



COLLEGE OF EDUCATION

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Dr. Robert E. L. Bauer, Head, Department of Psychology, Counseling, and Guidance

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The 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's, 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 where 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:

Preparing Professionals for Service

The faculty members of the College of Education are dedicated to creating effective learning environments for students by designing programs based on professional standards, research, and knowledge bases organized into a conceptual framework.

Conceptual Framework

Conceptual Frameworks guide professional education programs by defining the philosophy, rationale, and research base that support the essential instructional components of degree programs. The conceptual framework provides coherence in student outcomes, course activities, assessments, and internship or practicum experiences. Advanced degrees designed for practicing teachers have adapted the following standards developed by the National Board for Professional Teaching Standards (NBPTS). Graduate programs in the College of Education designed for professionals outside of teaching have developed Conceptual Frameworks based on appropriate professional standards.

Conceptual Framework Principles for Graduate Teacher Education Programs (Adapted from NBPTS)

1. Graduates are committed to their roles as helping professionals.
2. Graduates are capable of excellence in their professional practice.
3. Graduates think systematically about their practice, use research, and contribute to the knowledge base.
4. Graduates are members of learning communities.

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 accredited by the Georgia Professional Standards Commission (GPSC). The Dean of the College of Education is the official certification officer and recommends students for all initial certification and upgrades in certification. Specific questions concerning teacher certification should be directed to the appropriate department. In addition, the Sports Medicine Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the Speech and Language Program is accredited by the American Speech and Hearing Association (ASHA), and the graduate program in School Psychology is accredited by the National Association of School Psychologists (NASP).

DIVERSITY

The College of Education recognizes the need for taking proactive steps to enhance multicultural and global perspectives and promote diversity. In addition to supporting multicultural perspectives throughout educational programs, the College of Education actively seeks a diverse student and faculty population.

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 on a regular basis 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 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. A student who is admitted to a graduate program will be notified by the Graduate School of his/her acceptance.
 5. A student who is denied admission to a graduate program will be notified by the Graduate School and apprised of the procedure to follow if he/she wishes to appeal the denial.

MASTER OF EDUCATION (M.Ed.) DEGREE PROGRAMS

The Master of Education degree is 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 field, and review material related to legal issues and ethics. The degrees offered are as follows:

Department of Curriculum, and Instructional Technology

- M.Ed. Instructional Technology
 - (Library/Media Technology Option)
 - (Technology Applications Option)

Department of Early Childhood and Reading Education

- M.Ed. Early Childhood Education
 - (P-3 Option)
 - (Content Option)

- M.Ed. Reading Education

Department of Educational Leadership

- M.Ed. Educational Leadership

Department of Kinesiology and Physical Education

- M.Ed. Health and Physical Education
 - (Certification Option)
 - (Non-Certification Option)

Department of Middle Grades and Secondary Education

- M.Ed. Middle Grades Education
- M.Ed. Secondary Education
 - (English, Mathematics, Sciences, and Social Studies)

Department of Psychology and Counseling

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

Department of Special Education and Communication Disorders

- M.Ed. Severe Disabilities
- M.Ed. Mild Disabilities
- M.Ed. Communication Disorders
- M.Ed. Early Intervention

Department of Vocational Education

- M.Ed. Business Education
- M.Ed. Adult and Vocational Education
 - (Technical, Trade and Industrial Education Option)
 - (Training & Development Option)

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). The score on the verbal portion of the GRE may not be less than 350.
4. New graduate students are admitted to the M.Ed. program in Speech and Language Pathology only for fall and spring semesters.

Probationary Status

An applicant failing to meet one or more of the requirements for admission to a master's degree program as a "regular" student **may be** "admitted by exception" as a "probationary" student through his/her respective department's appeals process.

Standardized Test Scores

GRE	950+	= 35 points
	900 - 949	= 30 points
	850 - 899	= 25 points
	800 - 849	= 20 points
	750 - 799	= 15 points

Undergraduate Grade Point Average

Subtotal _____	GPA	3.5+	= 35 points
		3.25 - 3.49	= 30 points
TOTAL _____		3.0 - 3.24	= 25 points
		2.75 - 2.99	= 20 points
		2.5 - 2.74	= 15 points

Recommendation Guidelines for Admission

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

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/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 COE 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 as follows:

Department of Early Childhood and Reading Education

Ed.S. Early Childhood Education

Ed.S. Reading Education

Department of Educational Leadership

Ed.S. Educational Leadership

(Building Option)

(System Level Option)

Department of Middle Grades Education

Ed.S. Middle Grades Education

Department of Secondary Education, Curriculum, and Instructional Technology

Ed.S. Secondary Education

(English, Mathematics, Science, & Social Studies)

Ed. S. Instructional Technology

Department of Special Education and Communication Disorders

Ed.S. Special Education

(Communication Disorders Option)

(General Special Education Option)

Department of Psychology and Counseling

Ed.S. School Counseling

Ed.S. School Psychology

Department of Vocational Education

Ed.S. Vocational Education

(Business Education Option)

(General Vocational Education Option)

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

1. The applicant must have completed a Master's Degree at an accredited or approved institution.
2. With the exception of Instructional Technology majors, the applicant must be certified at the T-5 or the equivalent service level in the teaching service field in which he/she intends to pursue the Ed.S.
3. With the exception of Instructional Technology and School Psychology majors, the applicant must have completed three years of acceptable school experience.
4. A student will not be admitted with a grade-point average of less than 3.00 on all previous graduate work attempted.
5. A student 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 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

GRE	1050+	= 35 points
	1000 - 1049	= 30 points
	950 - 999	= 25 points
	900 - 949	= 20 points
	850 - 899	= 15 points
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 COE 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 Educational Leadership

Ed.D. Educational Leadership

Department of Secondary Education, Curriculum, and Instructional Technology

Ed.D. Curriculum and Instruction

Department of Vocational Education

Ed.D. Adult and Vocational Education

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 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 recommendation of the Program Area Admissions Committee will be sent to the Doctoral Coordinating Committee which will make the final decisions concerning admission to the program.

6. Applicants will be notified by letter by the Graduate School of the decision of the Doctoral Coordinating 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 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. In addition, 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, with a minimum combined score of 1000 on the verbal and either quantitative or analytical sections of the GRE general test.
5. Exceptionally motivated students who have a GRE combined scores of 900 to 999 on the verbal and either quantitative or analytical sections of the GRE general test, and/or a 3.25 to 3.49 grade-point average (on a 4.0 scale) on all graduate work attempted, may petition the Dean of the Graduate School for admission by exception. Applicants with GRE scores below 900 or with a grade-point average on all graduate work attempted below 3.25 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 5 double-spaced pages.
 - A detailed biographical/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?

- A description of readiness for doctoral level research. Include specifics such as dates, courses/workshops, and experiences with SPSS in the description.
- A description of academic and practical experience with technology. Include specifics such as dates and courses/workshops in the description. Name specific software packages and include reference to skill in word processing, databases, 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 full-time coursework.

GRADUATE ADMISSION APPEALS PROCESS (M.Ed. & Ed.S.)

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. The student should contact the departmental Appeals Committee chair to find out what steps to take to appeal his/her denial 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 eight 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. If a student wishes to appeal to the College of Education Graduate Policies Committee, he/she should follow the steps outlined below.

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/her request for admission and outlining reasons why he/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 offered in cooperation with departments outside the COE are listed below. Information related to these degrees may be found in the bulletin section of the respective departments.

Department of Art, College of The Arts

M.A.E. major in Art Education

Department of Music, College of the Arts

M.M.E. major in Music Education

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

M.Ed. major in Spanish Education

Endorsement for English as a Second Language



**DEPARTMENT OF EARLY CHILDHOOD
AND READING EDUCATION**

Dr. Brenda Dixey, Head
Room 56, Education Center

Degrees

The Department of Early Childhood and Reading Education offers the Master of Education and Education Specialist degrees in Early Childhood and Reading Education as well as a Georgia Reading Endorsement.

