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The James L. and Dorothy H. Dewar College of Education proudly maintains a commitment to providing an education for future professionals in south Georgia. Acting as a learning community, the College of Education strives to meet the needs and aspirations of the population it serves.

MISSION

The College of Education provides quality graduate instruction in its comprehensive degree programs at the master's, specialist, and doctoral levels. In addition to a primary focus on expanding the skills of teachers and other professionals, faculty members of the College of Education also maintain a commitment to engaging in the scholarly pursuits of research and service for the advancement and sharing of knowledge. Faculty members, administrators, and staff of the College of Education envision an educational system in which students fully participate in, and take responsibility for, their own learning process; where interdisciplinary and inter-institutional collaboration is the norm; and where technology is fully integrated into the learning process. The college also seeks to create an environment that promotes the full development of human potential, supports the conviction that all individuals are capable of learning, and prepares professionals to meet the needs of all learners.

VISION

An agreed-upon vision provides focus and direction for the members of an organization. The College of Education dedicates its resources and expertise to:

“Positively Impacting Learning Through Evidence-Based Practices”

The Valdosta State University College of Education’s Conceptual Framework is the underlying structure that gives conceptual guidance to the operation of the College of Education (Unit) and its partners. It provides direction for our educator preparation programs, courses, teaching, university student performance, faculty scholarship, and faculty service. The Conceptual Framework is based on the broader missions of both the University and the College for the purposes of advancing educational progress in our region. A common thread runs through both mission statements: excellence in teaching and learning, scholarship, and service (VSU Conceptual Framework Document, 2005). At its core is the purpose of positively impacting learning through evidence-based practices. All programs within the unit are guided by this purpose. While learners in various programs may differ according to the candidates’ roles and program standards may differ according to specialized professional association (SPA) guidelines, the essential outcome of all programs is to positively impact learning through the use of evidence-based practices. The Conceptual Framework Guiding Principles related to dispositions, equity, process, ownership, support, impact, and technology are blended with the standards set forth for teachers and by SPAs to provide the structural basis for the programs. Course syllabi, assessments, and candidates’ portfolios reflect the Unit Conceptual Framework through close alignment with the respective standards.

ACCREDITATION AND CERTIFICATION

The College of Education maintains accreditation with the National Council for Accreditation of Teacher Education (NCATE), and each of its individual teacher preparation programs is approved by the Georgia Professional Standards Commission (PSC). Specific questions concerning teacher certification should be directed to the appropriate department. In addition, the Sports Medicine/Athletic Training Program is accredited by the Commission on the Accreditation of Athletic Training Education Programs (CAATE); the Communication Disorders Program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAA/ASHA); the graduate program in School Psychology is approved by the National Association of School Psychologists (NASP).

DIVERSITY

The College of Education faculty recognizes the need to take proactive steps to enhance multicultural and global perspectives and to promote diversity. In order to meet this need, they support multicultural perspectives throughout educational programs and actively seek a diverse student and faculty population. The College of Education educator preparation unit has established comprehensive school partnerships with 14 area schools. These schools were recruited based on a number of factors, including opportunities they would provide to our candidates to work with diverse P-12 students and public school mentors.

ADVISING

For initial guidance, new graduate students in the College of Education should consult with the head of the department in which they plan to pursue a degree. Each student will be assigned an advisor in the appropriate area of study. The student and advisor will collaborate in designing the program to meet the individual needs of the student within the guidelines of the approved program of study. Students are expected to initiate contact with their advisors at least once per semester to ensure that all program requirements are being met.

STUDENT RESPONSIBILITIES

Graduate students are expected to become familiar with the rules and requirements of the College of Education and to assume full responsibility for the regulations concerning their programs of study. In addition, students are expected to attend all classes regularly and abide by the student code of conduct published in the Valdosta State University Student Handbook.

GRADUATE DEGREE PROGRAMS

The James L. and Dorothy H. Dewar College of Education offers three levels of graduate degree programs: the Master of Education degree, the Education Specialist degree, and the Doctor of Education degree. Course descriptions and programs of study leading to these degrees are listed by department.

College of Education Requirements in addition to University Requirements for Admission

1. Admission to graduate programs in the College of Education is granted by the Graduate School, in consultation with the department concerned. Students are urged to contact the department in which the major portion of the work will be taken before making formal application for admission.
2. Formal applications are obtained from, and must be submitted directly to, the Graduate School for initial evaluation.
3. The Graduate School will contact the department head for the department in which the student wishes to pursue graduate work to obtain approval for the student's entry into a graduate program within that department.
4. Students who are admitted to a graduate program will be notified by the Graduate School of their acceptance.
5. Students who are denied admission to a graduate program will be notified by the Graduate School and apprised of the procedure to follow if they wish to appeal the denial.
6. Students in all advanced programs must complete a dispositions survey as part of the Graduate School application process.
7. Students in all advanced teacher programs must complete a self-assessment of teaching practices as part of the Graduate School application process.

MASTER'S DEGREE PROGRAMS

The master's degree programs are designed to enhance and extend the knowledge and skills of students beyond the undergraduate level. The core courses at the master's level develop the students' ability to use and apply research skills, become familiar with current issues and trends in their fields, and review material related to legal issues and ethics. The degrees offered are as follows:

Department of Adult and Career Education

M.Ed. Adult and Career Education
(Business Education and Information Technology Option)
(Career and Technical Education Option)
(Workforce Education and Development Option)

Department of Communication Sciences and Disorders

M.Ed. Communication Disorders

Department of Curriculum, Leadership, and Technology

M.Ed. Educational Leadership
(Public School Leadership Option)
(Higher Education Leadership Option)
M.Ed. Instructional Technology
(Library/Media Technology Option)
(Technology Applications Option)

Department of Early Childhood and Special Education

M.A.T. Special Education Adapted Curriculum
M.A.T. Special Education General Curriculum
M.Ed. Early Childhood Education
M.Ed. Early Childhood Special Education
General Curriculum

Department of Kinesiology and Physical Education

M.Ed. Health and Physical Education

Department of Middle, Secondary, Reading, and Deaf Education

M.Ed. Middle Grades Education
M.Ed. Secondary Education
M.Ed. Reading Education
M.Ed. Accomplished Teaching
M.Ed. Deaf and Hard-of-Hearing
M.A.T. Special Education–Deaf and Hard-of-Hearing

Department of Psychology and Counseling

M.Ed. School Counseling
M.S. Clinical/Counseling Psychology
M.S. Industrial/Organizational Psychology

College of Education Requirements in addition to University Requirements for Admission (M.Ed.)

1. The applicant must hold an undergraduate degree from a regionally accredited college or university with, in all applicable cases, an undergraduate major in, or prerequisites for, the planned graduate field of study.
2. A student will not be admitted with an undergraduate grade point average of less than 2.5 on all previous undergraduate work attempted.
3. A student will not be admitted with a Graduate Record Examination (GRE) score of less than 750 (verbal portion plus either quantitative or analytical portion) or a Miller Analogies Test (MAT) raw score of less than 375. The score on the verbal portion of the GRE may not be less than 350.
4. Students in any program which provides initial certification at the master's level must complete the appropriate "2999" course during the first semester of their enrollment.

College of Education Requirements in addition to University Requirements for Admission (M.A.T)

1. The applicant must hold an undergraduate degree from a regionally accredited college or university.
2. A student will not be admitted with an undergraduate grade point average of less than 2.5 on all previous undergraduate work attempted
3. A student will not be admitted with a Graduate Record Examination (GRE) score of less than 750 (verbal portion plus either quantitative or analytical portion) or a Miller Analogies Test (MAT) raw score of less than 375. The score on the verbal portion of the GRE may not be less than 350.
4. A student must post a passing score on the GACE Basic Skills Assessment.
5. Students in any MAT program must complete the appropriate "2999" course during the first semester of their enrollment.

The following point system will be used to determine admission status:

MAT	or	GRE	=	Points	GPA	=	Points
405+	or	950+	=	35 points	3.5+	=	35 points
396-404	or	900-949	=	30 points	3.25-3.49	=	30 points
391-395	or	850-899	=	25 points	3.00-3.24	=	25 points
386-390	or	800-849	=	20 points	2.75-2.99	=	20 points
375-385	or	750-799	=	15 points	2.50-2.74	=	15 points
Subtotal				_____	Subtotal		_____
TOTAL				_____			

Recommendation Guidelines for Admission

- 40+ points = Regular Admission
- 30-39 = Probationary Admission
- below 30 = Non-acceptance

**College of Education Requirements in addition to
University Requirements for Retention and Graduation (M.Ed.)**

1. A person admitted on a probationary basis may remain in this category for no more than 9 semester hours of coursework. He or she must maintain a 3.0 GPA or higher to be classified as “regular” student.
2. The maximum time allowed for completion of the master’s degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student’s major professor and the Dean of the College of Education and approval from the Dean of the Graduate School.
3. No more than 6 semester hours of academic work may be transferred from another institution into a College of Education graduate program. This credit must be presented to the department for evaluation at the time of admission.

All students who pursue the Master of Education degree in a teacher preparation field must hold an appropriate 4-year teaching certificate. Students who do not hold one of these certificates must take the necessary steps to secure the appropriate certificate or an approved alternative from the department in which they are seeking acceptance before being admitted as a regular, degree-seeking graduate student. Courses used to meet certification standards may not be used to meet requirements for the master’s degree. Each department requires a capstone experience (e.g. comprehensive exam, portfolio, thesis, internship, etc.).

EDUCATION SPECIALIST (Ed.S.) DEGREE PROGRAMS

The Education Specialist degree is designed to enhance and extend the knowledge and skills of students beyond the master’s level. The core course at the specialist level is designed to develop the students’ ability to apply research skills in the field to solve problems and improve services in a variety of settings. The degrees offered are:

Department of Curriculum, Leadership, and Technology

Ed.S. Performance-Based Educational Leadership
(Building or System Level)

Ed.S. Instructional Technology

Department of Middle, Secondary, Reading, and Deaf Education

Ed.S. Middle Grades or Secondary Education

Department of Psychology and Counseling

Ed.S. School Counseling

Ed.S. School Psychology

**College of Education Requirements in addition to
University Requirements for Admission (Ed.S.)**

1. Applicants must have completed a master’s degree at an accredited or approved institution.

2. With the exception of educational leadership and instructional technology majors, applicants must be certified at the T-5 or the equivalent service level in the teaching service field in which they intend to pursue the Ed.S.
3. With the exception of educational leadership, instructional technology, and school psychology majors, applicants must have completed three years of acceptable school experience.
4. Students will not be admitted with a grade-point average of less than 3.00 on all previous graduate work attempted.
5. Students will not be admitted with a Graduate Record Examination (GRE) score of less than 850 (verbal portion plus either quantitative or analytical portion) or a Miller Analogies Test (MAT) raw score of less than 390. Moreover, the score on the verbal section of the GRE may not be less than 400.
6. Only "Regular" admission status is to be used for entry to an Education Specialist Program; graduate work taken prior to admission to an Education Specialist Program will not be counted toward the degree requirements.

Standardized Test Scores

MAT	GRE		GPA	
412+	or 1050+	= 35 points	4.00	= 35 points
408-411	or 1000-1049	= 30 points	3.75-3.99	= 30 points
404-407	or 950-999	= 25 points	3.50-3.74	= 25 points
399-403	or 900-949	= 20 points	3.25-3.49	= 20 points
390-398	or 850-899	= 15 points	3.00-3.24	= 15 points
Subtotal		_____	Subtotal	_____
TOTAL		_____		

Recommendation Guidelines for Admission

40+ points	=	Regular Admission
30-39	=	Admit by Exception
below 30	=	Reject

College of Education Requirements in addition to University Requirements for Retention and Graduation

1. Only "Regular" admission status is to be used for entry into an Education Specialist Program.
2. The maximum time allowed for completion of the Ed.S. degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor and the Dean of the College of Education and approval from the Dean of the Graduate School.
3. No more than 6 semester hours of academic work may be transferred from another institution into a College of Education graduate program. This credit must be presented to the department for evaluation at the time of admission.

