

COMPREHENSIVE PROGRAM REVIEW: AY 2020-2021

Project Team: Julie Little, Jane-Marie McKinney, and Beth Pye

Academic Program Name: Bachelor of Science with a Major in Middle Grades Education

CIP Code: 1312.03

College or School and Department: Education, Mathematics, and Applied Sciences/Education

Date of Last Internal Review: Initial Review

Outcomes of Previous Program Review (brief narrative statement): initial review

Current Date Program Reviewed at the Institution for this report: 12/10/2021

Executive Summary and Memo:

The Middle Grades Education program has an impressive graduation rate at 100%, but there are very few graduates (on average 4 per year). Unfortunately this cannot sustain a program and the program will be deactivated in 2022.

Quality Summary:

The Middle Grades Education program is in compliance with both Board of Regents requirements and the PSC, having been fully reaccredited by the State of Georgia in March 2020. The data for exit scores on national exams (GACE) is included in this report.

Viability Summary:

The Middle Grades Education program has very few graduates (on average four per academic year). Those numbers cannot sustain a program.

Productivity Summary:

The Middle Grades Education program has an impressive graduation rate at 100%, although there are very few graduates (on average four per academic year).

Mission Statement and Curriculum

Program Mission Statement

Gordon State College School of Education graduates will make a difference in the lives of the students and communities they serve. Their careers will build on the foundations of competence and disposition of character which were initially guided and shaped in their professional preparation at Gordon State.

Program Requirements (Data Source D and E)

Curriculum

All tracks require 42 to 46 semester hours in Areas A-E and G, and 18 credit hours in Area F of the Core Curriculum.

Required Courses 43 Credit Hours

EDUC 3005 Middle and Secondary Curriculum Instruction & Assessment

EDUC 3506 Middle School Practicum I

EDUC 3507 Seminar in Middle School Practicum

EDUC 3600 Intro to Middle Grades Education and Theory

EDUC 3610 Nature and Needs of the Adolescent Learner

EDUC 4502 Middle School Seminar in Practicum II

EDUC 4503 Middle School Practicum II

EDUC 4506 Middle School Teaching

EDUC 4507 Seminar in Middle School Teaching

EDUC 4600 Classroom Management Middle and Secondary

EDUC 4800 Curriculum and Instruction in Education

LART 3006 Teaching Reading in the Content Areas

LART 3030 Adolescent Literature

SPED 3105 Exceptional Learner in Middle Grades and Secondary

Additional Requirements 21 Credit Hours

Content Area 1 9 Credit Hours

The candidate must select one area of concentration from the following content areas and work directly with their advisor to determine the most appropriate courses to complete this area.

☐ L i t e r a c y _ (R e a d i n g) _ _

☐ M a t h e m a t i c s _ _

☐ S c i e n c e _ _

Content Area 2 12 Credit Hours

The candidate must select a second area of concentration from the following content areas and work directly with their advisor to choose at least 4 upper level courses in that area.

☐ E n g l i s h _ L a n g u a g e _ A r t s _ _

☐ H i s t o r y _ S o c i a l _ S c i e n c e _ _

☐ L i t e r a c y _ (R e a d i n g) _ _

☐ M a t h e m a t i c s _ _

☐ S c i e n c e _ _

Total 124-129 Credit Hours

Board of Regents' Guidelines for Program (Data Source F)

Area F in Middle Grades Education consists of 18 hours in lower-division (1000- and 2000-level) courses related to the program study and/or prerequisite to higher level courses required in the major:

Guidelines effective fall 2007**

EDUC 2110 Investigating Critical & Contemporary Issues in Education 3 hours

EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational
Contexts
3 hours

EDUC 2130 Exploring Learning and Teaching 3 hours

Two academic courses in one area of required concentration 6 hours

One academic course in second area of required concentration 3 hours

**Students who have already completed an earlier Area F for education majors, or parts of it, will have those courses honored through Fall 2009. After that time, beginning in Spring 2010, students desiring admission to teacher preparation programs will be expected to satisfy the Area F above.

**Because of timing, some students will have a combination of courses from an earlier and the new Area F. In these cases, as a guide, the following courses are considered comparable during the transition for these students: EDUC 2110 and the Introduction to Education course; EDUC 2120 and the Exceptional Children course; and EDUC 2130 and the Human Growth and Development course. These comparable courses are valid through Fall 2009.