Description

These nationally accredited degree programs are 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 Education Specialist degree programs emphasize the development of change agents who can assume a leadership role in the fields of early childhood and reading education.

MASTER OF EDUCATION WITH A MAJOR IN EARLY CHILDHOOD EDUCATION, P-3 OPTION

Selected Educational Outcomes

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

1. Graduates will demonstrate a comprehensive understanding of the knowledge, research, and dominant theories of child development and learning and the application of these to the teaching of young children.
2. Graduates will demonstrate an understanding of the knowledge and skills appropriate to the areas of research, learning, educational assessment, ethics, and law.
3. Graduates will use knowledge of young children to develop learning environments which address the intellectual, social, emotional, physical, and cultural needs of all young children.
4. Graduates will develop and implement formal and informal assessment procedures to assess child development and learning, educational environments, and curricula for all young children.

Outcome Assessments

1. Graduates will develop written responses to questions for comprehensive examinations 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 examinations is required.
2. Graduates will successfully complete the College of Education masters-level core curriculum with a grade of “B” or above.
3. Graduates will develop portfolios which includes examples of teaching plans and documentation of appropriate learning environments. Portfolios will be assessed by teams of faculty members.
4. Graduates will submit evidence of assessment plans and results in summative portfolios which will be assessed by teams of faculty members.

Requirements for the M.Ed. Degree with a Major in in Early Childhood Education, P-3 Option

College of Education Core Courses	10 hours
LEAD 7210 Ethics and Law	1 hour
ECED 7330 Issues and Trends in Early Childhood Educ ..	3 hours
PSYC 7010 Learning and Assessment	3 hours
RSCH 7100 Research Methodology in Education.....	3 hours

Early Childhood Education Core	8 hours
BVED 7400* Applied Computer Technology	3 hours
ECED 7210 Assessment in Early Childhood Education ..	2 hours
ECED 7320 Early Childhood Curriculum	3 hours

*If students have not taken BVED 2400 or an equivalent, they must enroll in BVED 7500.

Academic Concentration—Grades P-3 Emphasis	18 hours
ECED 7220 Early Childhood Environments	3 hours
ECED 7430 Integrating Math, Science, and Technology ..	3 hours
ECED 7410 Social Sciences in Early Childhood Educ	3 hours
ECED 7420 Child, Family, and Society	2 hours
READ 7040 Emergent Literacy	3 hours
Electives/Specialization	4 hours

With approval, students may select courses among all graduate level courses offered in the Department of Early Childhood and Reading Education or additional courses offered in other departments.

Total Required for the Degree	36 hours
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**MASTER OF EDUCATION WITH A MAJOR IN
EARLY CHILDHOOD EDUCATION, (CONTENT OPTION)**

Selected Educational Outcomes

1. Graduates will demonstrate a comprehensive understanding of curriculum for and assessment of young children and the role of content in the instruction of young children.
2. Graduates will demonstrate an understanding of the knowledge and skills appropriate to the areas of research, learning, educational assessment, ethics, and law.
3. Graduates will use knowledge of content and research skills to plan and implement pupil-oriented learning experiences that include the use of technology and the development of problem-solving and critical thinking skills.
4. Graduates will develop and implement formal and informal assessment procedures to measure pupils' knowledge of content.

Outcome Assessments

Using a variety of techniques, faculty members in the Department of Early Childhood and Reading Education assess the extent to which the program requirements address the desired outcomes.

1. 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. Graduates will successfully complete the College of Education masters-level core curriculum with a grade of "B" or above.
3. 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. Graduates will submit portfolios that include documentation of informal and formal assessment procedures and instruments used to measure pupils' knowledge of content. Portfolios will be assessed by teams of faculty members.

**Requirements for the M.Ed. Degree in Early Childhood Education,
Content Option**

College of Education Core Courses 10 hours

- LEAD 7210 Ethics and Law 1 hour
- ECED 7330 Issues and Trends in Early Childhood Educ . 3 hours
- PSYC 7010 Learning and Assessment 3 hours
- RSCH 7100 Research Methodology in Education 3 hours

Early Childhood Education Core 8 hours

- BVED 7400* Applied Computer Technology 3 hours
- ECED 7210 Assessment in Early Childhood Education ... 2 hours
- ECED 7320 Early Childhood Curriculum 3 hours

*If students have taken BVED 2400 or an equivalent, they must enroll in BVED 7500.

Academic Concentration 12 hours

One course in each of the following content areas:

- English 3 hours
- Mathematics 3 hours
- Science 3 hours
- Social Sciences 3 hours

Courses in the Academic concentration will be taken through the College of Arts and Sciences.

Electives/Specialization 6 hours

Total Required for the Degree 36 hours

With approval, students may select courses among all graduate level courses offered in the Department of Early Childhood and Reading Education or additional courses offered in other departments.

**EDUCATION SPECIALIST DEGREE WITH A MAJOR IN
EARLY CHILDHOOD EDUCATION**

Selected Educational Outcomes

Each program in this department has numerous desired outcomes. Examples of these include:

1. Graduates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, writing a comprehensive thesis, and presenting the results of the study.
2. Graduates will demonstrate mentoring skills and leadership skills in the field of Early Childhood Education.

Examples of Outcome Assessments

Using a variety of techniques, faculty members in the Department of Early Childhood and Reading Education assess the extent to which program requirements address the desired outcomes.

1. The process of developing the thesis and the results of the thesis are assessed by a faculty committee using criteria approved at the program level. Students are required to complete a questionnaire to determine how well coursework prepared students for the thesis process. On a regular basis, a random sample of completed thesis will be rated by faculty member external to the Department of Early Childhood and Reading Education.
2. Students will maintain professional portfolios which include evidence of mentoring skills and leadership responsibilities. In addition, students enrolled in ECED 8230 will serve as mentors to preservice or induction-level inservice teachers. Portfolios will be reviewed and evaluated by faculty committees throughout the program and at the completion of the program.

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

College of Education Core Course 3 hours

RSCH 8000 Advanced Research Methodology 3 hours

Early Childhood Education Core and Academic Concentration 13 hours

ECED 8200 Theoretical Models in Early Childhood Ed. ... 3 hours

ECED 8230 Mentoring & Advocacy in Early Childhood.. 2 hours

ECED 8300 Area Studies in ...Curriculum and Instruction3 hours

ECED 8330 Design and Evaluation of Quality Programs . 3 hours

Elective Technology 2 hours

Electives/Specialization 6 hours

Courses may come from within Department of Early Childhood
and Reading Education or outside the Department.

Capstone Experiences 5 hours

ECED 8998 Applied Research Project 2 hours

RSCH 8730 Mixed Methodology 3 hours

Total Required for the Degree 27 hours

MASTER OF EDUCATION WITH A MAJOR IN READING EDUCATION

Selected Educational Outcomes

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

1. Graduates will demonstrate a comprehensive understanding of the knowledge, research, and theories in the field of reading education.
2. Graduates will demonstrate an understanding of the knowledge and skills appropriate to the areas of research, learning, educational assessment, ethics, and law.
3. Graduates will develop and implement formal and informal assessment procedures to assess the reading development and achievement of pupils.
4. Graduates will use knowledge of pupils and theories and practice in reading education to plan effective instruction for pupils based on needs and interests obtained through diagnosis of reading performance and achievement.

Outcome Assessments

Using a variety of techniques, faculty members in the Department of Early Childhood and Reading Education assess the extent to which program requirements address the desired outcomes.