DOCTOR OF EDUCATION (Ed.D.) DEGREE PROGRAM

The doctorate of education (Ed.D.) is an advanced program of study based upon the assumption that an interdisciplinary curriculum can serve as the primary intellectual framework for investigating, understanding, and affecting the broad range of academic, social, economic, and cultural issues and pressures facing modern education. The degrees offered are as follows:

Department of Adult and Career Education

Ed.D. Adult and Career Education

Department of Curriculum, Leadership, and Technology

Ed.D. Educational Leadership

Ed.D. Curriculum and Instruction

College of Education Requirements in addition to University Requirements for Admission (Ed.D.)

1. Students may contact the department in which the major portion of the work will be taken before making formal application for admission.
2. Students may not apply for more than one program area.
3. Formal applications are obtained from, and must be submitted directly to, the Graduate School for initial evaluation.
4. A Program Area Admissions Committee of at least three faculty members in each department participating in the program will review the credentials of each applicant. This committee will make recommendations concerning acceptance or rejection on the basis of the minimum general admission requirements. Candidates considered for admission recommendation by this Committee will be required to appear before the Committee for an oral interview before final decisions are made.
5. The Program Area Admissions Committee will make the final decisions about admission to the program.
6. Applicants will be notified by letter by the Graduate School of the decision of the Program Area Admissions Committee.
7. If a student is admitted to the program, enrolls, and subsequently withdraws during the coursework, then the student must apply for readmission to begin in the next cohort at the same point as the initial withdrawal.

Minimum admission requirements have been established for the Doctor of Education Degree program. Applicants meeting these requirements will be considered for admission to the program; however, meeting the minimum requirements does not assure admission. Final admission decisions for the program will be made by the Program Area Admissions Committee and Doctoral Admissions Committee, co-chaired by the Dean of the Graduate School and the Dean of the College of Education.

1. The applicant must have completed a master's degree at an accredited or approved institution. Also, Educational Leadership majors must hold a leadership certificate.
2. The applicant must have completed three years or more of acceptable school or related agency experience.
3. The applicant must have at least a 3.5 grade-point average (on a 4.0 scale) for all graduate work attempted.
4. The applicant must submit GRE scores. If the GRE was taken prior to October 1, 2002, the minimum requirement is a combined score of 1000 on the verbal and either the quantitative or analytical section of the GRE general test. If the GRE was taken on or after October 1, 2002, the minimum requirement is a score of 500 on the verbal and either a 500 on the quantitative or a 4.5 on the analytical writing section. Scores more than 5 years old will not be considered.
5. Exceptionally motivated students may petition the Dean of the Graduate School for admission by exception. Applicants who may submit petitions are those who (1) have pre-October 1, 2002, GRE combined scores of 900 to 999 on the verbal and either the quantitative or analytical section of the GRE general test and a 3.25 to 3.49 grade point average (on a 4.0 scale) on all graduate work attempted; or (2) have post-October 1, 2002, GRE combined scores of 900 to 999 on the verbal and quantitative sections of the GRE, a 4.0 or above on the analytical writing section of the GRE, and a 3.25 to 3.49 grade point average (on a 4.0 scale) on all graduate work attempted. Applicants with GRE scores below 900, with a score below 4.0 on the analytical writing section, or with a grade point average below 3.25 on all graduate work attempted will not be considered for admission.
6. The applicant must complete a full set of application forms as required by the Graduate School.
7. The applicant must submit three recommendations from persons who can assess the applicant's professional qualifications and potential for successfully completing the program.
8. The applicant must submit a letter of support from his or her school district or institution.
9. The applicant must arrange for official transcripts from all colleges previously attended to be furnished to the Graduate School.
10. The applicant must submit the following to be evaluated for content and writing quality: Responses should be in paragraph format and are limited to no more than five double-spaced pages.
 - a. A detailed biographical and career goals statement that addresses: How have you changed as an educator during the last three years? What is the most recent goal you have accomplished? What was the most difficult challenge you have faced in your professional career? How will you use this degree to serve south Georgia?
 - b. A description of readiness for doctoral level research. Include specifics such as dates, courses, workshops, and experiences with SPSS in the description.

- c. A description of academic and practical experience with technology. Include specifics such as dates of courses and workshops. Name specific software packages and include reference to skill in word processing, databases, and spreadsheets. Provide a rationale to justify preparation for utilizing technology at an intermediate to advanced level.

Doctoral Program Degree Requirements for Graduation

The Doctor of Education degree program is a cohort program requiring a minimum of 45 semester hours of coursework over a two-year cycle and a minimum of 9 semester hours of dissertation work. A GPA of 3.25 over all coursework must be maintained for a student to continue in the program. A comprehensive exam must be successfully completed at the end of the second year for a student to enroll in dissertation courses. The academic residency requirements are satisfied upon completion of two consecutive semesters of six semester hours or more of coursework.

GRADUATE ADMISSION APPEALS PROCESS

Any applicant who is denied admission to a graduate program in the College of Education has the right to appeal the decision. There are two levels of appeal within the College of Education: (1) the departmental level and (2) the college level.

Departmental Appeal

Each department within the College of Education has an Appeals Committee. By contacting the department, a student can determine who chairs the departmental Appeals Committee. Students should contact the departmental Appeals Committee chair to find out what steps to take to appeal their being denied admission into a graduate program. These steps may include, but are not limited to, the following: letters of recommendation, in-house writing samples, scores from other standardized tests, interviews, etc. A student who is denied admission by the departmental Appeals Committee may appeal to the College of Education Graduate Policies Committee.

College Appeal

The College of Education maintains a Graduate Policies Committee. The Committee is comprised of one representative from each of the seven departments within the College of Education. One of the primary functions of this committee is to hear appeals of students who have been denied admission to a College of Education graduate program through the initial application process and through the departmental appeals process. The Committee meets once a semester. The Graduate School can supply dates of the Committee's meetings and the name of the faculty member who chairs this committee. Students who wish to appeal to the College of Education Graduate Policies Committee should follow the steps outlined:

Appeal Procedures

1. Student must have been rejected by the departmental appeals committee.
2. Student must obtain and complete the appeals form. The form is available from the Graduate School and should be returned to the Graduate School when it is completed.
3. Student must report scores from at least two attempts to post acceptable scores on the GRE. The scores must be stated on the appeal form and must be verified by the Graduate School.
4. Student must submit three letters of recommendation for graduate study. One letter should come from the student's immediate supervisor, and at least one other letter should come from a former instructor who can attest to the student's academic ability. The letters should be submitted with the appeal form.
5. Student must write a letter to the Graduate Policies Committee stating reasons why the committee should favorably consider his or her request for admission and outlining reasons why he or she wishes to pursue graduate study. This letter should also be submitted with the appeal form.
6. All appeals materials must be submitted to the Graduate School at least one week before the scheduled meeting of the Graduate Policies Committee.
7. All students who wish to appeal have the right to appear before the Graduate Policies Committee and state their cases in person. Students must contact the Chairperson of the Graduate Policies Committee to make an appointment with the committee if they wish to appear in person.
8. The decision of the committee concerning each student's appeal will be communicated to the Dean of the College of Education and to the Dean of the Graduate School by the Chairperson of the Graduate Policies Committee.
9. The Dean of the Graduate School will notify each student, in writing, of the decision of the Graduate Policies Committee within approximately one week following the committee's meeting.

ADDITIONAL EDUCATION DEGREES

Other education degrees and programs offered in cooperation with departments outside the College of Education are listed below. Information related to these degrees may be found in the catalog section of the respective departments.

Department of Music, College of the Arts

M.M.E. with a major in Music Education

Department of Modern and Classical Languages, College of Arts and Sciences

M.Ed. with a major in Spanish

Endorsement for English as a Second Language (ESOL)



**DEPARTMENT OF ADULT AND
CAREER EDUCATION**
Dr. Reynaldo L. Martínez, Jr., Department Head
Room 215, Education Center

The Department of Adult and Career Education offers graduate programs of study at the master's and doctoral levels. The department offers a Master of Education (M.Ed.) degree program with a major in adult and career education, with three options: workforce education and development, career and technical education, and business education and information technology. At the doctoral level, the department offers the Doctor of Education (Ed.D.) degree program with a major in adult and career education.

The graduate programs within the Department of Adult and Career Education are designed to build upon the knowledge, skills, and dispositions developed at the undergraduate level. The content of the coursework is designed to present specific advanced information that will prepare students to serve as professional educators and educational leaders in various educational settings at a higher level of competency than those professionals without graduate degrees. Students are provided opportunities to research situations in the field and to apply concepts covered to actual teaching and program development.

**DOCTOR OF EDUCATION WITH A MAJOR IN
ADULT AND CAREER EDUCATION**

The Adult and Career Education major provides advanced, professional training for individuals pursuing careers in teaching and leadership of career education and related fields. The program prepares students for working with adult learners and students with special needs in career education fields at the secondary and postsecondary levels in the public and private sectors.

Selected Educational Outcomes

1. Program graduates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, writing a comprehensive dissertation, and presenting the results of their study.
2. Program graduates will demonstrate the ability to contribute to the body of knowledge in their field by writing and submitting a manuscript for publication.
3. Program graduates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field by completing a comprehensive examination.

Examples of Outcome Assessments

1. The process of developing the dissertation and the results of the dissertation are assessed by a faculty committee using criteria approved at the program level.
2. As part of the course requirements in their major coursework, program graduates will be required to write a manuscript in their field for publication. The manuscript will be reviewed by a faculty member before it is submitted to a professional publication.
3. Program graduates will successfully develop written responses to a comprehensive examination that requires the application of information gained from a series of courses. Written responses will be evaluated by a team of faculty members.

Requirements for the Ed.D. Degree with a Major in Adult and Career Education

Area A – Interdisciplinary Studies 9 hours

ACED 9400 Adult Learning Strategies 3 hours

CIED 9100 Curriculum and Instructional Systems 3 hours

LEAD 9030 Leadership Problems: Interdisciplinary Analysis 3 hours

Area B – Educational Inquiry 15 hours

RSCH 9820 Qualitative Research Methods in Education 3 hours

RSCH 9840 Quantitative Research Methods in Education .. 3 hours

RSCH 9860 Advanced Mixed Methodologies 3 hours

RSCH 9800 Educational Survey and Program Evaluation 3 hours

RSCH 9870 Dissertation Topic Conceptualization 3 hours

Area C – Adult and Career Education 21 hours

ACED Core 12 hours

ACED 9410 Students with Special Needs in ACED

ACED 9420 Issues in ACED

ACED 9430 Leadership in ACED

ACED 9440 Seminar in ACED

Interdisciplinary 9 hours

An advisor will be assigned to each student, based on the area of specialization. Within the program of study, a minimum of 3 hours must be taken from courses outside the College of Education. The advisor and the student will jointly complete an approved program of study to be followed.

Dissertation – ACED 9999 9 hours

Total Hours Required for the Degree 54 semester hours

**MASTER OF EDUCATION WITH A MAJOR IN ADULT AND CAREER
EDUCATION (WORKFORCE EDUCATION AND DEVELOPMENT OPTION)**

Selected Educational Outcomes

1. Program graduates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field.
2. Program graduates will demonstrate an understanding of the knowledge and skills appropriate to the areas of research, learning, educational assessment, and ethics and law.
3. Program graduates will demonstrate the ability to engage in focused inquiry on a topic relevant to their particular area of concentration.