Offerings by Course (Data Source A)

Number of sections each year

Course Offerings - Sections Each Academic Year

Program Title	Course Title	2017 - 2018	2018 - 2019	2019 - 2020
BS-Middle Grades Education	EDUC 3005	1	1	1
	EDUC 3506	2	2	2
	EDUC 3507	2	2	2
	EDUC 3600	1	1	
	EDUC 3610	1		1
	EDUC 4506	2	2	2
	EDUC 4507	2	2	2
	EDUC 4600	1		
	EDUC 4800	1	1	1
	LART 3006	3	3	3
	LART 3030	1	1	1
	SPED 3105	1	1	1

Number of sections of required courses and electives offered

Number of Day, evening, and online sections

Course Offerings - Sections by Day, Evening, and Online

Program Title	2017 - 2018		2018 - 2019			2019 - 2020		
	Day Classes	Evening Classes	Day Classes	Evening Classes	Hybrid/Partial...	Day Classes	Evening Classes	Fully Online ..
BS-Middle Grades Education	15	3	12	2	2	11	2	3

Number of Day, Evening, and Online sections offered

Day Classes - Non Online classes with meeting start times prior to 6pm

Evening Classes - Non Online classes with meeting time on or after 6pm

Fully Online Classes - Online classes with instructional method of Fully or Entirely Online

Hybrid/Partially Online Classes - Online classes with instructional method of Hybrid or Partially Online

Number of Sections by Location/Delivery

Course Offerings - Sections by Location/Delivery

Program Title	2017 - 2018	2018 - 2019		2019 - 2020	
	Barnesville/Main Campus	Barnesville/Main Campus	Online Class	Barnesville/Main Campus	Online Class
BS-Middle Grades Education	18	14	2	13	3

Campus/Location of offerings by campus. Online classes include e-Core.

Section Enrollments (Mean Class Size)

Course Offerings - Enrollments (Mean Class Size)

Program Title	Course Title	2017 - 2018		2018 - 2019		2019 - 2020	
		Enrolled	Capacity	Enrolled	Capacity	Enrolled	Capacity
BS-Middle Grades Education	EDUC 3005	9	0	8	0	15	0
	EDUC 3506	1	0	2	0	4	0
	EDUC 3507	1	0	2	0	4	0
	EDUC 3600	4	0	4	0		
	EDUC 3610	4	0			7	0
	EDUC 4507	2	0	1	0	3	0
	EDUC 4600	2	0				
	EDUC 4800	2	0	10	0	15	0
	LART 3006	15	0	12	0	13	8
	LART 3030	4	0	6	0	5	0
	SPED 3105	7	0	9	0	12	0

Mean class size for section enrollments

Section Enrollments (Total Enrollments)

Course Offerings - Enrollment Totals

Program Title	Course Title	2017 - 2018		2018 - 2019		2019 - 2020	
		ENRL	MAX_ENRL	ENRL	MAX_ENRL	ENRL	MAX_ENRL
BS-Middle Grades Education	EDUC 3005	27	0	48	0	45	0
	EDUC 3506	9	0	24	0	24	0
	EDUC 3507	12	0	24	0	48	0
	EDUC 3600	24	0	12	0		
	EDUC 3610	12	0			42	0
	EDUC 4507	24	0	12	0	24	0
	EDUC 4600	12	0				
	EDUC 4800	6	0	60	0	90	0
	LART 3006	138	0	111	0	114	72
	LART 3030	12	0	18	0	15	0
	SPED 3105	21	0	27	0	36	0

Total enrollments for sections

Mission Statement and Curriculum Narrative:

The program's mission statement was found in a syllabus for ISCI 2001. The Middle Grades Education program meets the program requirements established by the BOR and the PSC, having recently been fully accredited by the State of Georgia in March, 2020. Students enter the program in a cohort model, and classes are offered so that once beginning the program, students complete the required coursework and practicum hours in two years.

Program Quality

Student Inputs

Number of Students

Student Inputs - Number of Students

Program Title Majr	2017 - 2018			2018 - 2019			2019 - 2020		
	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%	Total Program Level Students	Students in Program	%
BS-Middle Grades Education, Math	1,258	4	0.3%	1,322	2	0.2%	1,528	2	0.1%
BS-Middle Grades Education, Reading	1,258	4	0.3%	1,322	4	0.3%	1,528	8	0.5%
BS-Middle Grades Education, Science				1,322	2	0.2%	1,528	2	0.1%
Overall Program	1,258	8	0.6%	1,322	8	0.6%	1,528	12	0.8%