1. 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. Graduates will successfully complete the College of Education masters-level core curriculum with a grade of “B” or above.

3. Graduates will submit evidence of assessment plans and results in portfolios which will be assessed by teams of faculty members.
4. Graduates will present evidence of diagnostically determined pupil-oriented instruction in a case study/portfolio format in appropriate courses. Students must successfully complete READ 7010 and READ 7090 or READ 7095 with a grade of “B” or above.

Requirements for the M.Ed. Degree in Reading Education

College of Education Core 10 hours

LEAD 7210 Ethics and Law	1 hour
PSYC 7010 Learning and Assessment	3 hours
READ 7000 Trends & Issues in the Teaching of Reading..	3 hours
RSCH 7100 Research Methodology in Education.....	3 hours

Reading Education Core 11 hours

READ 6020 Reading in the Content Areas	3 hours
READ 7010 Diagnosis/Correction of Reading Difficulties	3 hours
READ 7020 Psychology of Reading	2 hours
READ 7030 Research in the Teaching of Reading	3 hours

Guided Electives 12 hours

READ 6010 Teaching of Reading in Middle/Secondary	3 hours
READ 6030 Directed Study in Reading	1-3 hours
READ 7040 Emergent Literacy	3 hours
READ 7045 Teaching Writing to Young Children	3 hours
READ 7050 Reading/Writing Connection	3 hours
READ 7060 Trends in Contemporary Literature for Children and Pre Adolescents	3 hours
READ 7070 Balanced Reading Approach	3 hours
READ 7080 Teaching Basic Reading to Adults	3 hours

Capstone Experience 3 hours

READ 7090 Internship in Reading or READ 7095 Practicum in Corrective Reading	3 hours
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Total Required for the Degree 36 hours

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN READING EDUCATION

Selected Educational Outcomes

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

1. Graduates will demonstrate competence in using specific teaching procedures with individual pupils in order to support continuous progress in reading.
2. Graduates will demonstrate knowledge of reading education/programs and

skill in designing and implementing effective reading programs.

Outcome Assessments

Using a variety of techniques, faculty members in the Department of Early Childhood and Reading Education assess the extent to which program requirements address the desired outcomes.

1. Graduates will submit portfolios containing documentation of specific teaching procedures designed to enhance the reading progress of pupils. Pre- and post-assessment measures will be used to determine pupils' reading progress. Portfolios will be assessed by teams of faculty members.
2. Graduates will design and implement an effective reading program during an internship experience. Portfolios will be submitted that document the analysis, design, and implementation of an effective reading program for individual or small groups of pupils. Portfolios will be assessed by teams of faculty members. In addition, students will be observed by university faculty.

Requirements for the Ed.S. Degree in Reading Education

Research and Theory	3 hours
PSYC 8600 Theories of Learning	3 hours
RSCH 8000 Advanced Research Methodology	3 hours
Curriculum Courses	12 hours
READ 8000 Clinical Diagnosis in Reading	3 hours
READ 8010 Correction of Reading Difficulties	3 hours
READ 8020 Seminar: Analysis of Problems in Reading	3 hours
READ 8040 Organization/Supervision of Reading Prgm ...	3 hours
Guided Electives	6 hours
Capstone Experience -----	3hours
READ 8030 Internship in Reading-----	3 hours
Total Required for the Degree	27 hours

GEORGIA READING ENDORSEMENT

The Georgia Reading Endorsement is available to PreK-12 classroom teachers. Successful completion of the following courses qualifies a person for the bachelor's, master's, or specialist level endorsement, depending on the current level of certification.

Reading Endorsement Core.....	9
hours	
READ 7000 Trends & Issues in the Teaching of Reading	3 hours
READ 7010 Diagnosis/Correction of Reading Difficulties....	3 hours
READ 6020 Reading in the Contend Areas.....	3 hours
Total Required for the Endorsement.....	9
hours	



DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION

Dr. Adele Ducharme, Head
Room 87, Education Building

The Department of Middle Grades and Secondary Education is a multidisciplinary department offering the Master of Education and Education Specialist degrees in Middle Grades Education and Secondary Education.

The Department offers programs with teaching field for grades 4-8, Middle Grades, with two concentrations selected from language arts, mathematics, science or social studies. Secondary Education programs with teaching fields for grades 7-12 in English, mathematics, biology, chemistry, physics, earth and space science, history, or political science. The programs promote professional development through a variety of experiences, including reflection/self-evaluation. Emphasis in the M.Ed. program is on refinement of instructional skills and the student's development as a master teacher. The Ed. S. program emphasizes leadership development and application of action research skills in educational settings. At both levels students acquire the knowledge, skills and preparation for meeting the National Board standards.

MASTER OF EDUCATION WITH A MAJOR IN MIDDLE GRADES EDUCATION

Selected Educational Outcomes

Each program in the department has numerous desired outcomes. Examples of these outcomes include:

1. Students will demonstrate a comprehensive understanding of the knowledge, research, reflective practices, and theories appropriate to middle grades education.
2. Students will demonstrate a sense of efficacy and cultivate genuine understanding of central ideas and processes through curriculum, instruction, and assessment.
3. Students will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, and writing research papers.

Outcome Assessments

Using a variety of techniques, faculty members in MGE assess the extent to which the program requirements address desired outcomes.

1. Professors will assess students' comprehensive understanding of the knowledge, research, reflective practices, and theories appropriate to middle grades

education through exams, presentations and portfolios using departmental criteria.

2. Departmental faculty, using a rubric will assess students' ability to demonstrate a sense of efficacy and cultivate genuine understanding of central ideas and processes through curriculum, instruction, and assessment via lesson plans, videos, evaluations, etc. in the professional development and instructional sections of the teaching portfolio .
3. Departmental faculty, using a rubric, will assess the students' writing portfolio their ability to engage in focused inquiry.

Requirements for the M.Ed. Degree with a Major in Middle Grades Education

College of Education Core Courses 9 hours

- LEAD 7210 Ethics and Law 1 hour
- PSYC 7010 Learning and Assessment 3 hours
- RSCH 7100 Research Methodology in Education 3 hours
- MSED 7010 Current Trends & Issues in Middle Grades and Secondary Education 2 hours

Content Specialization 18 hours

- MSED 7000 Professional Development Seminar I 2 hours
- Primary Content Area* 6 hours
- Secondary Content Area* 6 hours
- MSED 7650 Teaching Practicum 2 hours
- MGED 7660 MSED 7800 Professional Development Seminar II 2 hours

*Primary and secondary content areas: language arts, math, science, or social studies Courses selected from appropriate graduate Arts & Sciences, READ, and MGED curriculum.

Themes (select one theme) 9 hours

Themes (select one theme) 9 hours

Educational Leadership

- LEAD 7200 Principles of Curriculum & Instruction 3 hours
- LEAD 7010 Ethics and Issues in Ed Leaders 3 hours
- LEAD 7100 School Leadership 3 hours

Technology

- ITED 7000 Technologies for Teaching and Learning 3 hours
- ITED 7050 Distance Education 3 hours
- BVED 7220 Improvement of ...in Computer Technology .. 3 hours
- BVED 7500 Applied Computer Technology 3 hours
- BVED 8450 Multimedia Authoring and Design 3 hours

Gifted Education

- SPEC 5610 Nature/Needs of ... Talented and Gifted 3 hours
- SPEC 6600 Methods/Materials for ...Talented and Gifted . 3 hours
- SPEC 6620 Curriculum for ...Talented and Gifted 3 hours
- SPEC 7610 Assessment of ...Talented and Gifted 3 hours

Reading Endorsement 9 hours

Eclective (select from a variety of areas)

Total Required for the Degree 36 hours

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

Selected Educational Outcomes

Each program in the department has numerous desired outcomes. Examples of these outcomes include:

1. Students will demonstrate the ability to engage in focused inquiry by re-searching a topic, evaluating relevant literature and writing an action research paper.
2. Students will demonstrate the ability to disseminate information through manuscripts and presentations.
3. Students will demonstrate that their decisions and actions reflect a knowledge of the school reform/improvement process by creating and completing an action research project.