Examples of Outcome Assessments

1. Program graduates will successfully develop an approved capstone experience that requires the application of knowledge and skills gained from a series of courses. The capstone experience will be evaluated by a team of faculty members.
2. Program graduates will successfully complete the master's level core curriculum with a grade of "B" or above.
3. Program graduates will successfully research a topic and successfully complete a relevant literature review as part of the requirements for ACED 7990.

**Requirements for the M.Ed. Degree with a Major in
Adult and Career Education (Workforce Education and Development Option)**

College of Education Core Courses	6 hours
RSCH 7100	3 hours
PSYC 7010 or PSYC 7040	3 hours
Degree Core Courses	15 hours
ACED 7640, ACED 7620, ACED 7990, ACED 7530, and ACED 7510	
Area of Concentration	12 hours
ACED 7020, ACED 7120, ACED 7100, and ACED 7150	
Guided Electives	3 hours
Total Hours Required for the Degree	36 semester hours

MASTER OF EDUCATION WITH A MAJOR IN ADULT AND CAREER EDUCATION (CAREER AND TECHNICAL EDUCATION OPTION)

Selected Educational Outcomes

1. Students in advanced teacher education programs have an in-depth knowledge of the content that they teach.
2. Students in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning, and they will clearly explain the choices they make in their practice.
3. Students in advanced teacher education programs reflect on their practice and are able to identify their strengths and areas of needed improvement.
4. Students in advanced teacher education programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Examples of Outcome Assessments

1. Majors in advanced teacher education programs will demonstrate the level of their content knowledge as part of the requirements for ACED 7990. Program graduates will research relevant issues related to their content field and to the pedagogy in that field which will lead to the successful completion of a literature review.
2. Majors in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode.
3. Majors in advanced teacher education programs will document reflection on their teaching and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. Majors in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning through performance on an approved capstone experience that requires the application of knowledge and skills gained from a series of courses. The capstone experience will be evaluated by a team of faculty members.

Requirements for the M.Ed. Degree with a Major in Adult and Career Education (Career and Technical Education Option)

College of Education Core Courses	6 hours
RSCH 7100	3 hours
PSYC 7010 or PSYC 7040	3 hours
Degree Core Courses	15 hours
ACED 7640, ACED 7620, ACED 7990, ACED 7530, and ACED 7510	
Area of Concentration	12 hours
ACED 7020, ACED 7120, ACED 7030, and ACED 7500	
Guided Electives	3 hours
Total Hours Required for the Degree	36 semester hours

**MASTER OF EDUCATION WITH A MAJOR IN
ADULT AND CAREER EDUCATION
(BUSINESS EDUCATION AND INFORMATION TECHNOLOGY OPTION)**

Selected Educational Outcomes

1. Students in advanced teacher education programs have an in-depth knowledge of the content that they teach.
2. Students in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning; and they will clearly explain the choices they make in their practice.
3. Students in advanced teacher education programs reflect on their practice and are able to identify their strengths and areas of needed improvement.
4. Students in advanced teacher education programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Examples of Outcome Assessments

1. Majors in advanced teacher education programs will demonstrate the level of their content knowledge as part of the requirements for ACED 7990. Program graduates will research relevant issues related to their content field and to the pedagogy in that field which will lead to the successful completion of a literature review.
2. Majors in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode.
3. Majors in advanced teacher education programs will document reflection on their teaching and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. Majors in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning through performance on an approved capstone experience that requires the application of knowledge and skills gained from a series of courses. The capstone experience will be evaluated by a team of faculty members.

Requirements for the M.Ed. Degree with a Major in Adult and Career Education (Business Education and Information Technology Option)

College of Education Core Courses.	6 hours
RSCH 7100	3 hours
PSYC 7010 or PSYC 7040	3 hours
Degree Core Courses	15 hours
ACED 7640, ACED 7620, ACED 7990, ACED 7530, and ACED 7510	
Area of Concentration.	15 hours
ACED 7220, ACED 7230, ACED 7420, ACED 7810, and ACED 7820	

Total Hours Required for the Degree **36 semester hours**



The Master of Education (M.Ed.) degree program in the Department of Communication Sciences and Disorders is designed to allow students to apply knowledge from the pre-professional degree while continuing to gain information regarding effective diagnosis of, and intervention for, clients with a variety of communication disorders and diverse needs. Students also concentrate on self-reflection regarding intervention, effectiveness, course content knowledge, and implementation of research to guide practice. The program includes the study of research methods and findings so that students become knowledgeable consumers of data and are prepared to engage in research activities. The program reflects the mission of the College of Education by developing skills in intervention and evidence-based practices.

The combination of academic coursework and practica prepares the successful candidate to meet the challenges of a career in speech-language pathology across a wide variety of medical and school-based settings. The degree in communication disorders is designed to meet current standards required for certification by the American Speech-Language-Hearing Association (ASHA), certification for public school service personnel, and state licensure.

Selected Educational Outcomes

1. Program graduates will demonstrate content knowledge concerning speech and hearing anatomy and physiology, normal speech and language development, communication disorders, and learning styles.
2. Program graduates will demonstrate ability to apply content and intervention skills by designing and implementing appropriate diagnostic and intervention techniques to meet client needs and developmental levels.

Examples of Outcome Assessments

1. Successful completion of the ASHA examination and/or written comprehensive exam.
2. Direct and indirect observations and ratings of interventions designed and implemented by students for clients with various disabilities and disorders in a variety of settings.

**MASTER OF EDUCATION WITH A MAJOR IN
COMMUNICATION DISORDERS**

Requirements for the M. Ed. Degree with a Major in Communication Disorders

College of Education Core.	4 hours
CSD 5110 or RSCH 7100	3 hours
LEAD 7210	1 hour

Major Curriculum.	56 hours
CSD 5010, CSD 5030, CSD 5040	9 hours
CSD 5050	2 hours
CSD 5060, CSD 5080	6 hours
CSD 5090	3 hours
CSD 5100, CSD 5120, CSD 5130	9 hours
CSD 5140, CSD 5160	6 hours
CSD 5190	9 hours
CSD 5210	9 hours
CSD 5200 or CSD 5230 Thesis	3 hours

Total Hours Required for the Degree **60 semester hours**

State certification rules require that all certified personnel in Georgia demonstrate satisfactory proficiency in computer skill. Students majoring in communication disorders who have not met this requirement at the undergraduate level may do so by completing ACED 2400 or ACED 7400.



**DEPARTMENT OF CURRICULUM,
LEADERSHIP, AND TECHNOLOGY**

Dr. Don Leech, Head
Room 202, Communication Disorders Building

The mission of the Department of Curriculum, Leadership, and Technology is to develop practitioners and researchers who are knowledgeable and skilled in improving schools and other learning organizations in our service region and beyond. To accomplish its mission, the department offers programs in curriculum and instruction at the doctoral level; educational leadership at the doctoral, specialist, and master's levels; and instructional technology at the specialist and master's levels. The department also offers a variety of certifications and endorsement programs. All programs are strongly supported by research courses offered within the department.

The Curriculum and Instruction Doctoral Program (Ed.D.) is designed for experienced practitioners and emphasizes development of a global understanding of the instructional process. The interrelated courses and guided experiences are based on a constructivist philosophy and are sequenced to develop student understanding of effective instructional systems and student application of theoretical foundations in curriculum and instruction. Course projects require doctoral students to research, design, develop, implement, evaluate, and disseminate innovative educational practices in a variety of learning environments.

Programs offered in educational leadership lead to a Doctor of Education (Ed.D.) degree with a major in educational leadership, to an Education Specialist degree (Ed.S.) in educational leadership (performance-based building- or system-level options), and to a Master of Education degree (M.Ed.) with a major in either P-12 school leadership or higher education leadership. The department also offers a certification program in performance-based building- or system-level educational leadership and a teacher leader endorsement.

The educational leadership programs provide quality instruction, research, and service to prospective and practicing educational leaders in the university's service region and beyond. In particular, the Master of Education degree programs are designed to provide students with the basic knowledge, skills, and values to perform competently at entry-level leadership roles at the school building, school system, or higher education level. Students who complete the Education Specialist degree will be equipped with advanced knowledge and skills to perform competently as professionals in educational leadership. The doctoral program is intended to prepare students to assume active leadership roles in a variety of organizations. All programs emphasize ethical decision-making and leadership for change.

The instructional technology program is offered at the master's and specialist levels. The Master of Education (M.Ed.) degree program accepts qualified graduates from all disciplines and has two options: library media technology and technology applications. The library media technology program prepares students to be school media specialists and qualifies the graduate for S-5 certification. The technology applications

program prepares students to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools.

The Education Specialist (Ed.S.) with a major in instructional technology emphasizes leadership development and applied research skills in instructional technology practice and prepares students to meet present and future technological challenges within an educational organization.

DOCTOR OF EDUCATION WITH A MAJOR IN CURRICULUM AND INSTRUCTION

The curriculum and instruction major is designed for experienced practitioners in a variety of instructional fields. The program provides opportunities for students to relate theoretical foundations to curricular and instructional issues facing schools, school systems, higher education, and other educational agencies.

Selected Educational Outcomes

1. Students will initiate, manage, and evaluate the change process.
2. Students will establish an interdisciplinary, research-based approach to the investigation and solution of educational problems.
3. Students will demonstrate willingness to accept and act on cognitive and affective feedback for continuous improvement.

Examples of Outcome Assessments

1. Students will demonstrate skills in initiating, managing, and evaluating the change process through documentation of various components of their curriculum innovation projects. Skills are assessed through project documentation and observation by a faculty team.
2. Students’ research skills will be assessed through the comprehensive exam and the dissertation which are both evaluated by a faculty committee.
3. Students will be assessed on their willingness to accept and act on cognitive and affective feedback from faculty and peers through observation and documentation of appropriate, timely, and thorough responses to feedback.

Requirements for the Ed.D. with a Major in Curriculum and Instruction

Area A: Disciplinary Studies.	9 hours
ACED 9400, CIED 9100, LEAD 9030	
Area B: Educational Inquiry.	12 hours
RSCH 9820, RSCH 9840	6 hours
RSCH 9860, RSCH 9800	6 hours

Area C: Major and Interdisciplinary Courses 21 hours

Curriculum and Instruction Core 6 hours

EDUC 8030 and EDUC 8040

Interdisciplinary 15 hours

An advisor will be assigned to each student, based on the area of specialization. Within the program of study, a minimum of 3 hours must be taken from courses outside the College of Education. The advisor and the student will jointly complete an approved program of study to be followed.

Area D: Research and Dissertation. 9 hours

CIED 9999 9 hours

Total Hours Required for the Degree 54 semester hours

**MASTER OF EDUCATION WITH A MAJOR IN
INSTRUCTIONAL TECHNOLOGY**

M.Ed. Degree—Library Media Technology Option Program

Selected Educational Outcomes

1. Students will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Students will use data and current research to inform their practices.
3. Students will create positive environments for student learning.
4. Students will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

Examples of Outcome Assessments

1. Students will demonstrate content knowledge through passing the state-required content assessment.
2. Students will demonstrate their ability to use data and current research to inform their practice through completion of a comprehensive review of literature.
3. Students will demonstrate their ability to create positive environments for student learning during a faculty observation of their clinical practice.
4. Students will demonstrate their ability to positively impact P-12 learning through an instructional design project.