Program Level - Bachelors

Average Incoming SAT/ACT for Program Majors

Student Inputs- Average Incoming SAT/ACT Scores

Program Title Majr	2017 - 2018			2018 - 2019			2019 - 2020		
	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT	Students in Program	Avg. ACT Comp	Avg. SAT
BS-Middle Grades Education, Math	4	14.0	865.0	2	14.0	905.0	2	21.0	965.0
BS-Middle Grades Education, Reading	4	18.0	970.0	4	18.0	870.0	8	15.7	874.0
BS-Middle Grades Education, Science				2		860.0	2		860.0
Overall Program	8	15.3	928.0	8	16.0	880.0	12	16.1	895.0

Average Admissions Test Scores of Students in the Program

NOTE: Not all students will have admissions test scores

Average Incoming GPA for Program Majors

Student Inputs - Average Incoming GPA

Program Title Majr	2017 - 2018		2018 - 2019		2019 - 2020	
	Students in Program	Avg. HS GPA	Students in Program	Avg. HS GPA	Students in Program	Avg. HS GPA
BS-Middle Grades Education, Math	4	2.60	2	1.81	2	2.56
BS-Middle Grades Education, Reading	4	2.95	4	3.04	8	3.07
BS-Middle Grades Education, Science			2	3.88	2	3.88
Overall Program	8	2.81	8	2.77	12	3.05

Average High School GPA of Students in the Program

NOTE: Not all students will have HS GPA

Freshman Index* for Program Majors

Student Inputs - Average Freshmen Index

Program Title Majr	2017 - 2018		2018 - 2019		2019 - 2020	
	Students in Program	Average Freshman Index	Students in Program	Average Freshman Index	Students in Program	Average Freshman Index
BS-Middle Grades Education, Math	4	2,270	2		2	2,970
BS-Middle Grades Education, Reading	4	2,380	4	2,500	8	2,294
BS-Middle Grades Education, Science			2	2,800	2	2,800
Overall Program	8	2,325	8	2,600	12	2,463

Average Freshman Index of Students in the Program

NOTE: Not all students will have a freshman index

Incoming Learning Support Requirements for Program Majors

Student Inputs- Incoming Learning Support Requirements

Program Title Majr	2017 - 2018		2018 - 2019		2019 - 2020	
	No LS Requirement	Total	No LS Requirement	Total	No LS Requirement	Total
BS-Middle Grades Education, Math	4	4	2	2	2	2
BS-Middle Grades Education, Reading	4	4	4	4	8	8
BS-Middle Grades Education, Science			2	2	2	2
Overall Program	8	8	8	8	12	12

Student Outputs (Data Source A and B)

Average Exit Scores on National Exams

Program Title	AY2017	AY2018	AY2019
Middle Grades % pass rate	100%	100%	100%
Overall Program	100%		

Average Graduating Major GPA

Student Outputs - Average Graduating Major GPA

Program Title Majr	2017 - 2018		2018 - 2019		2019 - 2020	
	Count	Graduating Major GPA	Count	Graduating Major GPA	Count	Graduating Major GPA
BS-Middle Grades Education, Math	3	3.82	1	3.71		
BS-Middle Grades Education, Reading	1	4.00	1	4.00	3	3.67
BS-Middle Grades Education, Science					2	3.92

GPA in program required courses for students in program at midterm census that graduated from program at end of term.

Average Major GPA

Student Outputs - Average Major GPA

Program Title Majr	2017 - 2018		2018 - 2019		2019 - 2020	
	Count	ACYR Major GPA	Count	ACYR Major GPA	Count	ACYR Major GPA
BS-Middle Grades Education, Math	4	3.71	2	4.00	2	3.88
BS-Middle Grades Education, Reading	5	3.65	5	3.91	8	3.96
BS-Middle Grades Education, Science			2	3.92	2	4.00
Grand Total	9	3.67	9	3.92	12	3.94

GPA in program required courses only. Major GPA Student Count may be smaller that total program count since only students enrolled in a course listed in the program curriculum are included.

Employment Rates

Program Title	AY2017	AY2018	AY2019
Middle Grades Education	100%	100%	100%
Overall Program			

Entry into Graduate Programs

Program Title	AY2017	AY2018	AY2019
Valdosta State University- Curriculum Accomplished Teaching	1		
Valdosta State- Middle Grades Education	1		
University of Georgia- Educational Psychology	1		
University of West Georgia- Instructional Media Design	1		
Georgia College and State University- Curriculum and Instruction			2
Overall Program	4		2

Student Satisfaction (Data Source A)

Satisfaction Survey

See Appendix E

Faculty Outputs (Data Source A, B, and C)

Number of Full-time and Part-time Faculty

Faculty Outputs- Number of Faculty

Program Title	Department	2017 - 2018			2018 - 2019		2019 - 2020		
		Full-time	Part-time	Total	Full-time	Total	Full-time	Part-time	Total
BS-Middle Grades Ed.	Education	6	1	7	5	5	4	2	6
	Education, Math & Applied Sci							1	1
Grand Total		6	1	7	5	5	4	3	7

Faculty supporting program through assignment to required courses.