Outcome Assessments

Using a variety of techniques, faculty members in MGE assess the extent to which the program requirements address desired outcomes.

1. The process of developing the action research project and the results of the action research project, are assessed by a faculty committee using criteria approved at the program level.
2. Students will submit a manuscript for publication. They will also present the results of their action research project to various groups of professionals. Participants and professor using a departmental rubric will assess presentations.
3. Students' process and product of their action research projects will be assessed by a committee using departmental criteria.

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

Research 10 hours

- RSCH 8000 Advanced Research Methodology 3 hours
- MSED 8110 Review/Critique of Middle Grades
& Secondary ED Literature 3 hours
- MSED 8990 Action Research Project 4 hours

Nature of the learner (select one)

3 hours

- SCHC 7840 School Counseling in the Elementary Sch 3 hours
- PSYC 7670 Social Psychology 3 hours
- PSYC 7030 Measurements & Evaluations 3 hours
- PSYC 8030 Humanistic Psychology 3 hours
- PSYC 8350 Psychology of Motivation 3 hours
- PSYC 8600 Theories of Learning 3 hours

Technology course (select one) 3 hours

- ITED 7000 Technologies for Teaching and Learning 3 hours

ITED 7050 Distance Education	3 hours
BVED 7500 Applied Computer Technology	3 hours
BVED 8450 Multimedia Authoring and Design	3 hours
Teaching Specialties	5 hours
MSED 8100 Applied Middle Grades & Secondary Education Program Development and Leadership	3 hours
MSED 8999 Symposium	2 hours
Two content courses	6 hours
Select from the following:	
Language Arts, Math, Science, Social Studies	
Total Required for the Degree	27 hours



DEPARTMENT OF EDUCATIONAL LEADERSHIP

Dr. Gerald Siegrist, Head
Room 67, Education Building

The Department of Educational Leadership offers programs that lead to a Master's degree (M. Ed.) in Educational Leadership with a major in either Public School Leadership or in Higher Education Leadership; to an Educational Specialist degree (Ed.S.) in Educational Leadership; and to the Doctor of Education (Ed.D.) with a concentration in School Leadership.

The mission of the Department of Educational Leadership is to provide quality instruction, research, and service to prospective and practicing leaders in the university's service region and beyond. In particular, the department's Master's degree programs are designed to provide students with the basic knowledge, skills, and values to perform competently at entry-level positions of educational leadership roles at either the building and system level or at the higher education level. Students who complete the Educational 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 all degree programs, an emphasis is placed on ethical decision-making and leadership for change. Programs offered by the Department of Educational Leadership are fully accredited by NCATE (masters and specialist) or by SACS (doctoral).

MASTER OF EDUCATION WITH A MAJOR IN BUILDING AND SYSTEM LEVEL LEADERSHIP

Selected Educational Outcomes

1. Students will demonstrate the knowledge, skills, and attributes involved in the design of appropriate curricula and instructional programs.
2. Students will demonstrate the ability to integrate theoretical and practical applications of organizational development and leadership practice by writing a major paper and presenting an oral report.
3. Students will demonstrate knowledge and skills associated with the selection, induction, orientation, evaluation, staff development, retention, and dismissal of school personnel.
4. Students will write and present a major project which encompasses elements of the fiscal and operational components of school budgeting, purchasing, accounting, auditing, inventory control, security, custodial services, transportation, facilities management, and child nutrition.

Examples of Outcome Assessments

1. Students will write a curriculum project appropriate for their work level that will be assessed on the criteria developed by the professor.
2. The oral report and major paper will be assessed through peer review and by the professor.
3. Students will be assessed through activities that include oral presentations, interviewing techniques, and written reports. Projects, class activities, and papers will be evaluated through peer review and/or by the professor work.
4. Written projects and oral presentations will be evaluated using criteria developed by the professor.

Requirements for the M.Ed. Degree in Building and System Level Leadership

College of Education Core Courses	9 hours
LEAD 7010 Ethics and Issues in Education	3 hours
PSYC 7010 Learning and Assessment	3 hours
RSCH 7100 Research Methodology in Education	3 hours
Academic Concentration	21 hours
LEAD 7100 Leadership in Educational Organizations	3 hours
LEAD 7200 Principles of Curriculum and Instruction	3 hours
LEAD 7300 Fiscal & Facilities Management for	3 hours
LEAD 7400 Legal Issues for Educational Leaders	3 hours
LEAD 7500 Human Resource Management/Development	3 hours
LEAD 7700 Supervision of Instructional Programs.....	3 hours
ITED 7000 Technologies for Teaching and Learning	3 hours
Field Experiences	6 hours
LEAD 7900 Internship in Educational Leadership.....	3 hours
LEAD 7910 Advanced Internship in Educational.....	3 hours
Total hours required for the degree	36 hours

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.

Outcome Assessments

1. Students will develop a written budget in response to criteria provided. This budget will be evaluated on criteria developed by the professor.
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. The professor will evaluate the portfolio.

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. The narrative will be graded by the professor.
4. Students will successfully complete the requirements for their internships (LEAD 7921 and 7922). The internship coordinator will determine successful completion

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

Core Courses	9 hours
PSYC 7860 The College Student in Postsecondary Ed.	3 hours
RSCH 7100 Research Methodology in Education.....	3 hours
BVED 7400 Computer Technology for the Workplace or	
ITED 7500 Applied Computer Technology	3 hours
Academic Concentration	15 hours
LEAD 7800 Organization and Governance of Higher Ed. .	3 hours
LEAD 7810 Finance and BUDgeting in Higher Ed.	3 hours
LEAD 7820 Assessment and Evaluation in Higher Ed.	3 hours
LEAD 7830 Law and policy in Higher Ed.	3 hours
CIED 7440 Teaching and Curriculum in Higher Ed.	3 hours
Electives choose two courses	6 hours
VOED 7150 Adult Education	3 hours
CIED 7200 Curriculum Issues P-16	3 hours
ITED 7200 Information Resources I	3 hours
PSYC 7040 Adult learning and Assessment	3 hours
SCHC 7870 Student Personnel Services in Higher Ed.	3 hours
Other courses approved by advisor	
Field Experiences	6 hours
LEAD 7921 Internship Preparation in Higher Education Leadership	3 hours
LEAD 7922 Internship in Higher Education Leadership ...	3 hours
Total Required for the Degree	36 hours

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN BUILDING AND SYSTEM LEVEL LEADERSHIP

Selected Educational Outcomes

- 1.Students will develop leadership skills necessary to plan, implement, monitor, and evaluate a meaningful school improvement plan.
- 2.Students will collaborate with faculty and staff to identify professional needs by conducting a needs assessment in an educational setting.
- 3.Students will demonstrate the ability to engage in action research by identifying needs and developing and implementing a School Improvement Project in a school-based practicum experience.

Examples of Outcome Assessments

1. Students will report the results of a need assessment, which will be evaluated, on criteria developed by the professor during the practicum experience.
2. The school improvement project will be assessed on the criteria developed by the professor.
3. The School Improvement Project will be assessed based on criteria developed by departmental faculty and local school personnel during the thesis experience.