Requirements for the M.Ed Degree--Library Media Technology Option

Program Corequisites: P-12 Children’s Literature Course
Diverse Learners Course

Professional Education	6 hours
RSCH 7100 or ITED 7070	3 hours
ITED 7100	3 hours
Instructional Technology Core	12 hours
ITED 7200, ITED 7300, ITED 7400, ITED 7500	
Area of Specialization	15 hours
ITED 7201, ITED 7202, ITED 7203	9 hours
CIED 7060	3 hours
Guided Elective	3 hours
Internship ITED 7299	3 hours
Total Hours Required for the Degree	36 semester hours

M.Ed. Degree - Technology Applications Option Program

Selected Educational Outcomes

1. Students will demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making (AECT, Utilization Domain).
2. Students will demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles, theories, and research related to project, resource, delivery system, and information management (AECT, Management Domain).
3. Students will demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics (AECT, Design Domain).

Examples of Outcome Assessments

1. Students will complete an electronic portfolio composed of specified materials including Introduction, Resume, Professional Goals Statement, Final Reflective Paper, and five captioned artifacts constructed by the candidate to demonstrate knowledge, skills, and competencies across content knowledge in all five domains of Instructional Technology.
2. Students will complete 120 hours in a field-based internship under the guidance of the university supervisor and a field mentor. The end report includes evidence of fulfillment of contracted activities linked to the domains of the field of instructional technology.
3. Students will complete an Instructional Design Project (IDP) in which they collaborate with a media specialist to analyze learners and the environment, state objectives, plan assessments, select and utilize media, require student response, assess student learning, and evaluate instruction.

Requirements for the M.Ed Degree—Technology Applications Option

Professional Education	6 hours
RSCH 7100 or ITED 7070	3 hours
ITED 7100	3 hours
Instructional Technology Core	12 hours
ITED 7200, ITED 7300	6 hours
ITED 7400, ITED 7500	6 hours
Area of Specialization	9 hours
Three courses selected from:	
CIED 7060, ITED 7040, ITED 7050, ITED 7080, ITED 7301,	
ITED 7302, ITED 7303, ITED 7401, and ITED 7403	
Guided Elective	3 hours
Internship ITED 7399	3 hours
Total Hours Required for the Degree	33 semester hours

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY

Selected Educational Outcomes

1. Students will demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles, theories, and research related to project, resource, delivery system, and information management (AECT, Management Domain).
2. Students will demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles, theories, and research related to problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning (AECT, Evaluation Domain).
3. Students will demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making (AECT, Utilization Domain).

Examples of Outcome Assessments

1. Students will complete a literature review that synthesizes information regarding an instructional technology topic of interest, gathered from an extensive review of research from journals, books, and other sources, and is written at a graduate level, in APA format.
2. Students will plan and carry out an Action Research Project, including (a) the development of an action research proposal (ARP), (b) the implementation of the ARP, and (c) report of findings to learning community and school community.
3. Students will submit an Action Research Report documenting the utilization, management, and evaluation of a technology-based intervention used in the candidate's work environment.

Requirements for the Ed.S. with a Major in Instructional Technology

Professional Education	3 hours
ITED 8100	
Instructional Technology Core	12 hours
ITED 8200, ITED 8300, ITED 8400, ITED 8500	
Research	9 hours
ITED 8960, ITED 8970 and ITED 8999	
Guided Elective	3 hours
Total Hours Required for the Degree	27 semester hours

**DOCTOR OF EDUCATION WITH A MAJOR IN
EDUCATIONAL LEADERSHIP**

The Educational Leadership major seeks to develop effective, ethical, and diverse educational leaders whose goal is to maximize all students' achievement. Skill applications serve as the connection between the knowledge and inquiry skills developed in the core curriculum and research courses and the increasingly complex world of restructured practice and school improvement.

Selected Educational Outcomes

1. Students will initiate, plan, manage, and articulate the change process in educational and educationally related settings.
2. Students will initiate needs assessments and will plan and implement with staff a framework for change.
3. Students will identify and evaluate the important elements of a problem situation by analyzing relevant information, framing problems, identifying possible causes, seeking additional needed information, framing and reframing possible solutions, and exhibiting conceptual flexibility.

Examples of Outcome Assessments

1. Students will develop a plan for change in educational and educationally related settings.
2. Students will report the results of a needs assessment focusing on an appropriate leadership problem.
3. Students will orally defend a doctoral dissertation that is grounded in, and that expands upon, the existing literature.

Requirements for the Ed.D. Degree with a Major in Educational Leadership

Area A: Disciplinary Studies. 9 hours

ACED 9400, CIED 9100, LEAD 9030

Area B: Educational Inquiry. 12 hours

RSCH 9820, RSCH 9840 6 hours

RSCH 9860, RSCH 9800 6 hours

Area C: Major and Interdisciplinary Courses. 21 hours

Leadership Core 9 hours

LEAD 9010, LEAD 9020, LEAD 9870

Interdisciplinary 12 hours

An advisor will be assigned to each student, based on the area of specialization. Within the program of study, a minimum of 3 hours must be taken from courses outside the College of Education. The advisor and the student will jointly complete an approved program of study to be followed.

Area D: Research and Dissertation. 9 hours

RSCH 9999 9 hours

Total Hours Required for the Degree 54 semester hours

**MASTER OF EDUCATION WITH A MAJOR IN
PUBLIC SCHOOL LEADERSHIP (P-12)**

Selected Educational Outcomes

1. Students will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Students will use data and current research to inform their practices.
3. Students will create positive environments for student learning.
4. Students will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

Examples of Outcome Assessments

1. Students will demonstrate content knowledge through passing the state-required content assessment.
2. Students will demonstrate their ability to use data and current research to inform their practice through completion of a comprehensive review of literature.
3. Students will demonstrate their ability to create positive environments for student learning during a faculty observation of their clinical practice.
4. Students will demonstrate their ability to positively impact P-12 learning through a school improvement project.

**Requirements for the M.Ed. Degree in
Public School Leadership (P-12)**

Area A Leadership	9 hours
LEAD 7020, LEAD 7310, RSCH 7100	
Area B Curriculum and Instruction	12 hours
LEAD 7110, LEAD 7120, LEAD 7130	9 hours
CIED 7060	3 hours
Area C Management	9 hours
LEAD 7230, LEAD 7420, LEAD 7220	
Area D Field-based Activities	6 hours
LEAD 7920, LEAD 7930	
Total Hours Required for the Degree	36 semester hours

Prior to being recommended for a clear renewable Georgia leadership certificate, a candidate must meet the PSC Special Requirements (PSC Rule 505-2-20)–Identification and Education of Children with Special Needs; Proficiency in the Use, Application, and Integration of Instructional Technology; and pass the GACE Content Assessment in educational leadership.

**MASTER OF EDUCATION WITH A MAJOR IN
HIGHER EDUCATION LEADERSHIP**

Selected Educational Outcomes

1. Students will demonstrate knowledge of sound business practices in the management of higher education organizations.
2. Students will establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories.
3. Students will describe the processes of educational leadership and their relationship to educational programs in higher education.
4. Students will interact effectively with internal and external publics.

Examples of Outcome Assessments

1. Students will develop a written budget in response to established criteria.
2. Students will prepare a professional portfolio as evidence of their mastery of course content and ability to apply course content to real-world settings.
3. Students will write a narrative as part of their professional portfolio, in which they establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories.
4. Students will successfully complete the requirements for their internships (LEAD 7921 and LEAD 7922).

**Requirements for the M.Ed. Degree with a Major in
Higher Education Leadership**

Core Courses	9 hours
PSYC 7860, RSCH 7100	6 hours
ACED 7400 or ACED 7600	3 hours
Academic Concentration	15 hours
LEAD 7800, LEAD 7810, LEAD 7820	9 hours
LEAD 7830, CIED 7440	6 hours
Electives: choose two courses	6 hours
ACED 7150, CIED 7200, ITED 7200, PSYC 7040, SCHC 7870, or other courses approved by advisor	
Field Experiences	6 hours
LEAD 7921 and LEAD 7922	6 hours
Total Hours Required for the Degree	36 semester hours

**EDUCATION SPECIALIST DEGREE WITH A MAJOR IN
EDUCATIONAL LEADERSHIP**

The performance-based specialist program offers candidates the opportunity to continue to develop their knowledge and skills through advanced and more specialized content designed specifically to address the candidates' leadership position and career goals. This degree has two options: building-level leadership and system-level leadership. The two tracks are differentiated by the performance component—the level at which the field-based component (residency) is completed.

Special Admission Requirements

1. Candidates must possess a leadership certificate and hold a master's or higher degree from a PSC-approved institution.
2. Candidates must submit an assurance form from a local school system identifying them as serving in a leadership role as defined by the PSC and supporting the performance-based residency requirements.

Selected Educational Outcomes

1. Students will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Students will use data and current research to inform their practices.
3. Students will create positive environments for student learning.
4. Students will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

Examples of Outcome Assessments

1. Students will demonstrate content knowledge through passing the state-required content assessment.
2. Students will demonstrate their ability to use data and current research to inform their practice through completion of a comprehensive review of literature.
3. Students will demonstrate their ability to create positive environments for student learning during a faculty observation of their clinical practice.
4. Students will demonstrate their ability to positively impact P-12 learning through a school improvement project.

Requirements for the Ed.S. Degree with a Major in Educational Leadership

Performance-based Building Level or System Level

Area A Core. 9 hours

LEAD 8140, LEAD 8030, RSCH 8000

Area B Guided elective. 3 hours

LEAD 8510, LEAD 8520, LEAD 8620, LEAD 8410,
LEAD 8630, LEAD 8230, LEAD 8240, or LEAD 8710

The faculty advisor will collaborate with candidate and school system partners to identify an appropriate elective.

Area C Field-based Activities 18 hours

LEAD 8920, LEAD 8930, LEAD 8940

The above field-based activities will be conducted at either the building level or system level.

Total Required for the Degree 30 semester hours

CERTIFICATION IN EDUCATIONAL LEADERSHIP (PERFORMANCE-BASED BUILDING LEVEL OR SYSTEM LEVEL)

The performance-based certification non-degree program offers candidates the opportunity to become certified in performance-based leadership (PL 6 or 7) at the building level or system level. The candidate must hold a specialist's degree or higher from an accredited or PSC-approved college or university and must be certified in educational leadership. The candidate must also submit an assurance form from a local school system identifying the candidate as serving in a leadership role as defined by the PSC and supporting the performance-based residency requirements.

Specialist Level Leadership Courses. 6 hours

LEAD 8140, LEAD 8030, LEAD 8510, LEAD 8520, LEAD 8620,
LEAD 8410, LEAD 8630, LEAD 8230, LEAD 8240, or LEAD 8710

The faculty advisor will collaborate with candidates and school system partners to identify appropriate courses based on the candidates' prior professional knowledge and skills.

Field-Experience Activities. 18 hours

LEAD 8920, LEAD 8930, LEAD 8940

The above field-based activities must be conducted at either the building or system level. The two options (building or system) are differentiated by the performance component—the level at which the residency is completed.

Total Required for Certification 24 semester hours

Prior to being recommended for a clear renewable Georgia leadership certificate, a candidate must meet the PSC Special Requirements (PSC Rule 505-2-20)—Identification and Education of Children with Special Needs; Proficiency in the Use, Application, and Integration of Instructional Technology; and pass the GACE Content Assessment in educational leadership.

TEACHER LEADERSHIP ENDORSEMENT

The purpose of this endorsement is to prepare teachers for leadership roles within P-12 educational settings. Candidates will be prepared to develop leadership capacity, understand and lead change, lead efforts to improve curriculum and instructional programs, and provide coaching and mentoring for peer teachers. The candidate must hold a Georgia Level 5 or higher teaching, service, or leadership certificate or be enrolled in an approved Level 5 or higher (master's, specialist, or doctoral level) program. In order to be recommended to the PSC for a Teacher Leader Endorsement, the candidate must hold a Level 5 or higher certificate and complete an electronic portfolio of teacher leader experiences.

