**It is required that you follow this format when presenting a
New Graduate Program for review and approval.**

Please submit the typed original with all required signatures to the Graduate Council.

Form functionality most compatible using Adobe Acrobat 9 and newer.

Title of New Program: M.Ed. Middle School Education, Non-Licensure

Department or other unit proposing the New Program: Education

Contact Person: William G. Cortezia Ph.D.

List Members of the Graduate Curriculum Committee: Lyndsey Benharris, William Cortezia, Danette Day, Janna Heiligentein (Co-Chair), Ann Howard, Ruth Joseph (Co-Chair), Richard Masciarelli, Nancy Murray, Robert Shapiro.

This is a: ☐ New Program   ☒ New Concentration

This refers to a (check all that apply): ☐ Certificate Program ☐ Teacher Licensure Program ☒ Degree Program

Briefly describe new program as it will appear in university catalog:

This Middle School Education degree is geared to teaching the pedagogy (art/science/profession) of middle school education and not specific subject content knowledge. The non-licensure concentration in the M.Ed. in Middle School Education program is designed for teachers who already hold licensure, or who do not need to earn their initial license in one of the four content areas available at Fitchburg State University, but who are interested in learning the art and science of teaching students at the middle and secondary levels. The program is carefully designed to provide the knowledge, skills, and dispositions needed to meet the educational challenges of the middle school pedagogy.

Candidates do not complete the Special Methods courses in the content areas, the Sheltered English Immersion (SEI) course, or the Practicum, which are required for all licensure candidates. Instead of those courses, candidates are able to choose electives that will help them address their particular pedagogical and professional goals. However, candidates for the non-licensure concentration will still learn pedagogy that adheres to the four Professional Standards for Teachers:

·**Curriculum, Planning, and Assessment standard:** Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

·**Teaching All Students standard:** Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

·**Family and Community Engagement standard:** Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

·**Professional Culture standard:** Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Population/anticipated enrollment/staffing plan (i.e., Who/how many will program serve?)

While we do not have specific data on the numbers of applicants that we may serve, we have received approximately dozens of inquiries/requests about a Middle School non-licensure/ non-concentration degree last academic year.

This program is geared to teaching the pedagogy (art/science/profession) of middle school education and not specific subject content knowledge.

We currently have highly qualified full-time and adjunct faculty with the expertise to teach the courses in this program.

Rationale and expected outcomes for new program:

Some of the courses in this program may be of interest to in-service educators seeking professional development, which will also collaborate in building a critical mass.

This program is geared to teaching the pedagogy (art/science/profession) of middle school education and not specific subject content knowledge.

This program is is carefully crafted to provide the knowledge, skills, and dispositions needed to meet the educational challenges of the middle school pedagogy.

Will program run on cohort model? ⦿Yes ◯No   Will additional faculty be needed, day/adjunct? ◯Yes ⦿ No

Library and other resources needed:
N/A

Describe program's admissions requirements:

To apply, a candidate must submit documents as outlined in the Graduate Admissions section in the catalog.

Admissions requirements:
• Candidates do not need to hold a license.
• Candidate will need a Bachelor's degree.

Implementation plan (what semester will new program begin; will it be phased in; attach suggested execution)

This program will begin Fall 2018.

Candidates are to take "A Block" courses before "B Block" courses and take "B Block" courses before "C Block" courses. Please refer to plan of study attached.

GRADUATE COUNCIL
NEW PROGRAM PROPOSAL

A plan of study must be included with this proposal.

If new courses are proposed or major changes are made to existing courses, submit a Graduate Council New Course Approval form. Attach any letter(s) of support from professional agencies or others within or outside the university.

☒ Plan of Study is Attached

☒ Reviewed by Dean: _____ 2/2/18

[Print Form]

Required Signatures—Graduate and Continuing Education New Program Approval

New Program Initiator:_____   Date: 2/2/18

Department Chair:_____   Date: 2/2/18

Graduate Council Chair:_____   Date: 3/6/18
(Indicates Graduate Council approval)

President:_____   Date: 3/20/18

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GRADUATE PROGRAM FOR INITIAL LICENSURE: MIDDLE SCHOOL EDUCATION (5-8)