Requirements for the Ed.S. Degree with a Major in Building and System Level Leadership

Core	3 hours
RSCH 8000 Advanced Research Methodology	
Academic Concentration	12 hours
LEAD 8200 School Reform and Change 3 hours	
LEAD 8300 Social Context of Educational Leadership 3 hours	
LEAD 8400 Organizational Theory for Educ. Leaders 3 hours	
ITED 7402 Thinking and Learning with Computers 3 hours	
Major Specialization Electives	6 hours
LEAD 8610 School, Community, and Media Relations for Educational Leaders 3 hours	
LEAD 8650 Personnel Issues and Consideration 3 hours	
LEAD 8660 Business and Finance 3 hours	
LEAD 8670 Educational Facilities 3 hours	
LEAD 8680 Site-Based Management 3 hours	
RSCH 8730 Mixed Methodologies 3 hours	
LEAD 8850 Directed Study in Educational Leadership 3 hours	
Capstone Experiences	6 hours
LEAD 8901 Practicum 3 hours	
LEAD 8999 Thesis 3 hours	
Total Required for the Degree	27 hours

Requirements for the Educational Specialist degree: Option for professionally certified teachers with Master’s degrees in other fields

Area A: Core	3 hours
RSCH 8000 Advanced Research Methodology	
Area B: Academic Concentration	27 hours
LEAD 7200 Principles of Curriculum and Instruction 3 hours	
LEAD 7400 Legal Issues for Educational Leaders 3 hours	
LEAD 7700 Supervision of Instructional Programs 3 hours	
LEAD 8200 School Reform and Change 3 hours	
LEAD 8300 Social Context of Educational Leadership 3 hours	
Capstone Experiences	6 hours
LEAD 8901 Practicum 3 hours	

LEAD 8999 Thesis 3 hours

Total hours required for the degree27 hours

Requirements for the Educational Specialist degree: Option for professionally certified teachers with Master’s degrees in other fields

Area A: Core 3 hours

RSCH 8000 Advanced Research Methodology

Area B: Academic Concentration 27 hours

- LEAD 7200 Principles of Curriculum and Instruction 3 hours
- LEAD 7400 Legal Issues for Educational Leaders 3 hours
- LEAD 7700 Supervision of Instructional Programs.....3 hours
- LEAD 8200 School Reform and Change 3 hours
- LEAD 8300 Social Context of Educational Leadership 3 hours
- LEAD 8400 Organizational Theory for Educ. Leaders 3 hours
- LEAD 8650 Personnel Issues and Consideration 3 hours
- LEAD 8660 Business and Finance 3 hours
- ITED 7402 Thinking and Learning with Computers.....3 hours

Area C: Capstone Experiences 9 hours

- LEAD 7900 Internship in Educational Leadership.....3 hours
- LEAD 8901 Practicum in Educational Leadership 3 hours
- LEAD 8999 Thesis 3 hours

Total hours required for the degree.....39 hours

DOCTOR OF EDUCATION WITH A CONCENTRATION IN SCHOOL 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 re-structured practice and school improvement.

Selected Educational Outcomes

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

1. The educational leader will initiate, plan, manage, and articulate the change process in educational and educationally related settings.
2. The educational leader initiates needs assessments and plans and implements with staff a framework for change.
3. The educational leader identifies and evaluates the important elements of a problem situation by analyzing relevant information, framing problems, iden-

tifying possible causes, seeking additional needed information, framing and reframing possible solutions, and by exhibiting conceptual flexibility. These outcomes are accomplished in a doctoral dissertation.

Examples of Outcome Assessments

Using a variety of techniques, faculty members in the department will assess the extent to which the students achieve the desired outcomes.

1. Students will develop a plan for change in educational and education ally related settings. Students’ educational change plan will be assessed by faculty members.
2. Students will report the results of a need assessment focusing on an appropriate leadership problem. Students’ needs assessment report will be assessed by faculty members.
3. Students will orally defend a doctoral dissertation that is grounded in, and that expands upon the existing literature. A Dissertation Committee will determine successful completion of this outcome.

Requirements for the Ed.D. Degree with a Concentration in School Leadership

Area A: Interdisciplinary Studies 12 hours

- PHIL 9070 Philosophy of Education 3 hours
- SOCI 9010 Sociological Analysis of Education 3 hours
- PSYC 9710 Social Psychology in Educational Contexts.....3 hours
- PADM 9090 Educational Policy Analysis 3 hours

Area B: Educational Inquiry 12 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, Needs Assessment,
and Program Evaluation 3 hours

Area C: Leadership 18 hours

- LEAD 9010 Leadership Skill Development 2 hours
- LEAD 9020 Leadership Skill Application 2 hours
- LEAD 9030 Leadership Problems: Interdisciplinary
Analysis 2 hours
- LEAD 9870 School Organizational and Cultural Studies .. 3 hours
- LEAD 9000 Special Topics in Educational Leadership 3 hours
- Guided Elective 3 hours
- Guided Elective 3 hours

Area D: Research and Dissertation 12 hours

- RSCH 9870 Dissertation Topic Conceptualization 3 hours
- RSCH 9999 Dissertation 9 hours

Total hours required for the degree 54 hours



DEPARTMENT OF KINESIOLOGY AND PHYSICAL EDUCATION

Dr. Hemming Atterbom
Room 168, Physical Education Complex

Degrees

The Master of Education degree program in the Department of Kinesiology and Physical Education offers two options. Option I allows students to specialize in Health and Physical Education and qualify for the Georgia T-5 (professional) teaching certificate. Option II permits students to concentrate their studies in an area of specialization (Exercise Science, Sports Medicine) without seeking teacher certification.

Program Description

Option I (the teacher certification option) leads to the Georgia T-5 (professional) teaching certificate. The program focuses on building advanced pedagogical concepts, exploring unique teaching skills, and enhancing professional practices in the area of Health and Physical Education. The program is approved and accredited by the National Council on Accreditation for Teacher Education (NCATE) and by the National Association of Sport and Physical Education (NASPE).

Option II (the non-teacher certification option) allows students who do not seek teacher certification the opportunity to concentrate their studies in the areas of exercise science, Exercise Science, and/or Sports Medicine. This option offers students, who reside in the region served by Valdosta State University and who may not be eligible to enter the teacher certification program, the opportunity for graduate study. With this option, students may prepare for careers in the health fitness industry, cardiac rehabilitation programs, sports medicine clinics, YMCA/YWCA centers, etc.

MASTER OF EDUCATION DEGREE WITH A MAJOR IN HEALTH AND PHYSICAL EDUCATION (OPTION I - TEACHER CERTIFICATION)

Selected Educational Outcomes (Option I)

Students seeking a Master of Education degree in Health and Physical Education with teacher certification will:

1. demonstrate the knowledge and skills appropriate to the areas of research, principles of learning, educational assessment, ethics, and law.
2. demonstrate a comprehensive knowledge of research, and theories appropriate to the field of Health and Physical Education.
3. develop a professional portfolio which may include selected writing samples, directed exercises from courses, professional presentations, professional development experiences, and/or other appropriate material.

Different assessment techniques are used to determine outcomes for the Master of Education degree program in Health and Physical Education.

Outcome Assessments

To be awarded the Master of Education degree in Health and Physical Education with teacher certification the candidate must:

1. complete the College of Education master's level core curriculum with an average grade of B or better.
2. pass the Master of Education comprehensive examination in the area of Health and Physical Education.
3. present and successfully defend the professional portfolio developed during the Master of Education program of study and submitted to a committee comprised of graduate faculty members from the Department of Kinesiology & Physical Education.