Number of Terminally Degreed Faculty and Number of Non-Terminally Degreed Faculty

Faculty Outputs - Number of Terminally Degreed Faculty

Program Title	Department	2017 - 2018			2018 - 2019			2019 - 2020		
		Terminal Degree	Unknown	Total	Terminal Degree	Unknown	Total	Terminal Degree	Unknown	Total
BS-Middle Grades Education	Education	6	1	7	3	2	5	4	2	6
	Education, ..								1	1

Amount of Sponsored Research Funding- no data provided for the following.

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
Overall Program			

Amount of Other External Funds

Program Title	AY2017-2018	AY2019-2019	AY2019-2020
Overall Program			

Number of Peer-Reviewed Publications

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
Overall Program			

Number of Faculty Research Fellowships

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
Overall Program			

Number of Academic Conference Presentations

Program Title	AY2017-2018	AY2018-2019	AY2019-2020
Overall Program			

Faculty Growth and Development

Faculty	Manuscripts completed	Papers submitted for publication	Papers Accepted or Published	Papers Presented	Book Reviews	Professional Development Workshops and Continuing Education	Article and Chapter Reviews

Program Quality Narrative:

The Middle Grades Education program does not produce many graduates. In 2017 they had 4. In 2018, 2, and in 2019 there were 5. With enrollment dwindling, Middle Grades Education is one of the degree programs that is being considered for deactivation. The faculty outnumbered the students during the 2017-2020 academic school year being analyzed. With that being said, the employment rates for graduates are excellent (at 100%).

PROGRAM VIABILITY

Student Numbers

Overall Credit Hours at Entrance

Student Numbers - Overall Credit Hours at Program Declaration

Program Title Major	2017 - 2018			2018 - 2019		2019 - 2020	
	61-90 Hours	91-120 Hours	121 or More Hours	61-90 Hours	91-120 Hours	61-90 Hours	91-120 Hours
BS-Middle Grades Education, Math	1	2	1	2		1	1
BS-Middle Grades Education, Reading	1	3		2	2	5	3
BS-Middle Grades Education, Science					2		2
Overall Program	2	5	1	4	4	6	6

Cumulative overall hours earned (including Transfer credit) at the beginning of the term the student declared the major.

NOTE: This table includes all students for AY and not just those declaring major during that AY. There can be duplication across AYs.

Faculty Workload

Number of Credit Hours Taught in the Program

Number of Credit Hours Taught in the Program

Program Title	2017 - 2018	2018 - 2019	2019 - 2020
BS-Middle Grades Education	975	1,044	1,311

Standard Faculty Workload for Degree Program

Program Title	AY2017	AY2018	AY2019
Middle Grades Education	4/4	4/4	4/4
Overall Program	4/4		

Number of Faculty Supporting the Degree Program (within and outside the academic unit)

Number of Faculty Supporting Program Within/Outside Department

Department Group	Program Title ..	2017 - 2018	2018 - 2019	2019 - 2020
within Program	BS-Middle Gra..	7	5	7
	BS-Middle Gra..	7	5	7
	BS-Middle Gra..	7	5	7
	Total	7	5	7

Percentage of Classes Taught by Full-time and Part-time Faculty

Percentage of Classes Taught by Full-time and Part-time Faculty

Program Title	2017 - 2018						2018 - 2019						2019 - 2020					
	Full-time		Part-time		Total		Full-time		Total		Full-time		Part-time		Total			
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
BS-Middle Grades Education	17	94.4%	1	5.6%	18	100.0%	16	100.0%	16	100.0%	10	62.5%	6	37.5%	16	100.0%		

Number and Percentage of classes taught by Full-time and Part-time Faculty.

Administrative faculty such as Department Heads and Deans are included in the Part-time measures.

NOTE: If "team teaching" is utilized, Full-time Count plus Part-time Count will be greater than Total Count and Full-time% plus Part-time% will be greater than 100%.