Required Courses. 9 hours

LEAD 7020 or LEAD 8030 3 hours

LEAD 7120 or LEAD 8630 3 hours

LEAD 7110 3 hours



**DEPARTMENT OF EARLY CHILDHOOD
AND SPECIAL EDUCATION**

Room 166, Education Center

The Department of Early Childhood and Special Education offers the Master of Education (M.Ed.) degree program with a major in early childhood education. The department offers an online Master of Arts for Teachers (M.A.T.) degree in special education with initial certification in special education adapted curriculum or special education general curriculum. An M.Ed. in early childhood special education general curriculum is offered for Valdosta State University students who have completed an undergraduate degree at VSU in early childhood special education general curriculum.

The M.Ed. program in early childhood education is designed to build upon the professional base of knowledge developed from the undergraduate curriculum. Candidates are expected to refine this base, developing abilities to deal with more of the intricate aspects of the teaching experience.

The Master of Arts for Teachers (M.A.T.) degree in special education is an online degree program designed for individuals who are seeking a master's degree and initial certification in special education. Candidates in the M.A.T. program in special education take courses online and must have a non-renewable certificate to teach or be able to spend approximately 20 hours per week in classrooms.

The M.Ed. degree in early childhood special education general curriculum program is a continuation of the VSU pre-professional B.S.Ed. program early childhood special education general curriculum. This program results in initial certification in early childhood special education general curriculum providing graduates with the ability to teach in early childhood classrooms or special education classrooms serving P-5 students in the general curriculum.

**MASTER OF EDUCATION DEGREE WITH A MAJOR IN
EARLY CHILDHOOD EDUCATION**

and

**MASTER OF EDUCATION DEGREE WITH A MAJOR IN
EARLY CHILDHOOD SPECIAL EDUCATION GENERAL CURRICULUM**

Selected Educational Outcomes

1. Students have an in-depth knowledge of the content that they teach.
2. Students select and use a broad range of instructional strategies and technologies that promote student learning; and they will clearly explain the choices they make in their practice.
3. Students reflect on their practice and are able to identify their strengths and areas of needed improvement.

4. Students analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Selected Outcome Assessments

1. Students will demonstrate the level of their content knowledge through performance on comprehensive examinations in coursework and evidence presented in an electronic portfolio.
2. Students will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode that will be included in their electronic portfolio.
3. Students will document reflection and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. Students will demonstrate their ability to positively impact P-5 learning through documentation presented in the electronic portfolio.

Requirements for the M.Ed. Degree with a Major in Early Childhood Education

College of Education Core Courses 7 hours

- LEAD 7210 Ethics and Law 1 hour
- PSYC 7010 Learning and Assessment 3 hours
- RSCH 7100 Research Methodology in Education 3 hours

Early Childhood Education Core 9 hours

- ECED 7330 Issues and Trends in Early Childhood Educ 3 hours
- ECED 7210 Assessment in Early Childhood Education 3 hours
- ECED 7320 Early Childhood Curriculum 3 hours

Reading Endorsement Courses 0-8 hours

Students who enter the M.Ed. without the Reading Endorsement or equivalent undergraduate courses must take the following and one additional area of specialization:

- READ 7100 Trends and Issues in Reading 2 hours
- READ 7130 Comp. & Study Strategy Instruction 3 hours
- READ 7010 Diagnosis and Correction 3 hours

Area of Specialization. 9-20 hours

If students already have the Reading Endorsement, they must select two additional endorsements from the areas of specialization below:

- ESOL (ENGL 6000 Linguistics, ENGL 6000 Sociolinguistics, FLED 6800)
- Gifted (SPEC 5610, 7600, 6600, 6620)
- Preschool Special Ed (SPEC 5150, SPEC 5170, CSD 5010)
- Mathematics (MATH 5163, 5164, 5165, 5166)

Elective / Specialization. 0-3 hours

Total Hours Required for the Degree 36 semester hours

**Requirements for the M. Ed. Degree with a Major in Special Education —
Early Childhood Special Education General Curriculum**

Requirements for candidates completing a VSU B.S.Ed. degree with a major
in Special Education–Early Childhood Special Education General Curriculum

Core Curriculum--College of Education Core.	16 hours
RSCH 7100	3 hours
LEAD 7210, SPEC 5020, ECED 5020 (1 hour each)	3 hours
SPEC 5010, ECED 5010	10 hours
Major Area of Concentration.	20 hours
SEEC 5120, SPEC 5140, SPEC 7610	9 hours
READ 7140, SEEC 5170, KSPE 7140	9 hours
SEEC 5050	2 hours
Total Hours Required for the Degree	36 semester hours

**MASTER OF ARTS FOR TEACHERS (M.A.T.) WITH A MAJOR IN
SPECIAL EDUCATION**

Selected Educational Outcomes

1. Students know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Students understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Students are able to analyze educational research findings and incorporate new information into their practice.
4. Students assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

1. Students will demonstrate content knowledge through passing the state-required content assessment.
2. Students will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
3. Students will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-5 mentor teacher.
4. Students will demonstrate their ability to positively impact P-5 learning through documents placed in an electronic portfolio which may include teacher work samples and a capstone project.

Requirements for the On-Line M.A.T. Degree with a Major in Special Education — General Curriculum

Admission Criteria: General Curriculum and Adapted Curriculum degrees

1. Undergraduate degree from accredited college or university.
2. GPA of at least 2.5 on all previous undergraduate work attempted.
3. Passing scores on GACE Basic Skills.
4. GRE score of not less than 800 on verbal and quantitative combined (minimum of 400 on verbal) and 3.0 on analytical writing.
5. Employment as a classroom teacher or ability to spend required amount of time in a classroom (minimum of 20 hours per week).

Requirements for the Option

- * Prior to completion of M.Ed. and recommendation for initial certification, applicant must pass GACE Content Assessment.

Core Courses 21 hours

SEGC 6000, SEGC 6040	6 hours
SEGC 6010, SEGC 6020, SEGC 6030	9 hours
SEGC 6100, SEGC 6110	6 hours

Areas of Specialization 15 hours

- a. Deaf and Hard of Hearing (Students must enter with ASL proficiency on SCPI at an intermediate-plus level.)
SPEC 5370, SPEC 5380, CSD 5450, SPEC 5310, SPEC 5320
- or b. Interrelated Special Education
READ XXXX (at least one course in teaching reading)
SPEC 5610 (3 hours)
Guided electives (9 hours of reading or math endorsement courses)
- or c. Mental Retardation
SPEC 5600, SPEC 5610, SPEC 5190, READ XXXX (at least one course in teaching reading, Guided elective (3 hours)

Total Hours Required for the Degree 36 semester hours

**Requirements for the On-Line M.A.T. Degree with a
Major in Special Education — Adapted Curriculum**

Core Courses	9 hours
SEAC 6010, SEAC 5140, SEAC 5190	9 hours
Area of Concentration	21 hours
SEAC 5500, SEAC 5510, SEAC 5520, SEAC 5530	12 hours
SEAC 5540, SEAC 5550	6 hours
SEAC 5050	2 hours
Elective	1 hour
Research Core	6 hours
SPEC 5030	3 hours
SEAC 6110	3 hours
Total Hours Required for the Degree	36 semester hours

ENDORSEMENT FOR TALENTED AND GIFTED

Required Courses.	12 hours
SPEC 5610, SPEC 7600	6 hours
SPEC 6600, SPEC 6620	6 hours

ENDORSEMENT IN PHYSICAL AND HEALTH DISABILITIES

Candidates must have clear, renewable certificate in special education.

Required Courses.	11 hours
SPEC 5190, SPEC 5260, SPEC 5270	9 hours
SEEC 5050	2 hours



**DEPARTMENT OF KINESIOLOGY
AND PHYSICAL EDUCATION**

Dr. Mike Griffin, Head
Room 168, Physical Education Complex

The Master of Education (M.Ed.) degree program in the Department of Kinesiology and Physical Education is designed to prepare committed professionals and scholars as lifelong learners who employ inquiry and research to develop innovative programs in physical education that improve the quality of life for school-age children and for the community at large, including university students.

Goals

The master's degree program in physical education strives:

1. to enhance and ameliorate professional skills of master teachers in physical education,
2. to advance the discovery and dissemination of knowledge that relates to the science of human movement, physical activity, and the teaching/learning process, and
3. to enable the use of technology for assessment, feedback, and accountability to students, parents, administrators, and legislators.

Program Description

The Master of Education degree program in the Department of Kinesiology and Physical Education allows students to specialize in physical education. The program goes beyond regular courses with team-taught comprehensive and non-compartmentalized integrated instructional units, rather than the traditional 3-credit courses. Integration of related content utilizing diverse delivery systems and assessments within a comprehensive content structure offers opportunities for students to practice higher orders of thinking and to experience a greater variety of teaching and learning styles. Also, collapsing the traditionally taught content into larger units allows the flexibility required in order to efficiently and quickly respond to the changing needs of today's schools and the community. With the goal of educating better teachers, the graduate program offers students opportunities for integrated study and practice. It is the intent to offer an updated program that employs profession-specific technology for preparation of graduates to apply today's knowledge in tomorrow's practice. The aim is to cause changes in the physical education programs in the region toward the ultimate outcome of more healthful lifestyles among Georgia's youth.

Admission Requirements

All applicants for admission to any graduate program at Valdosta State University must first submit a completed application to the Graduate School. To be considered for admission to the Master of Education program in the Department of Kinesiology and Physical Education, prospective students must meet requirements of the College of Education.

Regular Status

Applicants applying for admission into the M.Ed. program in Health and Physical Education should have an undergraduate degree in Physical Education. Applicants seeking T-5 certification in Physical Education must have or be eligible for a clear renewable (professional) teaching certificate from any state in either physical education or health and physical education. Applicants should also understand that the curricular content and applied experiences within the M.Ed. program in Health and Physical Education are designed to prepare “master teachers.”

Probationary Status and Irregular Status

Students from related fields such as exercise physiology, athletic training, and recreation will be considered by the Kinesiology and Physical Education Department Graduate Admissions Committee for probationary admission on a case-by-case basis. Any additional requirements or prerequisites may be determined by the committee. A letter of intent containing a brief description of the applicant’s educational and experiential background, as well as a reflection on the reasons for selecting Valdosta State University and the future use of the degree may also be requested. A student may be admitted on probation or as an irregular student. Students should refer to the graduate catalog under classifications and admissions criteria for status definitions and information on the effects of admission status.

Outside Coursework

Candidates (regardless of status) who have been admitted to the M.Ed. degree program in health and physical education at VSU who take coursework outside this M.Ed. program may not apply that coursework toward the M.Ed. degree in health and physical education.

MASTER OF EDUCATION DEGREE WITH A MAJOR IN HEALTH AND PHYSICAL EDUCATION

Selected Educational Outcomes

1. Students in advanced teacher education programs have an in-depth knowledge of the content that they teach.
2. Students in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning; and they will clearly explain the choices they make in their practice.

3. Students in advanced teacher education programs reflect on their practice and are able to identify their strengths and areas of needed improvement.
4. Students in advanced teacher education programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Selected Outcome Assessments

1. Majors in advanced teacher education programs will demonstrate the level of their content knowledge through performance on comprehensive examinations or development and presentation of the electronic portfolio.
2. Majors in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode within the field experience assessment.
3. Majors in advanced teacher education programs will document reflection and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. Majors in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning or related areas through a project involving pre-assessment, instructional and practice intervention, and post-assessment data collection and interpretation.