Requirements for the Master of Education Degree with a Major in Health and Physical Education (Option I - Teacher Certification)

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 15 hours

- KSPE 7240 Organization & Administration of P.E. 3 hours
- KSPE 7040 Motor Learning 3 hours
- KSPE 7120 Physical Education Pedagogy 3 hours
- KSPE 7130 Curriculum in Physical Education 3 hours

Select one course from the following list 3 hours

KSPE 7070 Sports Nutrition

KSPE 7010 Exercise Physiology

KSPE 7020 Scientific Analysis of Human Movement

KSPE 7110 Adapted Developmental Physical Education

Capstone Course 2 hours

KSPE 7910 Professional Development Seminar

Guided Electives 9 hours

Total Required for the Degree 36 hours

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

MASTER OF EDUCATION DEGREE WITH A MAJOR IN HEALTH AND PHYSICAL EDUCATION(OPTION II NON- TEACHER CERTIFICATION)

Selected Educational Outcomes (Option II)

Students seeking a Master of Education degree in Health and Physical Education without teacher certification will be able to

1. demonstrate the required skills and comprehensive knowledge appropriate to the chosen program of study, i.e., Exercise Science or Sports Medicine.
2. perform job-related tasks that meet appropriate and accepted protocols for the student's chosen area of exercise science or Sports Medicine.
3. demonstrate ability to apply technology in their chosen area.
4. demonstrate comprehensive knowledge within the chosen field.

Examples of Outcome Assessments

Different assessment techniques are used to determine outcomes for the Master of Education degree program (Option II) non-certification degree program.

1. The master's student is continually evaluated in each course of the program of study by means of oral presentations, written and oral examinations, clinical experiences, and laboratory skills assessment.
2. The student's job performance is assessed by the clinical supervisor during a required professional practicum or internship according to accepted practices in the student's chosen field.
3. The student will demonstrate ability to apply technology throughout the program of study through presentations, samples of word processing, and/or computerized information retrieval.
4. The student will pass the comprehensive examination.

Requirements for the Master of Education Degree with a Major in Health and Physical Education (Option II - Non-Teacher certification)

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

Exercise Science Concentration 15 hours

- KSPE 7070 Sports Nutrition 3 hours
- KSPE 7010 Exercise Physiology 3 hours
- KSPE 7020 Scientific Analysis of Human Movement 3 hours
- KSPE 7040 Motor Learning 3 hours
- Select one course from the following 3 hours
 - *KSPE 7100 Exercise Cardiovascular Physiology
 - *KSPE 7110 Adapted Developmental Physical Education
 - *KSPE 7120 Physical Education Pedagogy
 - **KSPE 7080 Sport Related Illnesses and Conditions
 - ***KSPE 7700 Advanced Organization and Management of Health, Fitness, and Sports Medicine Facilities
 - *KSPE 7030 Applied Structural Anatomy and Kinesiology
 - **KSPE 7220 Sociology of Sport
 - **KSPE 7230 Psychology of Sport

* Recommended primarily for those concentrating in Exercise Science

** Recommended primarily for those concentrating in Sports Medicine

*** Recommended for either Exercise Science or Sports Medicine

Capstone KSPE 7910 Professional Development Seminar. 2 hours

Guided Electives 9 hours

Elective Courses Appropriate to the Student's Needs

Total Required for the Degree 36 hours

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



DEPARTMENT OF PSYCHOLOGY AND COUNSELING

Dr. Robert E. L. Bauer, Head
Psychology and Counseling Office Building

This Department 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. Psychology is not only an exciting and popular undergraduate major or minor at Valdosta State University and around the country, but it is also one of the most useful. Undergraduate psychology training assists in preparing students for a number of career alternatives in government, business, industry, etc., that do not require more advanced training. It also assists in preparing students for professional or graduate school in psychology, law, physical or occupational therapy, social work, business, education, and other areas.

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 in School Counseling and the Ed.S. in School Psychology. These programs train and endorse students 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. in School Psychology program 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. An endorsement program leading to certification as Director of Pupil Personnel Services is also offered. 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.

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. Students 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. Students interested in pursuing further training and education in clinical counseling psychology are given a solid foundation for efforts to achieve other related advanced degrees.

Departmental Requirements in addition to University Admission Requirements

Admission to the program requires 15 hours of undergraduate psychology courses appropriate to the graduate major.

Selected Educational Outcomes

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

1. Students will be able to use the scientific method to critically evaluate research methodology, statistics, and conclusions in current clinical/counseling psychology literature.
2. Students 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. Students will demonstrate the ability to integrate information from several sources (e.g., testing, interviews, etc.) by writing appropriate assessment reports and intervention plans.

Outcome Assessments

Using a variety of techniques, faculty members in the department assess the extent to which the program requirements address desired outcomes.

1. Students will be assessed on their ability to write and present research evaluations in several courses, including research design and analysis.
2. Students 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 graded by a committee of faculty.
3. Students' written assessment reports and intervention plans will be assessed in practicum experiences by their practicum and faculty supervisors.

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 Theories of Learning or PSYC 8610 Behavior Modification	3 hours
PSYC 8800 Legal and Ethical Issues in Psychology	3 hours

Guided electives 12 hours

Total Required for the Degree 45 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 both employee effectiveness, satisfaction, and well-being. Students are prepared for positions in the public and private sectors, or to seek more advanced training.

Departmental Requirements in addition to University Admission Requirements

Admission to the program requires 15 hours of undergraduate psychology courses appropriate to the graduate major.

Selected Educational Outcomes

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

1. Students will collect, summarize, analyze, and interpret data utilizing univariate and multivariate statistical procedures.
2. Students 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. Students will develop, administer, and evaluate tests and assessment techniques as related to personnel and organizational issues.

Outcome Assessments

Using a variety of techniques, faculty members in the department assess the extent to which the program requirements address desired outcomes.

1. Students will successfully develop data analyses in several courses, including research design, to be assessed by faculty members.
2. Students 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 graded by a committee of faculty.
3. Students will be assessed by their practicum and faculty supervisors on the

assignments performed in their Industrial/Organizational Practicum.

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 Required for the Degree 45 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 scholar/practitioners, who think critically and apply their knowledge with skill and compassion.

Selected Educational Outcomes

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

1. Students will demonstrate a comprehensive understanding of the knowledge, research and theories appropriate to the M.Ed. in School Counseling.
2. Students will demonstrate content knowledge necessary to perform as a School Counselor.
3. Students will perform successfully as a pre-professional School Counselor.

Outcome Assessments

Using a variety of techniques, faculty members in the department assess the extent to which the program requirements address desired outcomes.

1. Students 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 graded by a committee of faculty.
2. Students will be assessed by successfully passing the PRAXIS II Examination.

3. Students will be assessed by a faculty member using a standard observation and evaluation form in the M.Ed. School Counseling Internship.

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

Core

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

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
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 for Required for the Degree 48 hours

*Cross-listed with PSYC courses

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 2000), Curriculum (CIED 7060), and Computers (BVED2400)

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. Students develop advanced skills in counseling, consulting and research.

Selected Educational Outcomes

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

1. Students will build upon their previous knowledge, skills, attitudes, and experiences at the M.Ed. level and increase their competence in leadership, counseling, and research.
2. Students will develop mentoring and leadership skills in the supervision of school counselors.
3. Students will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant research, writing a comprehensive thesis, and presenting the results.

Outcome Assessments

Using a variety of techniques, faculty members in the department assess the extent to which the program requirements address desired outcomes.

1. Students will be assessed by performance in Ed.S. level courses.
2. Students 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 are assessed by a faculty committee using appropriate criteria for the degree.

