

1046-A5-1875      **Joy Moore\*** (moorej12@xavier.edu), 112 Hinkle Hall, Mail Location 4441, Xavier University, Cincinnati, OH 45207-4441. *Challenges of Assessing Mathematics Content Courses Designed Specifically for Middle Childhood Education Majors*. Preliminary report.

Despite the call for an increase in mathematics content knowledge among preservice middle childhood mathematics teachers, most research studies investigate professional development experiences in mathematics for inservice teachers. As mathematics departments invest in course development and mathematics education faculty, assessing the impact of mathematics content courses on middle childhood preservice teachers is of great importance. In 2005, Xavier University mathematics faculty developed Foundations of Arithmetic, Geometry and Measurement, Algebra Concepts, and Math Problem Solving specifically for the Middle Childhood Mathematics Education Program. In 2008, an interdisciplinary team of three Xavier faculty members were awarded a grant to evaluate the impact of the new mathematics curriculum for Middle Childhood Education majors. What effect has the newly developed middle childhood mathematics courses had on the content knowledge and self efficacy of the preservice middle childhood mathematics candidates? This paper will present preliminary data analysis and a discussion of the challenges in implementing appropriate assessment of the courses. (Received September 16, 2008)