Number of Advisees Per Faculty Member

Faculty Workload - Number of Advisees Per Faculty Member

Program Title Majr	Department	Advisor	2017 - 2018		2018 - 2019		2019 - 2020	
			Students in Program	%	Students in Program	%	Students in Program	%
BS-Middle Grades Education, Math	Education	Barnard, John P	1	12.5%				
		Capers, Bruce					1	8.3%
		Mahan, Michael P	4	50.0%	1	12.5%	1	8.3%
		Wester-Neal, Katherine			1	12.5%	1	8.3%
BS-Middle Grades Education,...	Education	Barnard, John P	1	12.5%				
		Bell, Pamela T					1	8.3%
		Mahan, Michael P	4	50.0%	4	50.0%	7	58.3%
BS-Middle Grades Education,...	Education	Mahan, Michael P					1	8.3%
	Humanities & Fine & Performing	Davis, Doug			1	12.5%	1	8.3%
		Janssen, David A			1	12.5%	1	8.3%
Grand Total			8	100.0%	8	100.0%	12	100.0%

Program Viability Narrative

The Middle Grades Education program does not produce many graduates. In 2017 they had 4. In 2018, 2, and in 2019 there were 5. With enrollment dwindling, Middle Grades Education is one of the degree programs that is being considered for deactivation.

Program Productivity

Student Graduation Statistics

Student Time to Degree

Acyr	Program Title MAJR	2 yrs or less				3 to 4 yrs				More than 4 yrs			
		Non-Transfer		Transfer		Non-Transfer		Transfer		Non-Transfer		Transfer	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2018	BS-Middle Grades Education, Math							2	66.7%	1	33.3%		
2020	BS-Middle Grades Education, Reading									1	33.3%	2	66.7%
	BS-Middle Grades Education, Science									1	100.0%		

Time to Degree based on first-term of enrollment at GSC.

Includes students known to Institutional Research as First-time Freshmen (Non-Transfer) or First-time Transfer (Transfer)

Baccalaureate Level Graduation Numbers (for Review of Baccalaureate Level Programs)

Program Title MAJR	2018		2019		2020	
	Count	Avg. Years to Grad	Count	Avg. Years to Grad	Count	Avg. Years to Grad
BS-Middle Grades Education, Math	3	3.7	1	7.7		
BS-Middle Grades Education, Reading	1	4.7	1	4.3	3	6.3
BS-Middle Grades Education, Science					2	4.7
Grand Total	4	3.9	2	6.0	5	5.7

Time to Degree based on first-term of enrollment at GSC.

Student Retention (Data Source A)

Returned the Subsequent Term

Student Retention - Returning Students

Program Title MAJR	2016 - 2017				2017 - 2018				2018 - 2019			
	Total students	Return	Grad	%	Total students	Return	Grad	%	Total students	Return	Grad	%
BS-Middle Grades Education, Math	4	4		100.0%					1	1		100.0%
BS-Middle Grades Education, Reading					4	3	1	100.0%	1	1		100.0%
BS-Middle Grades Education, Science									2	2		100.0%

* Academic year - AY of first semester (Summer, Fall or Spring) student has declared major for the program under review.

* Returned - Returned the subsequent Fall term - student enrolled Fall term subsequent to his/her Cohort Term

* Graduated- Graduate prior to subsequent Fall term - student was awarded degree in program prior to the Fall term subsequent to his/her Cohort Term

* % - Percentage retained/graduated - total number of students retained and graduated divided by total students in a Cohort of the Academic Year

Program Productivity Narrative

All of the non-transfer students are taking more than 4 years to complete the degree. The non-transfer students are split -50% take 3-4 years and the rest take over 4 years, although the graduation and retention rates are phenomenal at 100%. (n=12)

Appendix A: Data Sources

A = Institutional Research

B = Department/Department Head

C = Human Resources

D = Department Website

E = Gordon State College Catalog

F = Board of Regents Website

Note: If other data sources are used, they can be implemented as need to Appendix A and the appropriate sections above.

Appendix B: Student Demographics

Number of program students

Total number of students in the program and as a percentage of all Bachelors students at Gordon State College

See table “Number of Students” in the *Student Inputs* section.

Number of students in [Program] program by self-reported Gender, Age, and Ethnicity and percentage of all Bachelors students at Gordon State College.

Self-Reported Age

Student Demographics Self Reported Age

Program Title Majr	Age Category	2017 - 2018		2018 - 2019		2019 - 2020	
		Students in Program	%	Students in Program	%	Students in Program	%
BS-Middle Grades Education, Math	<= 23	2	25.0%			1	8.3%
	> 23	2	25.0%	2	25.0%	1	8.3%
BS-Middle Grades Education, Reading	<= 23	2	25.0%	1	12.5%	4	33.3%
	> 23	2	25.0%	3	37.5%	4	33.3%
BS-Middle Grades Education, Science	<= 23			1	12.5%	1	8.3%
	> 23			1	12.5%	1	8.3%