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

Core 12 hours

- PSYC 5500 Statistical Methods in Psychology 3 hours
- RSCH 8000 Advanced Research Methodology 3 hours
- SCHC 8991 Practicum I..... 3 hours
- PSYC 8999 Thesis 3 hours

Area I Nature of Learner 3 hours

- PSYC 7710 Social Psychology 3 hours
- PSYC 8030 Humanistic Psychology 3 hours
- PSYC 8150 Psychology of Motivation 3 hours
- PSYC 8020 Advanced Educational Psychology 3 hours

Area II Cognate Area 6 hours

- *LEAD 7200 Leadership in Educational Organizations 2 hours
- *LEAD 7905 System Level Leadership 2 hours
- *PSYC 7795, LEAD 7795, SOWK 7850 Professional Seminar in Pupil Personnel (1 hour each) 3 hours
- *PSYC 8360 Human Resource Development 3 hours
- MFT 5700 Family Dynamics & Counseling 3 hours
- MFT 8120 Family Development 3 hours
- MFT 8130 Family Systems Theory 3 hours
- LEAD 7910 School Law 3 hours
- LEAD 8000 School and Society 3 hours

*These ten hours are required to earn the Pupil Personnel Services Leadership Certificate issued by the Georgia Professional Standards Commission. Ed.S. students may take six hours of these as part of the Ed.S. Program.

Area III Advanced Counseling Content 6 hours

- PSYC 7420 Child Counseling 3 hours

PSYC 7630 Organizational Behavior	3 hours
PSYC 8050 Theories of Personality	3 hours
PSYC 8220 Behavior Modification	3 hours
PSYC 8800 Legal and Ethical Issues	3 hours
PSYC 8600 Theories of Learning	3 hours
SCHC 6900 Issues and Trends in School Counseling	1-3 hours
PSYC 7330 Human Development (0-8 yrs.)	3 hours

Total Required for the Degree 27 hours

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN SCHOOL PSYCHOLOGY

The faculty prepares students 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

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

1. Students will demonstrate a comprehensive understanding of the knowledge, research and theories appropriate to basic clinical and school psychology training
2. Students will demonstrate content knowledge necessary to perform as a School Psychologist.
3. Students will demonstrate the implementation of pertinent, empirically-validated, and workable interventions based on assessment data. Individual and group methods employed may include but are not limited to: computer based remediation techniques, consultation, behavior management, counseling, and primary prevention.
4. Students will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant research, writing a comprehensive thesis, and presenting the results.

Outcome Assessments

Using a variety of techniques, faculty members in the department assess the extent to which the program requirements address desired outcomes.

1. Students 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 graded by a committee of faculty.
2. Students will be assessed by successfully passing the PRAXIS II.
3. Students 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 are assessed by a faculty committee using appropriate criteria for the degree.

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

Required Courses 52 hours

PSYC 5500 Statistical Methods in Psychology	3 hours
SPEC 5040 Applied Research Project	1 hour
SPEC 5120 Issues & Trends in Special Education	2 hours
PSYC 6100 Physiological Psychology	3 hours
PSYC 7000 Methods in School Psychology	2 hours
PSYC 7100 Intellectual Assessment	4 hours
PSYC 7110 Personality Assessment	4 hours
PSYC 7200 Psychopathology	3 hours
PSYC 7791-5 School Psychology Practicum	5 hours
PSYC 7400 Counseling Theory and Practice	3 hours
RSCH 8000 Advanced Research Methodology	3 hours
PSYC 8100 Child and Adolescent Personality Assessment	3 hours
PSYC 8250 Developmental Psychology	3 hours
PSYC 8200 Child Psychopathology	3 hours
PSYC 8891-4 Internship	4 hours
PSYC 8800 Legal and Ethical Issues in Psychology	3 hours
PSYC 8999 Thesis	3 hours

Guided Electives 20 hours

Total Required for the Degree 72 hours

An appropriate master’s degree of 45 hours serves as a platform for the Ed.S. of 27 hours. Total hours for the program add up to 72 hours.

ENDORSEMENT FOR DIRECTOR OF PUPIL PERSONNEL SERVICES

The Georgia Professional Standards Commission Endorsements definition: The addition of a teaching, service, and/or leadership field to the initial professional certification.

Director of Pupil Personnel Services (page 505-3-.48-1)

1. Purpose
 - Prepares individual to direct, administer, or supervise pupil personnel programs.
2. Requirements
 - a. This program may be approved as a leadership endorsement to a professional license in the service fields of school counselor, school psychologist,

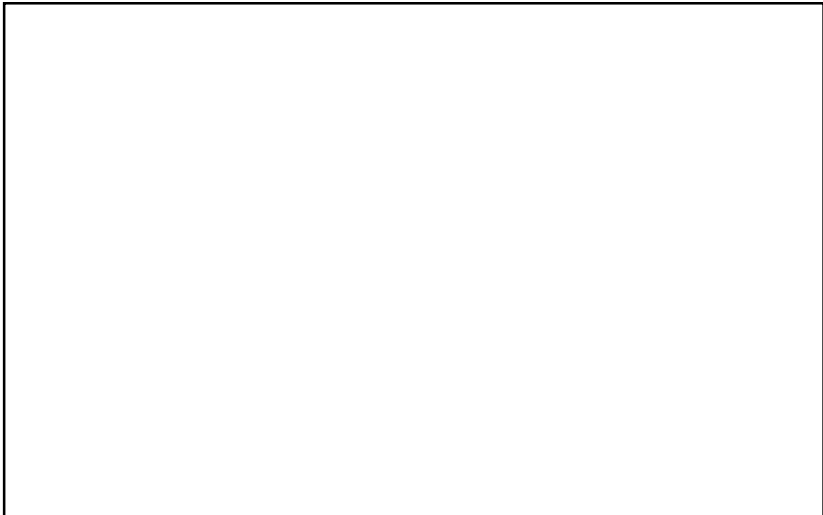
or school social worker at the master's degree or higher level.

- b. The program shall require demonstrated competence and knowledge in supervision, organizational leadership, and administration/supervision of pupil personnel services.

- c. The approved program may be specific to pupil personnel, leadership development or may have a more general focus.

Required Courses 10 hours

LEAD 7100 Leadership in Educational Organizations	2 hours
LEAD 7905 Internship in System Level Leadership	2 hours
PSYC 8360 Human Resource Development	3 hours
LEAD 7995 and PSYC 7995 and SWK 7995 Professional Seminar in Pupil Personnel (1 hour each)	3 hours



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**DEPARTMENT OF CURRICULUM AND
INSTRUCTIONAL TECHNOLOGY**

Dr. Catherine Price, Head
Room 136, Education Center

The mission of the Department of Curriculum and Instructional Technology is to develop knowledgeable and skilled practitioners to improve instructional systems in educational organizations and other.

Curriculum and Instruction is a specialization 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.

The Department also offers programs with teaching fields for grades 7-12 in English, mathematics, science, and social studies. The programs promote professional development through a variety of experiences, including reflection/self-evaluation. Emphasis in the M.Ed. program is on refinement of instructional skills and the student's development as a master teacher. The Ed. S. program emphasizes leadership development and application of research skills in educational settings.

The Instructional Technology Masters degree accepts qualified graduates from all disciplines and has three options: Library Media Technology, Technology Leadership, and Technology Applications. The Library Media Technology program prepares students to be school media specialists and qualifies the graduate for Georgia S-5 certification. The Technology Leadership program prepares students to be school technology coordinators at both the building and system levels. The Technology Applications program prepares students to be instructional developers in a variety of contexts: business/industry, government/military service, health fields, and schools. The Ed. S. program emphasizes leadership development and applied research skills in IT practice and prepares students to meet present and future technological challenges within an educational organization. It is expected that students entering the Ed.S. program will have completed a masters degree in instructional technology, or a closely related discipline, and will have at least three years experience in the field.

Instructional technology is the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning (AECT, 1994).

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 design, develop, and evaluate curricula with considerations for philosophical, sociological, and historical foundations; community needs, values, and goals; and changing conditions.
3. Students will establish an interdisciplinary, research-based approach to the investigation and solution of educational problems.

