage)

__No____ Existing facility will require modification (area square footage)

Projected renovation cost:
Estimated relocation cost:
Total funding required:
Source of Funding:

__No_____ Construction of new facilities will be required (area square footage)

Estimated construction cost:
Estimated total project cost:
Proposed source of funding:

List any infrastructure impacts that the program will have (i.e., ( )T(t)-2 0.75 0 Tduastruct

APPENDIX 1

Course descriptions, pre and co-

APPENDIX 2

State accrediting agencies or professional organization as they relate to curriculum standards for the proposed program.

APPENDIX 3

International Society for Technology Education (ISTE) National Council for Accreditation of Teacher Education (NCATE) technology standards

APPENDIX 4

Standard 6.3 of Georgia Professional Standard Commission Program Rules

Letters of Support (coming)

Dr. Romaine Dallemand	Bibb County School Superintendent
Mr. Robin Hines	Houston County School Superintendent
Dr. Anthony Pack	Monroe County School Superindent