Self-Reported Gender

Student Demographics Self Reported Gender

Program Title Majr	GENDER	2017 - 2018		2018 - 2019		2019 - 2020	
		Students in Program	%	Students in Program	%	Students in Program	%
BS-Middle Grades Education, Math	Female	2	25.0%	1	12.5%	1	8.3%
	Male	2	25.0%	1	12.5%	1	8.3%
BS-Middle Grades Education, Reading	Female	1	12.5%	2	25.0%	7	58.3%
	Male	3	37.5%	2	25.0%	1	8.3%
BS-Middle Grades Education, Science	Female			1	12.5%	1	8.3%
	Male			1	12.5%	1	8.3%

Self-Reported Ethnicity

Student Demographics Self Reported Ethnicity

Program Title Majr	Ethnicity/Race	2017 - 2018		2018 - 2019		2019 - 2020	
		Students in Program	%	Students in Program	%	Students in Program	%
BS-Middle Grades Education, Math	Black or African American	3	37.5%	1	12.5%		
	White	1	12.5%			1	8.3%
	Two or more races			1	12.5%	1	8.3%
BS-Middle Grades Education, Reading	Black or African American					3	25.0%
	White	4	50.0%	4	50.0%	5	41.7%
BS-Middle Grades Educ..	White			2	25.0%	2	16.7%

Students by Number of Hours Completed

Student Demographics - Students by Number of Hours Completed

Program Title Major	Number of Hours Earned	2017 - 2018		2018 - 2019		2019 - 2020	
		Students in Program	%	Students in Program	%	Students in Program	%
BS-Middle Grades Education, Math	75 - 89			1	12.5%		
	105 - 120					2	16.7%
	> 120	4	50.0%	1	12.5%		
BS-Middle Grades Education, Reading	75 - 89	1	12.5%			1	8.3%
	90 - 104					2	16.7%
	105 - 120	2	25.0%	2	25.0%	1	8.3%
	> 120	1	12.5%	2	25.0%	4	33.3%
BS-Middle Grades Education, Science	105 - 120			1	12.5%		
	> 120			1	12.5%	2	16.7%

Number of Hours Earned includes institutional and transfer credits.

Appendix C: Faculty Roster: (Below)

NAME	COURSES TAUGHT	ACADEMIC DEGREES EARNED	OTHER QUALIFICATIONS
Bell, Pamela	EDUC 3090- Classroom Data Analysis	B.A., M.Ed., Ed.S.	
Casebeer, David	EDUC 2110- Investigating Issues in Education EDUC 2120- Exploring Diversity in Education EDUC 2130- Exploring Learning and Teaching	B.A., M.Ed.	
Ellis, Melinda	EDUC 3500- Professional Field Experience I EDUC 3501- Professional Field Experience II EDUC 3506- Middle School Practicum I EDUC 4404- Internship Special Education EDUC 4506- Middle School Student Teaching	B.S., M.S., Ed.S., Ed.D.	
Johnson, Brent	EDUC 2120- Exploring Diversity in Education EDUC 2130- Exploring Learning and Teaching EDUC 3003- Classroom Management EDUC 3300- Integrated Social Studies	B.A., M.A.T., M.Ed., Ph.D.	
Jones, Joseph	EDUC 2110- Investigating Issues in Education EDUC 4990- Independent Study in Education EDUC 4991- Current Topics in Education	B.S., Ph.D.	

Pollock, Beth	EDUC 2103- Exploring Learning and Teaching EDUC 3507- Seminar in Middle School Practicum EDUC 4800- Curriculum and Instruction in Education	B.S., M.Ed., Ed.D.	
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Appendix D: Library Resources for Middle Childhood Education

Dorothy W. Hightower Collaborative Learning Center and Library Resources

Mission

The mission of the Dorothy W. Hightower Collaborative Learning Center and Library is to support the teaching, learning, and research needs of the college community by providing a knowledgeable staff, resources, tools, information, learning spaces, and instruction in evaluative and lifelong learning skills.

Library Vision and Primary Function

The Dorothy W. Hightower Collaborative Learning Center and Library is a welcoming environment offering and encouraging flexible, open, and collaborative learning spaces as well as individual study spaces to meet the needs of the 21st Century student learner. The library provides and maintains a full range of print, non-print, and electronic resources; technology; and services to support teaching and learning at Gordon State College. Additionally, the library promotes awareness, understanding, and the use of these resources through research skills courses, library orientation classes, individualized instruction, online tutorials, and hands-on research assistance for Gordon State students located in Barnesville, Griffin, McDonough and distance education learners. Gordon State College students, faculty, and staff, as well as the surrounding community, are invited to use Hightower Library to pursue academic and intellectual interests.