Requirements for the Master of Education Degree with a Major in Health and Physical Education

Professional Education Core	10 hours
RSCH 7100 Research Methodology in Education	3 hours
PSYC 7010 Learning and Assessment	3 hours
LEAD 7210 Ethics and Law	1 hour
KSPE 7200 Contemporary Issues in Health and P.E.	3 hours
Health and Physical Education Concentration	18 hours
KSPE 7160 Human Kinetics	6 hours
KSPE 7170 Foundations of Physical Education	6 hours
KSPE 7260 Professional Practices	6 hours
Guided Electives	3 hours
Capstone Course KSPE 7910	2 hours
Total Hours Required for the Degree	33 semester hours

The development of a professional portfolio is also required for completion of this degree program.



**DEPARTMENT OF MIDDLE, SECONDARY,
READING, AND DEAF EDUCATION**

Dr. Barbara Stanley, Head
Room 87, Education Building

The Department of Middle, Secondary, Reading, and Deaf Education is a multidisciplinary department offering the Master of Education (M.Ed.) degree in middle grades education, secondary education, reading education, and deaf education. An Educational Specialist (Ed.S.) degree in teaching and learning is offered for certified professional personnel who hold teaching (T) and service (S) certificates. All of these accredited programs are designed to build upon the professional base of knowledge developed from the undergraduate curriculum and are expected to develop abilities to deal with more of the intricate aspects of the teaching experiences.

The department offers a program in middle grades education (grades 4-8), in two concentrations selected from language arts, mathematics, science, reading, or social studies. Secondary education programs (grades 6-12) are offered in English, mathematics, biology, chemistry, physics, earth science, history, or political science. The programs promote professional development through a variety of experiences, including reflection and self-evaluation. Emphasis in the M.Ed. program is on refinement of instructional skills and the advanced candidate's development as a master teacher.

Valdosta State University students with B.S.Ed. pre-professional degree in deaf and hard-of-hearing have the option to do a fifth year master's program to earn initial certification.

The department also offers a Master of Education degree with a major in reading education, as well as the reading endorsement. The Alternative Certification for Teachers (ACT) program is a track of the middle grades education and the secondary education master's programs and is available for individuals already having content degrees and who desire teacher certification. The emphasis for this track is on the development of pedagogical, management, and curricular knowledge and skills needed to become effective teachers.

Three options are available: initial certification, the M.Ed. degree, or the M.A.T. (Master of Arts for Teachers) degree.

The Educational Specialist (Ed.S.) degree program emphasizes teacher leadership development and the application of action research skills in educational settings. At both graduate program levels, students acquire the knowledge, skills, and preparation for meeting the National Board for Professional Teaching Standards.

**MASTER OF EDUCATION WITH A MAJOR IN
MIDDLE GRADES EDUCATION OR A MAJOR IN
SECONDARY EDUCATION**

Selected Educational Outcomes

1. Students in advanced teacher education programs have an in-depth knowledge of the content that they teach.
2. Students in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning; they will clearly explain the choices they make in their practice.
3. Students in advanced teacher education programs reflect on their practice and are able to identify their strengths and areas of needed improvement.
4. Students in advanced teacher education programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Examples of Outcome Assessments

1. Majors in advanced teacher education programs will demonstrate the level of their content knowledge through satisfactory completion of content coursework.
2. Majors in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through a video self-analysis of instruction.
3. Majors in advanced teacher education programs will document reflection and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. Majors in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning through a Teacher Work Sample (TWS) in the advanced portfolio.

**REQUIREMENTS FOR THE M.ED. DEGREE WITH A MAJOR IN
MIDDLE GRADES EDUCATION**

College of Education Core Courses. 7 hours

LEAD 7210 1 hour

PSYC 7010 and RSCH 7100 6 hours

MSED Specialization Courses. 12 hours

MSED 7000 and MSED 7010 6 hours

MSED 7650 3 hours

MSED 7800 3 hours

Content Courses 18 hours

Appropriate graduate language arts, math, science, or social studies courses from College of Arts and Sciences, appropriate courses from the College of the Arts, or READ courses.

Total Hours Required for the Degree 37 semester hours

**MASTER OF EDUCATION WITH A
MAJOR IN MIDDLE GRADES MATH AND SCIENCE
(On-line collaborative degree with North Georgia College and State University)**

Admission Requirements

1. Cumulative undergraduate minimum GPA of 2.5 on all undergraduate courses taken
2. Clear and renewable teaching certificate
3. Georgia passing scores on GACE or PRAXIS II content assessments

Core Courses. 15 hours

MGMS 7100, MGMS 7000 (VSU) 6 hours

MGMS 7200, MGMS 7240, MGMS 7400 (NGCSU) 9 hours

Content Courses. 18 hours

MATH 5180, MATH 5190, MATH 6161 (VSU) 9 hours

MGMS 7400, MGMS 7401, MGMS 7402 (NGCSU) 9 hours

Capstone Course 3 hours

MGMS 7670 Teaching Practicum

Total Required for the Degree 36 semester hours

**MASTER OF EDUCATION WITH A
MAJOR IN SECONDARY EDUCATION**

Requirements for the M.Ed. Degree with a major in Secondary Education

Professional Education Courses. 10 hours

MSED 7010, PSYC 7010, RSCH 7100 9 hours

LEAD 7210 1 hour

Area of Concentration 26-27 hours

MSED 7000 3 hours

MSED 7650 2-3 hours

MSED 7800 3 hours

Content Courses 18 hours*

Appropriate graduate language arts, math, science, or social studies courses from College of Arts and Sciences, appropriate courses from the College of the Arts, or READ courses.

Total Hours Required for the Degree 36- 37 semester hours

**MASTER’S ALTERNATIVE CERTIFICATION TRACK:
MIDDLE GRADES AND SECONDARY EDUCATION**

In addition to the College of Education admission requirements, candidates for the Alternative Certification Track must also complete all the following before beginning any courses in the program:

- a. complete all required certification content courses
- b. pass (or exempt) GACE Basic Skills Assessment and GACE Content Assessment
- c. successfully complete group interview
- d. successfully write an on-site essay or present satisfactory score on the GRE Analytical Writing Test
- e. have a satisfactory work history review
- f. have a satisfactory criminal background check
- g. successfully complete specified school observations
- h. successfully complete an English proficiency performance
- i. demonstrate technology proficiency
- j. acquire liability insurance

**ALTERNATIVE CERTIFICATION TRACK
Master’s Program -- Middle Grades or Secondary Education**

College of Education Core Courses	7 hours
LEAD 7210	1 hour
PSYC 7010 and RSCH 7100	6 hours
MGED 2999 or SEED 2999	0 hours
MSED Specialization Courses	11-12 hours
MSED 7000, MSED 7010, MSED 7800	9 hours
MSED 7650	2-3 hours
Alternative Certification Courses	18 hours
MSED 7001, 7002, 7003, 7004, 7006	15 hours
MSED 7005	3 hours
Total Hours Required for the Degree	36-37 hours

There are requirements in addition to the above that candidates must complete before being recommended for certification, including SPEC 3000 (or equivalent) and InTech certification (may be completed through public school certification, SEED 4010, ACED 3400, or ACED 7600).

Selected Educational Outcomes

In addition to the Outcomes listed for the Master of Education with a major in middle grades education or a major in secondary education, candidates in the Alternative Certification Track must:

- 1. demonstrate comprehensive understanding of planning and preparation, classroom and school environment, instruction, and professional responsibilities

2. demonstrate the competencies needed for recommendation for teacher certification

Examples of Outcome Assessments

In addition to the Outcome Assessments listed for the Master of Education with a major in middle grades education or a major in secondary education, candidates in the Alternative Certification Track will be assessed as follows:

1. Program graduates will be assessed by departmental faculty using a variety of instruments, such as the Accomplished Teacher Rubric, in the following areas: the candidates' abilities to demonstrate their competence in planning and preparation, establishing a positive classroom environment, instruction, and professional responsibilities. Additionally, their students' academic growth, school administrators' evaluations, and other class products will be assessed.
2. Program graduates will be assessed using the College of Education Observation Instrument, a review of the academic growth of their students, and an evaluation of their unit and management plans.

MASTER OF ARTS FOR TEACHERS IN MIDDLE GRADES AND SECONDARY EDUCATION

College of Education Core Courses	7 hours
LEAD 7210	1 hour
PSYC 7010 and RSCH 7100	6 hours
MGED 2999 or SEED 2999	0 hours
MSED Specialization Courses	11-12 hours
MSED 7000, MSED 7010, MSED 7800	9 hours
MSED 7650	2-3 hours
Alternative Certification Courses	18 hours
MSED 7001, 7002, 7003, 7004,	12 hours
MSED 7020, MSED 7040	6 hours
Total Hours Required for the Degree	36-37 hours

MASTER OF EDUCATION—ACCOMPLISHED TEACHING

(On-line collaborative degree with Columbus State and Georgia Southern Universities)

Admission Requirements

1. Cumulative minimum GPA of 2.5 on all undergraduate courses taken
2. Clear and renewable teaching certificate
3. Georgia passing scores on GACE or PRAXIS II content examinations

Core Courses	9 hours
EDAT 7100, EDAT 7133, EDAT 6159	9 hours
Georgia Framework Domains	18 hours
EDAT 6226, EDAT 6115, EDAT 7132	9 hours
EDAT 6001, EDAT 7131, EDAT 6000	9 hours
Approved Electives	9 hours
Total Required for the Degree	36 semester hours

MASTER OF EDUCATION WITH A MAJOR IN READING EDUCATION

Selected Educational Outcomes

1. Program graduates will develop an electronic portfolio that requires the application of information gained from a series of courses.
2. Program graduates will successfully complete the College of Education master's-level core curriculum with a grade of "B" or above.
3. Program graduates will develop portfolios that document successful use of content knowledge and research skills. Portfolios will contain evidence of planned learning experiences that employ the use of technology and that promote problem-solving and critical thinking skills. Portfolios will be assessed by teams of faculty members.
4. Program graduates will submit portfolios that include documentation of informal and formal assessment procedures and instruments used to measure pupils' knowledge of content. Portfolios are assessed by teams of faculty members.

Examples of Outcome Assessments

1. Program graduates will develop written responses to questions that require the application of information gained from a series of courses. Written responses will be graded by teams of faculty members. Successful completion of the comprehensive examination is required.
2. Program graduates will successfully complete the College of Education master's-level core curriculum with a grade of "B" or above.
3. Program graduates will submit evidence of assessment plans and results in portfolios which will be assessed by teams of faculty members.
4. Program graduates will present evidence of diagnostically determined pupil-oriented instruction in a case study/portfolio format in appropriate courses. Students must successfully complete READ 7160 and READ 7170.

Requirements for the M.Ed. Degree in Reading Education

College of Education Core 9 hours

LEAD 7210 Ethics and Law	1 hour
PSYC 7010 Learning and Assessment	3 hours
READ 7100 Trends & Issues in the Teaching of Reading	2 hours
RSCH 7100 Research Methodology in Education	3 hours

Reading Education Core 18 hours

READ 7110 Research and Theory in Reading	3 hours
READ 7120 Word Identification, Vocabulary, and Spelling ...	3 hours
READ 7130 Comprehension and Study Strategy Instr.	3 hours
READ 7140 Methods of Teaching Writing	3 hours
READ 7150 Issues in Using Literature in the Classroom	3 hours
READ 7180 Organizing & Supervising a...Reading Prog.	3 hours

Guided Elective	3 hours
Capstone Experience (Practicum Courses)	6 hours
READ 7160 Diagnosing Reading Difficulties	3 hours
READ 7170 Correcting Reading Difficulties	3 hours
Total Hours Required for the Degree	36 semester hours

GEORGIA READING ENDORSEMENT

This endorsement is available to any educator who holds a clear renewable teaching (T), service (S), or leadership (L) certificate. Individuals who hold the Reading Endorsement are in-field to teach reading at the grade level of their base certificate.