ENGLISH/HISTORY/MATHEMATICS/SCIENCE

COURSE	PRE-PRACTICUM HOURS/ BLOCK	CREDITS SEMESTER
EDUC 7116 Becoming a Teacher (5-12)***	15 BLOCK A	3 FALL 1
EDUC 7122 Introduction to Strategies for Teaching Students in Middle and High Schools	15 BLOCK A	3 FALL 1
SPED 7125 Teaching Students with Disabilities (5-12)	10 BLOCK A	3 SPRING 1
EDUC 7124 Creating a Positive Learning Environment	15 BLOCK A	3 SPRING 1
EDUC 8040 Family, School , and Community Collaboration (5-12)	10 BLOCK B	3 SUMMER
EDUC 8029 Special Methods for Instruction in the Content Areas (5-12): English OR EDUC 8033 History OR EDUC 8032 Science OR EDUC 8031 (5-8): Mathematics	20 BLOCK B	3 FALL 2
EDUC 8034 Formative and Summative Assessment for Differentiating Instruction	15 BLOCK B	3 FALL 2
READ 8132 Content Area Reading and Writing: Fostering Literacy in Middle and High School	0 BLOCK B	3 SPRING 2
EDUC 7096 Sheltered English Immersion (SEI)	25 BLOCK B	3 SPRING 2
EDUC 9300 Educational Research	0 BLOCK C	3 SUMMER
EDUC 9060 Practicum in Middle School	SUCEESSFUL PASSING OF STAGE 2 BLOCK C	3 FALL 3
EDUC 9020 Practicum Seminar(TAKEN IN CONJUNCTION WITH EDUC 9060)	0 BLOCK C	3 FALL 3
Total Credits Per Program		36

IMPORTANT NOTIFICATIONS:

1. Candidates are to take "A Block" courses before "B Block" courses and take "B Block" courses before "C Block" courses.
2. Block B & C courses HAVE THE PRE-REQUISITE OF MATRICULATION IN THE MS (5-8) INITIAL LICENSURE PROGRAM.
3. 28-month schedule time of completion – Each course of Seven (7) week modules with exception of EDUC 9300 EDUCATIONAL RESEARCH.
4. Candidates must have evidence of passing scores on Communications and Literacy MTEL (#1) as well as have evidence of Passing Scores on content test for Middle School subject (English #07, History #06, Mathematics #09, or Science #10) for acceptance into the program.
5. Transfer of GRADUATE LEVEL COURSES may only occur with clear and specific identification on introductory graduate work courses that address A Block Courses (EDUC 7116/EDUC 7122/ EDUC 7124/ SPED 7125).

*** Candidates MUST take EDUC 7116 Becoming a Teacher (5-12) first before taking the remaining BLOCK A courses.

GRADUATE PROGRAM FOR NON-LICENSURE: MIDDLE SCHOOL EDUCATION (5-8)

ENGLISH/HISTORY/MATHEMATICS/SCIENCE

COURSE	FIELD HOURS/ BLOCK	CREDITS SEMESTER
EDUC 7116 Becoming a Teacher (5-12)***	15 BLOCK A	3 FALL 1
EDUC 7122 Introduction to Strategies for Teaching Students in Middle and High Schools	15 BLOCK A	3 FALL 1
SPED 7125 Teaching Students with Disabilities (5-12)	10 BLOCK A	3 SPRING 1
EDUC 7124 Creating a Positive Learning Environment	15 BLOCK A	3 SPRING 1
EDUC 8040 Family, School , and Community Collaboration (5-12)	10 BLOCK B	3 SUMMER
ELECTIVE 1	(Depending on the elective) BLOCK B	3 FALL 2
EDUC 8034 Formative and Summative Assessment for Differentiating Instruction	15 BLOCK B	3 FALL 2
READ 8132 Content Area Reading and Writing: Fostering Literacy in Middle and High School	0 BLOCK B	3 SPRING 2
ELECTIVE 2	(Depending on the elective) BLOCK B	3 SPRING 2
EDUC 9300 Educational Research - FULL SUMMER SEMESTER	0 BLOCK C	3 SUMMER
ELECTIVE 3	(Depending on the elective) BLOCK C	3 FALL 3
EDUC 9510 Capstone: Implementing Best Practices– FULL SEMESTER	0 BLOCK C	3 FALL 3
Total Credits Per Program		36

IMPORTANT NOTIFICATIONS:

1. Candidates are to take "A Block" courses before "B Block" courses and take "B Block" courses before "C Block" courses.
2. Block B & C courses HAVE THE PRE-REQUISITE OF MATRICULATION IN THE MS PROGRAM.
3. 28-month schedule time of completion – Each course of Seven (7) week modules with exception of EDUC 9300 EDUCATIONAL RESEARCH & EDUC 9510 CAPSTONE: IMPLEMENTING BEST PRACTICES and possible electives.
4. Transfer of GRADUATE LEVEL COURSES may only occur with clear and specific identification on introductory graduate work courses that address A Block Courses (EDUC 7116/EDUC 7122/ EDUC 7124/ SPED 7125).
5. *** Candidates MUST take EDUC 7116 Becoming a Teacher (5-12) first before taking the remaining BLOCK A courses.