The primary functions of the library are:

1. To provide physical and electronic access to the necessary informational and instructional resources and technologies which facilitate teaching and nurture learning via logical organization of materials and services, enabling information to be conveniently located, accessed, manipulated, and created.
2. To provide an expert staff, whose value as an informational source equals that of our print and electronic resources, and who are committed to aiding the student, faculty, and staff in the most effective manner.
3. To provide for a growing student body and faculty an attractive yet functional facility which respects the tradition of individual study while simultaneously encouraging the spirit of collaborative engagement, and which allows students, faculty, and staff to achieve their academic goals through research, education, facilitation, presentations, stimulation, and innovation.

Research Assistance

Research assistance is available by walk-up face-to-face assistance, phone, email, and online via PowerPoint and video tutorials, as well as LibGuides (subject guides). Additionally, Gordon State students are assigned a personal librarian based on their majors or home department. Students are able to schedule consultation appointments with their personal librarian to seek help with their research assignments. Faculty/staff may also take advantage of the Personal

Librarian program and work with librarians to create/revise class assignments, provide library instruction classes, conduct research for professional development or scholarly activities, or recommend library materials to support the curriculum offered at Gordon State.

The Personal Librarian for Middle Childhood Education is Beverly Eskridge.

Facility and Online Description

The library supports an on-site, physical collection consisting of 90,124 volumes, 7,932 bound periodicals, 8,000 current periodical subscriptions, 10,394 microfilm units, and 698,672 electronic books. In addition to books and periodicals, the library houses a growing collection of audiovisual materials for use in the library or for classroom use. Patrons have access, in GALILEO (**GeorgiA Library LEarning Online**) to more than 105,000 online serials and core academic journals with over 93,221 of these full-texts and 322 databases. Equipment is available in the library for viewing these materials.

Hightower Library, a two story building, named for Dorothy Watson Hightower, was built in 1978. Reference materials, bound periodicals, microfilm, the Georgia Collection, video collection, and LP collection were housed on the first floor until renovation began in July 2015. The circulating collection, study rooms, and AV equipment were located on the second floor. Hightower Library provided space for quiet study and collaborative group work (6 study rooms), 27 computers, 24 laptops, 2 printers, wireless access, 3 microfilm readers, and 2 photocopiers.

During the renovation, students accessed computers and quiet study spaces located in the Instructional Complex Building, Academic Hall, Russell Hall, Nursing and Allied Health Sciences Building, and Smith Hall as well as connecting remotely using their personal devices or utilizing technology at one of the partner libraries (HCPL or SCTC). Since the renovation completion in 2016, the library is a state of the art learning facility for the 21st century learner which houses approximately thirty percent of the reference materials, bound periodicals, microfilm collection, and circulating collection while the remaining library materials are located via Guillebeau Hall yet accessible upon electronic request. The renovated building houses an increased number of (1) general student seating, (2) computers, (3) individual and group study rooms for collaborative work and individual quiet study, (4) Presentation Practice Room, (5) Assistive Technology Room, (6) two instructional classrooms, (7) wireless access, (8) microfilm readers, (9) printing, (10) and self-check-out machine.

Guillebeau Hall was built in 1934 as Memorial Gymnasium to honor the men who fought in World War I. Memorial Gymnasium was a Public Works Administration project. The building was remodeled in 1999 and converted to a co-ed honors hall that housed 36 students. The building was renamed in honor of Colonel Joseph Edwin Guillebeau, a former professor and President of Gordon Military College. More recently, the main floor of Guillebeau Hall was renovated during Spring and Summer semesters 2015 to accommodate the library repository. It houses the majority of the library's collection as well as the Archives Collection. Archives consist of materials donated to the college related to the history of the (1) college, (2) Lamar County, (3) City of Barnesville, (4) alumni memorabilia, and (5) well-known alumni. Students and community members wanting to access these materials may do so by scheduling an appointment with the Reference and Instruction Librarian who also serves as the college's Archivist. Library users may access materials in Guillebeau Monday through Friday from 8 AM until 5 PM upon scheduling an appointment with a librarian.