Requirements for the Reading Endorsement

READ 7100	2 hours
READ 7010 and READ 7130	6 hours
Total Hours Required for the Endorsement	8 semester hours

MASTER OF EDUCATION DEGREEE IN DEAF EDUCATION

Requirements for the M. Ed. Degree with a Major in Special Education — Deaf and Hard-of-Hearing

Requirements for candidates completing a VSU B.S.Ed. degree with a major in Special Education–Deaf and Hard-of-Hearing

College of Education Core Courses	16 hours
RSCH 7100	3 hours
LEAD 7210	1 hour
SPEC 5010	10 hours
SPEC 5020	2 hours
Concentration for Deaf & Hard of Hearing Education	20 hours
DEAF 5310, DEAF 5370, DEAF 5290, SPEC 5140	12 hours
DEAF 5450	3 hours
DEAF 5380	4 hours
SPEC 5230	1 hour
Total Hours Required for the Degree	36 semester hours

MASTER OF ARTS FOR TEACHERS WITH A MAJOR IN SPECIAL EDUCATION–DEAF AND HARD OF HEARING

Admission Criteria

1. Undergraduate degree from accredited college or university
2. GPA of at least 2.5 on all previous undergraduate work attempted
3. Passing scores on GACE basic skills assessment
4. GRE score of not less than 800 on verbal and quantitative combined (minimum of 400 on verbal) and 3.0 on analytical writing.
5. ASL proficiency on SCPI at an intermediate-plus level.
6. Employment as a classroom teacher or ability to spend required amount of time in a classroom (minimum of 20 hours per week).

Selected Educational Outcomes

1. Students in special education/deaf education know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Students in special education/deaf education understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Students in special education/deaf education are able to analyze educational research findings and incorporate new information into their practice.
4. Students in special education/deaf education assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

1. Majors in special education/deaf education will demonstrate content knowledge through passing the state required content assessment in deaf education.
2. Majors in special education/deaf education will demonstrate pedagogical content knowledge and knowledge of evidence based strategies through development of lesson plans identifying use of research validated procedures and effective content pedagogy.
3. Majors in special education/deaf education will demonstrate skills in assessment, instructional strategies, use of technology and monitoring/modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.
4. Majors in special education/deaf education will demonstrate their ability to positively impact P-12 learning through completion of a capstone applied research project.

Requirements for the M.A.T. in Special Education–Deaf Education

Prior to completion of the M.A.T and recommendation for initial certification, applicant must pass the GACE content assessment.

Candidates must attend one face-to-face orientation session on the VSU campus each semester.

Core Courses	21 hours
SPEC 6000, SPEC 6040	6 hours
SPEC 6010, SPEC 6020, SPEC 6030	9 hours
SPEC 6100, SPEC 6110	6 hours

Area of Specialization - Deaf and Hard of Hearing	15 hours
DEAF 5370, DEAF 5380, DEAF 5450, DEAF 5310, SPEC 5320	

Total Hours Required for the Degree **36 semester hours**

**EDUCATION SPECIALIST DEGREE WITH A MAJOR IN
MIDDLE GRADES EDUCATION OR A MAJOR IN
SECONDARY EDUCATION**

Requirements for Admission:

1. Recommendation from two people knowledgeable of candidate’s professional abilities
2. Letter of support from current administrator
3. Candidate’s written statement of educational and leadership abilities and goals

Selected Educational Outcomes

1. Program graduates will use a variety of self-assessment techniques and self-reflection to determine personal strengths and areas to improve.
2. Program graduates will be able to develop and implement an action research project designed to improve the learning environment in schools.
3. Program graduates will compile an electronic portfolio, including work samples and artifacts that document mastery of program objectives.

Examples of Outcome Assessments

1. Program graduates' Professional Development Plans are evaluated using a departmentally developed rubric.
2. Program graduates' Action Research Projects and presentations are evaluated using a departmentally developed rubric.
3. Program graduates' electronic portfolios will be presented and reviewed in the Capstone Seminar.

Requirements for the Ed.S. Degree with a Major in Middle Grades Education or in Secondary Education

Core Courses. 18 hours

EDUC 8010 3 hours

EDUC 8020, 8030, 8040, 8050, 8880 15 hours

Specialization Courses (numbered 6000 & above). 9 hours

Themes to select from, in consultation with advisor:

Special Education

Reading

Technology

Content

Leadership

English as a Second Language (ESOL)

Any combination of the above.

Total Required for the Degree 27 semester hours



DEPARTMENT OF PSYCHOLOGY AND COUNSELING

Dr. Robert E. L. Bauer, Head

Psychology and Counseling Office Building

The Department of Psychology and Counseling provides programs of study at both the undergraduate and graduate levels. At the undergraduate level, the department offers B.A. and B.S. degrees with a major in psychology.

At the graduate level, the department offers the M.S. degree in clinical/counseling or industrial/organizational psychology. Graduates are prepared to perform services in mental health settings, businesses, community colleges, government or industries, which require graduate training in psychology at the subdoctoral level.

The department also offers programs leading to the M.Ed. and Ed.S. degrees with a major in school counseling and the Ed.S. degree with a major in school psychology. These programs train and endorse program graduates specifically for employment in the public school setting. Students in these programs are required to satisfy all Georgia Professional Standards Commission requirements for certification as a component part of the degree programs. These programs are approved by the Georgia Professional Standards Commission and the College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The Ed.S. program with a major in school psychology is also approved by the National Association of School Psychologists (NASP).

Department faculty instruct courses and serve on doctoral committees for students enrolled in the College of Education doctoral programs. All department faculty hold the doctorate. Information concerning these programs, their admission requirements (which differ by degree program), continuing education, and other services offered by the department can be obtained by contacting the department.

Admission Requirements for the Master of Science Degrees

A. Regular Admission. To be considered for admission, the applicant must submit the following:

1. An appropriate undergraduate degree. Usually those holding either the B.S. or B.A. degree in psychology, or an undergraduate degree in a related field, with a minimum of 15 semester hours in psychology, would meet this requirement. Specific prerequisite courses will be determined by the department admissions committee.

2. The applicant must have earned a minimum 3.0 undergraduate GPA, on a 4.0 scale, calculated on all work attempted in which letter grades were awarded, and must present a minimum score of 1000 on the combined Verbal and Quantitative sections of the Graduate Record Examination (GRE), with neither score below 400.
3. Three letters of recommendation from professionals acquainted with the applicant's academic or vocational background and interests. These letters must reflect the ability, interest, and motivation of the applicant to be successful in the program of study and the career field.
4. A written statement of no more than 250-500 words describing the applicant's interest in this program and post-degree plans. This written statement must demonstrate articulation, writing skill, and goals consistent with the outcomes of the degree program.

B. Probationary Admission

The applicant may qualify for probationary admission by meeting requirements A-1, A-3, and A-4 as set forth above, and one of the two following conditions. (NOTE: An applicant scoring below the necessary minimum of 400 on the Verbal scale of the GRE may receive probationary admission, if a score of 3.5 or better is obtained on the GRE analytic writing section.)

- 1) Minimum 3.0 undergraduate GPA and 800 combined Verbal and Quantitative GRE scores, with neither score below 400.

or

- 2) Minimum 2.5 undergraduate GPA and 1000 combined Verbal and Quantitative GRE scores, with neither score below 400.

Departmental Requirements in addition to University Admission Requirements

Admission to departmental programs requires 15 semester hours of undergraduate psychology courses appropriate to the graduate major.

Retention Policy

The university faculty has the duty and responsibility to provide the public with ethical and competent practitioners. To achieve these goals, the university adopts selective admissions, retention, and graduation policies. The delivery of psychological and counseling services, especially of a clinical nature, in schools, mental health settings, and organizations requires the practitioner to meet both academic and professional standards of competence. Accordingly, the faculty of the Department of Psychology and Counseling has adopted requirements that candidates must meet in order to graduate from one of the department's graduate programs. These requirements include that candidates must demonstrate professionally appropriate behavior and may be terminated for academic and non-academic reasons. The complete policy is available at the following website <<http://www.valdosta.edu/coe/psychology/retention.shtml>>.

Academic progress is determined by grades earned in the program of study for which the candidate is currently enrolled, as well as performance on comprehensive examinations as required by the specific program. No grade below a “C” will be credited toward a graduate degree offered by the Department of Psychology and Counseling. Candidates will be dismissed from the program if they accumulate three or more academic deficiency points. A grade of “C,” while credited toward the degree, will result in one deficiency point. A grade of “D” is two deficiency points; a grade of “F” or “WF” or “U” is three deficiency points. Candidates must have a grade point average of at least 3.0 in the departmental program of study to graduate. If a candidate wishes to withdraw from a class with a grade of “WP,” it is the candidate’s responsibility to initiate and complete the withdrawal process prior to the midterm deadline. “WP” grades do not affect academic deficiency points or grade point average.

MASTER OF SCIENCE WITH A MAJOR IN CLINICAL/COUNSELING PSYCHOLOGY

The faculty serves the citizens of the region and state by offering instruction and services designed to improve the quality of life. Program graduates are prepared to work in community counseling and mental health centers. The faculty offers individualized training to assure the public of qualified, responsible, and appropriately credentialed individuals who provide assessment, consultation and counseling. Program graduates interested in pursuing further training and education in clinical/counseling psychology are given a solid foundation for efforts to achieve other related advanced degrees.

Selected Educational Outcomes

1. Program graduates will be able to use the scientific method to critically evaluate research methodology, statistics, and conclusions in current clinical/counseling psychology literature.
2. Program graduates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to the M.S. in clinical/counseling psychology by developing written responses to program questions.
3. Program graduates will demonstrate the ability to integrate information from several sources (e.g., testing, interviews, etc.) by writing appropriate assessment reports and intervention plans.

Examples of Outcome Assessments

1. Candidates will be assessed on their ability to write and present research evaluations in several courses, including research design and analysis.
2. Candidates will successfully develop written responses to comprehensive examination questions that require the application of the knowledge gained from a series of courses. The written responses will be evaluated by a committee of faculty, using established criteria.
3. Candidates’ written assessment reports and intervention plans will be assessed in practicum experiences by their practicum and faculty supervisors.

**Course Requirements for the Master of Science Degree
with a Major in Clinical/Counseling**

Required Classes. 33 hours

PSYC 7100 Intellectual Assessment	4 hours
PSYC 7110 Personality Assessment	4 hours
PSYC 7200 Psychopathology	3 hours
PSYC 7400 Counseling Theory and Practice	3 hours
PSYC 7450 Group Counseling	3 hours
PSYC 7900 Pre-Practicum	3 hours
PSYC 7971 Clinical/Counseling Psyc. Practicum I	2 hours
PSYC 7972 Clinical/Counseling Psyc. Practicum II	2 hours
PSYC 8000 Research Design and Analysis	3 hours
PSYC 8600 or PSYC 8610	3 hours
PSYC 8800 Legal and Ethical Issues in Psychology	3 hours

Guided electives. 12 hours

Total hours required for the degree 45 semester hours

**MASTER OF SCIENCE WITH A
MAJOR IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**

The faculty trains students in the application of psychological principles and approaches to solve a wide variety of human problems in organizational settings. Through course work and field placements, students appreciate the importance of designing work environments and behavioral systems that maximize employee effectiveness, satisfaction, and well-being. Program graduates are prepared for positions in the public and private sectors, or to seek more advanced training.

Selected Educational Outcomes

1. Program graduates will collect, summarize, analyze, and interpret data utilizing univariate and multivariate statistical procedures.
2. Program graduates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to the M.S. in Industrial/Organizational Psychology by developing written responses to program questions.
3. Program graduates will develop, administer, and evaluate tests and assessment techniques as related to personnel and organizational issues.