Middle Childhood Education Resources available in Hightower Library overall

Format	Number of Titles	Comments
Books	1,380	
Electronic Books	663,613	
Print/Microfilm Journals	36	This counts only unique titles.
Electronic Journals	292	Total count includes some duplicates

Middle Childhood Education databases available through GALILEO

DATABASE TITLE
Animal Kingdom
Britannica Fundamentals
Britannica School Elementary
Child Development & Adolescent Studies
eBook K-8 Collection (EBSCO)
Education Database (ProQuest)
Education Week (EdWeek.org)
ERIC (at EBSCOhost)
ERIC (at eric.ed.gov)
Explora for Elementary
Films on Demand
JSTOR

Middle Childhood Education databases available through GALILEO continued

Mental Measurements Yearbook with Tests in Print
Primary Search
Professional Development Collection
SIRS Discoverer
Academic Search Complete
Bepress Digital Commons
Georgia State University Electronic Theses and Dissertations
University of Georgia Electronic Theses and Dissertations

Middle Childhood Education Journals available through GALILEO and in paper or microfilm format

Title
AERA Open
American Educational Research Journal
American Educator
American Journal of Education
Applied Measurement in Education
Arts Education Policy Review
Australian Journal of Teacher Education
British Educational Research Journal

Title
British Journal of Educational Psychology
British Journal of Learning Disabilities
Brown University Child and Adolescent Behavior Letter
Canadian Journal of Education
Child and Youth Care Forum
Child Psychiatry and Human Development
Clearing House
Comparative and International Education
Computers and Education
Current Issues in Comparative Education
Current Issues in Emerging eLearning
Curriculum and Teaching Dialogue
Curriculum Review
Democracy and Education
Developmental Psychology
Discourse: Studies in the Cultural Politics of Education
Education
Education and Training in Autism and Developmental Disabilities

Title
Education Digest
Education Week
Educational Assessment, Evaluation and Accountability
Educational Leadership
Educational Psychologist
Educational Psychology Review
Educational Research Quarterly
Educational Studies in Mathematics
Educational Technology, Research and Development
English Journal
European Journal of Teacher Education
Frontline Learning Research
Gender and Education
Georgia Educational Researcher
Harvard Educational Review
History of Education Quarterly
Independent School
Instructional Science
Interdisciplinary Journal of Problem-based Learning

Title
International Journal of Computer-Supported Collaborative Learning
International Journal of Disability Development and Education
International Review of Education
Journal for Research in Mathematics Education
Journal of Classroom Interaction
Journal of Curriculum Theorizing
Journal of Developmental Education
Journal of Early Intervention
Journal of Educational and Behavioral Statistics
Journal of Educational Psychology
Journal of Educational Research
Journal of Environmental Education
Journal of Experimental Education
Journal of Interactive Media in Education
Journal of Mathematics Education at Teachers College
Journal of Moral Education
Journal of Philosophy of Education
Journal of Research in Reading

Title
Journal of Research in Rural Education
Journal of Science Education and Technology
Journal of Teacher Education
Journal of Thought
Language Arts
Learning Disabilities: a Contemporary Journal
Learning Disability Quarterly
Learning Environments Research
Mathematics Education Research Journal
Mathematics Teacher
Mathematics Teacher Educator
Mathematics Teaching in the Middle School
McGill Journal of Education
Merrill-Palmer Quarterly
Middle School Journal
Momentum
Multicultural Education
Multicultural Perspectives

Title
Phi Delta Kappan
Reading Improvement
Reading Research Quarterly
Reading Teacher
Research and Practice for Persons with Severe Disabilities
Research in the Teaching of English
Review of Educational Research
Roeper Review
School Library Journal
Science Scope
Sociology of Education
Studies in Art Education
Teacher Education Quarterly
T E S L – E J
Theory into Practice
Voices from the Middle

Appendix E: Student Satisfaction with Program Survey Results

Student Satisfaction with Program Survey Results

Bachelor of Science Middle Grades Education Student Satisfaction Survey Spring 2021

Question	Average	Standard Deviation	Count
I am satisfied with the availability of courses in my major.	3.33	0.58	3
I find the day and time of my major course are convenient for me.	4.33	0.58	3
I am satisfied with extracurricular learning experiences offered for my major.	5.00	1.00	3
I am pleased with the quality of the professors in my major.	5.67	0.58	3
I feel my classes at Gordon State College have prepared me well for graduate school.	5.33	0.58	3
I am satisfied with the availability of professors outside of class.	5.67	0.58	3
As an advisee, I made appointments when needed to see my advisor.	5.67	0.58	3
My advisor makes it easy to get in touch and set up an advisement time.	6.00	0.00	3
I feel my advisor takes a personal interest in me.	5.67	0.58	3
My advisor is knowledgeable about course requirements for my major.	6.00	0.00	3
Overall, I am satisfied with my experience with the Bachelor of Science in Human Services.	4.33	1.53	3
Overall, I am satisfied with my experience at Gordon.	5.00	1.00	3
During the past year, have you attended an educational event outside of class?			3
During the past year, have you attended an on-campus cultural/social event?			3