Examples of Outcome Assessments

1. Candidates will successfully develop data analyses in several courses, including research design, to be assessed by faculty members.
2. Candidates will successfully develop a portfolio that requires the application of the knowledge gained from a series of courses. The portfolio will be evaluated by a committee of faculty, using established criteria.
3. Candidates will be assessed by their practicum and faculty supervisors on the assignments performed in their Industrial/Organizational Practica.

Requirements for Master of Science Degree with a Major in Psychology

Required Courses. 34 hours

PSYC 5800 Industrial/Organizational Psychology	3 hours
PSYC 7600 Personnel Selection	3 hours
PSYC 7610 Performance Appraisal	3 hours
PSYC 7690 Professional Issues in I/O Psychology	1 hour
PSYC 7670 Social Psychology	3 hours
PSYC 7961 I/O Psychology Practicum I	3 hours
PSYC 7962 I/O Psychology Practicum II	3 hours
PSYC 8000 Research Design and Analysis	3 hours
PSYC 8350 Psychology of Motivation	3 hours
PSYC 8360 Human Resource Development	3 hours
PSYC 8370 Human Factors Psychology	3 hours
PSYC 8610 Behavior Modification	3 hours

Guided Electives. 11 hours

Total hours required for the degree 45 semester hours

MASTER OF EDUCATION DEGREE WITH A MAJOR IN SCHOOL COUNSELING

The faculty prepares students to become school counselors who are eligible for certification by the Georgia Professional Standards Commission. Students become scholars and practitioners, who think critically and apply their knowledge with skill and compassion.

Admission and Program Information

The School Counseling Program requires a minimum of 48 hours of course work. Applicants who do not have competencies in curriculum and computer technology will be required to complete courses in those areas. In addition, certification in school counseling by the Georgia Professional Standards Commission requires the completion of a special education course. Admission to the program is not guaranteed, even though an applicant may have met the minimum admission standards.

To be considered for admission, the applicant must

1. hold an appropriate undergraduate degree from an accredited university
2. meet GPA and Aptitude Test Score requirements of other College of Education M.Ed. applicants
3. submit three letters of recommendation from professionals acquainted with the applicant's academic or vocational background and interests. These letters must reflect the ability, interest, and motivation of the applicant to be successful in the program of study and the career field.

4. Complete an admission interview with faculty and members of the school counseling program advisory committee. This interview will focus on the assessment of factors such as emotional maturity, professional experience, readiness for the program, life experiences, dispositions, compatibility with department goals, and communication and interpersonal skills.
 - a. Only those applicants who have submitted all admission materials will be able to attend the interview.
 - b. During this interview, applicants will be required to complete a written statement of 250-500 words describing their interest in this program and their plans post-degree. This statement must demonstrate articulation, writing skill, and aims consistent with the mission of the degree program.

Remediation Process

Steps 1-3, below, constitute “due process.” Student are advised of the areas that need improvement and the actions needed to improve these areas, are given an opportunity to correct the problems they are experiencing, and are made aware of the possible consequences of failure to make improvements in the areas in which they are experiencing difficulty.

Step 1: Faculty regularly confer about the progress of each student in the School Counseling Program. When a student is experiencing difficulties, the student’s advisor gathers relevant documentation identifying any particular problems the student is experiencing. Students are informed that this information is being gathered. The written documentation gathered includes grades, coursework, semester reports, and information from the student's advisor, instructors, site supervisors, and other school personnel who have had contact with the student.

Step 2: The faculty advisor then meets with the student, summarizes the documentation gathered, and discusses the problem with the student.

Step 3: When appropriate, a written remediation plan will be approved by the advisor and two other program faculty members. This plan will clearly state:

- a. specific areas needing improvement
- b. specific changes that are expected
- c. the steps needed to make the outlined changes
- d. the time frame in which the changes must be made
- e. that failure to remediate may result in termination from the program.
- f. the appeals process

Selected Educational Outcomes

1. Program graduates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to the M.Ed. in school counseling.
2. Program graduates will demonstrate content knowledge necessary to perform as a school counselor.
3. Program graduates will perform successfully as a pre-professional school counselor.

Examples of Outcome Assessments

1. Candidates will successfully pass the Comprehensive Professional Counseling Examination.
2. Candidates' Comprehensive Developmental School Counseling Program Portfolio will be evaluated by faculty using established criteria.
3. Candidates will be evaluated by faculty using established criteria in the M.Ed. school counseling internship.

Requirements for M.Ed. Degree with a Major in School Counseling

Core. 9 hours

LEAD 7210 Ethics and Law	1 hour
SCHC 7800 Orientation to Counseling as a Profession	2 hours
RSCH 7100 Research Methodology in Ed	3 hours
PSYC 7020 Conditions of Learning	3 hours

Concentration. 39 hours

PSYC 7030 Measurement and Evaluation	3 hours
*SCHC 7400 Counseling Theory/Practice	3 hours
*SCHC 7420 Counseling Children and Adolescents	3 hours
*SCHC 7450 Group Counseling	3 hours
*SCHC 7820 Career Counseling	3 hours
*SCHC 7900 Pre-Practicum	3 hours
PSYC 8250 Developmental Psychology	3 hours
*SCHC 7470 Counseling Culturally Diverse Populations	3 hours
SCHC 7820 Comprehensive School Counseling	3 hours

*Cross-listed with PSYC courses

SCHC 7830 Consultation and Advocacy in School Counseling	3 hours
SCHC 7981 School Counseling Practicum I	3 hours
SCHC 7991 School Counseling Internship I	3 hours
SCHC 7992 School Counseling Internship II	3 hours

Total Hours for Required for the Degree 48 semester hours

Competency Requirements

Competency requirements in curriculum and computer usage must be demonstrated. Those not meeting the competency requirements by demonstrating skill level or completed course work will take course(s) in the following areas:

Education: Special Education (SPEC 3000), Curriculum (CIED 7060), and
Computers (ACED 2400)

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN SCHOOL COUNSELING

The faculty prepares students, who are already certified school counselors, to become leaders and researchers in school counseling. School Counselors develop advanced skills in counseling, consulting and research.

The Education Specialist Degree in School Counseling is designed to enhance and advance the knowledge and skills of school counselors beyond the Master's level in the following areas: counseling, supervision, leadership, consultation, research, and mental health care systems. The Ed.S. Program prepares those who are already certified as school counselors to become leaders and researchers in the educational environment and to gain the knowledge and skills needed to address mental health issues found in the school environment.

Admission Requirements

1. An applicant must be a certified school counselor in the state of Georgia or hold the credentials to be certified. If a student does not hold the credentials to be certified in the state of Georgia, all coursework needed for certification must be completed prior to beginning coursework for the Ed.S.
2. An applicant must have one year experience working as a certified school counselor in a school setting. The one year of experience may not include practica and internships.
3. An applicant will not be admitted with a grade point average of less than 3.0 on all previous graduate work attempted.
4. An applicant will not be admitted with a Graduate Record Examination (GRE) score of less than 850 (verbal portion plus either quantitative or analytical portion). The score on the verbal section may not be less than 400. A minimum score of 390 on the Miller Analogies Test to be admitted to the Ed.S. Program in school counseling.
5. Only "Regular" admission status will be used for entry into the Education Specialist degree in school counseling. Graduate work taken prior to admission to an Education Specialist Degree Program will not be counted toward the degree requirements

Selected Educational Outcomes

Program graduates will:

1. demonstrate and model appropriate counseling and supervision skills and strategies in the supervision relationship.
2. demonstrate a systematic conceptualization of the major roles and responsibilities of counselor supervision.
3. evaluate their school counseling program to determine its effectiveness as a comprehensive school counseling program using standards set by the school's accrediting body and American School Counseling Association.
4. design individual and group treatment strategies that are developmentally appropriate for children and youth that address the academic, social, and career success of all students.
5. demonstrate a disposition appropriate for a leader in the school environment.
6. follow appropriate professional and ethical guidelines.

Examples of Outcome Assessments

1. Candidates will be assessed by performance in Ed.S. level courses.
2. Candidates will be assessed by a faculty member using a standard observation and evaluation form in the Ed.S. School Counseling Practicum.
3. The process of developing the thesis and the results of the thesis will be evaluated by faculty using established criteria.

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Requirements for Ed.S. Degree with a Major in School Counseling

Core. 9 hours

PSYC 5500 Statistical Methods in Psychology 3 hours

RSCH 8000 Advanced Research Methodology 3 hours

SCHC 8999* Thesis 3 hours

Required Advanced Counseling Courses. 18 hours

SPEC 5140 Collaborative Roles in Education 3 hours

PSYC 8200 Child Psychotherapy 3 hours

SCHC 7120* Academic and Behavioral Assessment 3 hours

SCHC 8150* Behavioral Health Care Systems 3 hours

SCHC 8400* Special Topics in School Counseling 3 hours

SCHC 8991* School Counseling Practicum I 3 hours

* Cross-listed with PSYC

Total Hours for Required for the Degree 27 semester hours

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN SCHOOL PSYCHOLOGY

The faculty prepares program graduates to meet Georgia and National School Psychologist Certification requirements. Students are systematically trained as applied practitioners in the field of school psychology, as defined by the National Association of School Psychologists.

Selected Educational Outcomes

Program graduates will

1. demonstrate basic knowledge of biopsychology, behavior/learning theory, affective/cognitive processes, abnormal behavior, and developmental and social systems that inform the process of problem solving.
2. design individual and group treatment strategies that are developmentally appropriate for children and youth.
3. demonstrate interpersonal communication that evidences basic understanding and sensitivity to diversity (e.g., various disabilities, socio-cultural and economic backgrounds, and levels of motivation).
4. demonstrate self-motivation, constantly seeking to improve the products they have produced in the service provided to others.
5. present an electronic professional portfolio during the final semester of their internship.

Examples of Outcome Assessments

1. Candidates will successfully develop written responses to Comprehensive Examination questions that require the application of the knowledge gained from a series of courses. The written responses will be evaluated by faculty using established criteria.
2. Candidates will be assessed by successfully passing the GACE Content Assessment.
3. Candidates will be assessed by a faculty member using a standard observation and evaluation form in the Ed.S. School Psychology Internship.
4. The process of developing the thesis and the results of the thesis will be evaluated by faculty using established criteria.

Requirements for the Ed.S. Degree with a Major in School Psychology

Foundation Courses	9 hours
PSYC 7000	3 hours
PSYC 7020 or PSYC 8600	3 hours
PSYC 8250	3 hours
Assessment for Intervention	9 hours
PSYC 7100, PSYC 7120	8 hours
PSYC 8140	1 hour
Clinical Practice: Transition and Behavior Change	21 hours
PSYC 7200, PSYC 8200, PSYC 7400	9 hours
PSYC 7420, PSYC 8150	6 hours
PSYC 8610 or SPEC 5100 or SPEC 5540	3 hours
Research Methodology	12 hours
PSYC 5500, RSCH 8000	6 hours
PSYC 8500, PSYC 8999	12 hours
Curriculum and Programs	6 hours
SPEC 5140	3 hours
PSYC 8020	3 hours
Practicum and Internship	9 hours
PSYC 7791, 7792, 7793, 7794, 7795	5 hours
PSYC 8891, 8892, 8893, 8894	4 hours
Cultural and Legal Aspects	6 hours
SCHC 7470 and PSYC 8800	6 hours

Total Hours Required for the Degree 72 semester hours*

*An appropriate master's degree serves as a platform for the Ed.S. of 27 hours. Total hours for the program add up to 72 hours. Program requirements for GA PSC and NASP accreditation are listed above. The specific courses required for completion of Ed.S. Degree will be determined by transcript evaluation.