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. Innovation projects are rated through both documentation and observation by a faculty team.
2. Students will demonstrate skills in designing, developing, and evaluating curricula with specified considerations through their curriculum innovation projects which address identified needs in their workplace. Innovation projects are rated through both documentation and observation by a faculty team.
3. Students' research skills are assessed through the comprehensive exam and the dissertation which are both rated by a faculty committee.

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

College of Education Core Courses 21 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
PHIL 9070	Advanced Philosophy of Education	3 hours
SOCI 9010	Sociological Applications for Education	3 hours
PSYC 9710	Social Psychology in Educational Contexts ...	3 hours
PADM 9090	Educational Policy Analysis	3 hours

Major Courses 24 hours

CIED 9100	Curriculum and Instructional Systems	3 hours
CIED 9200	Curricular & Instructional Needs Assessment	3 hours
CIED 9300	Needs-Based Curriculum and Instruction	

Proposal Development	3 hours
CIED 9400 Implementation and Evaluation of Curriculum and Instruction	3 hours
CIED 9500 Field Testing C & I Innovations	3 hours
CIED 9600 Dissertation Topic Conceptualization	3 hours
Guided Electives **	6 hours

Dissertation 9 hours

CIED 9999 Dissertation in Curriculum and Instruction

Total Required for the Degree 54 hours

** Leads to Instructional Support Endorsement through guided electives. Does Not lead to Leadership Certification.

MASTER OF EDUCATION WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY

Selected Educational Outcomes

1. Students will demonstrate commitment to professional development and improvement of performance.
2. Students will access, analyze, interpret, synthesize, and communicate information and ideas.
3. Students will employ and model effective use of instructional technology in diverse settings.
4. Students will work efficiently, effectively, and cooperatively as leaders and members of teams and groups.

Examples of Outcome Assessments

1. At the beginning of the program, students will articulate their initial goals and delineate professional development opportunities within the context of instructional technology in a Career Development Plan. At the end of the program, they will again articulate goals, and describe, document and reflect upon their professional development during the program in their Capstone Professional Portfolios.
2. Students' information skills are demonstrated throughout the program and are assessed by faculty observation and by documentation in the Capstone Professional Portfolio. Evidence of effective access, utilization and evaluation of information for both print and electronic resources is required.
3. Students' technology skills are assessed throughout the program by faculty observation and by documentation in the Capstone Professional Portfolio. Evidence of electronic communication, technology presentations, and use of production and instructional software is required.

4. Students are assessed throughout the program on their collaborative efforts by faculty observation and portfolio documentation of group reports, field-based projects, and presentations.

Requirements for the M.Ed Degree with a Major in Instructional Technology/Library Media Technology

Professional Education	9 hours
RSCH 7100 Research Methodology or	
ITED 7070 Decision-Oriented Research and Evaluation ...	3 hours
CIED 7200 Curriculum Issues P-16 or	
LEAD 7200 Curriculum/Instruction for Ed. Leaders	3 hours
ITED 7100 Foundational ... Instructional Technology	3 hours
 Instructional Technology Core	 12 hours
ITED 7200 Information Resources I	3 hours
ITED 7300 Instructional Design & Development I	3 hours
ITED 7400 Automation and Networking	3 hours
ITED 7500 Instructional Technology Management	3 hours
 Area of Specialization	 9 hours
ITED 7201 Information Resources II	3 hours
ITED 7202 Bibliographic Organization	3 hours
Guided Elective	3 hours
 Internship ITED 7280	 3 hours
 Total Required for the Degree	 33 hours

Requirements for the M.Ed Degree with a Major in Instructional Technology/Technology Leadership

Professional Education	6 hours
RSCH 7100 Research Methodology or	
ITED 7070 Decision-Oriented Research and Evaluation ...	3 hours
ITED 7100 Foundational ... in Instructional Technology ...	3 hours
 Instructional Technology Core	 12 hours
ITED 7200 Information Resources I	3 hours
ITED 7300 Instructional Design & Development I	3 hours
ITED 7400 Automation and Networking	3 hours
ITED 7500 Instructional Technology Management	3 hours
 Area of Specialization	 12 hours
ITED 7401 Using Networked Systems	3 hours
ITED 7402 Thinking & Learning with Computers	3 hours

ITED 7403 Leadership Seminar (CMC) 3 hours
 Guided Elective 3 hours

Internship ITED 7480 3 hours

Total Required for the Degree 33 hours

**Requirements for the M.Ed Degree with a Major in
 Instructional Technology/Technology Applications**

Professional 6 hours

RSCH 7100 Research Methodology or
 ITED 7070 Decision-Oriented Research and Evaluation ... 3 hours
 ITED 7100 Foundational ...in Instructional Technology 3 hours

Instructional Technology Core 12 hours

ITED 7200 Information Resources I 3 hours
 ITED 7300 Instructional Design & Development I 3 hours
 ITED 7400 Automation and Networking 3 hours
 ITED 7500 Instructional TechnologyManagement 3 hours

Area of Specialization 9 hours

Chosen from:

CIED 7060
 ITED 7040 Thinking and Learning with Computers 3 hours
 ITED 7050 Distance Education 3 hours
 ITED 7080 Technology and Learning Standards 3 hours
 ITED 7301 Instructional Design & Development II 3 hours
 ITED 7302 Needs Assessment 3 hours
 ITED 7401 Using Networked Systems for
 Teaching and Learning 3 hours
 ITED 7403 Instructional Technology Leadership
 Seminar 3 hours

Guided Elective 3 hours

Internship ITED 7380 3 hours

Total Required for the Degree 33 hours

**EDUCATION SPECIALIST DEGREE WITH A MAJOR IN
 INSTRUCTIONAL TECHNOLOGY**

Departmental Requirements in addition to University Requirements for Graduation

The Program requires a Career Growth and Development Plan, completed during the first semester of enrollment.

Selected Educational Outcomes

1. Students will model and promote ethical, legal and equitable use of instructional technology.
2. Students will conduct, support, and apply research concerning technological applications in instructional environments.
3. Students will assume an influential leadership role in designing, developing, utilizing, managing, and evaluating instructional technology.

Examples of Outcome Assessments

1. Students demonstrate their ability to model and promote ethical, legal, and equitable use of instructional technology through documentation of course projects and multiple forms of faculty-student and peer computer mediated communication.
2. Students are assessed on their research knowledge and skills by the faculty members on the thesis committee who rate the written journal-ready thesis and the electronic presentation of results.
3. Students demonstrate their leadership skills through documentation of major field-based projects which include curriculum implementation, technology planning, and change management.

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

Professional Education	3 hours
ITED 8100 Theories, Models, and Perspectives in IT	3 hours
Instructional Technology Core	6 hours
ITED 8300 Technology Tools for training and Ed.	3 hours
ITED 8400 Tech. Selection for Learning Enviroments	3 hours
ITED 8500 Leadership in Instructional Technology	3 hours
Research	9 hours
RSCH 8000 Advanced Research Methodology or	
ITED 7070 Decision-Oriented Research and Evaluation ...	3 hours
ITED 8970 Research Seminar	3 hours
ITED 8999 Journal-Ready Thesis	3 hours
Total Required for the Degree	27 hours

Requirements for the Ed.S. with a Major in Instructional Technology-Initial Certification as a School Media Specialist.

This program is designed for professionally certified teachers.

Program Corequisites:

- P-12 Childrens Literature Course
- Exceptional Child Course

Professional Education 3 hours

- ITED 8100 Theories, Models, and Perspectives in IT 3 hours

Area of Concentration 30 hours

- CIED7060 Curriculum, Instruction,
and Technology Intergration 3 hours
- ITED 7200 Information Resources 3 hours
- ITED 7201 Information Resources II 3 hours
- ITED 7202 Bibliographic Organization 3 hours
- ITED Internship in Ed. Media Center Admin. 3 hours
- ITED 7301 Instructional Design and Development II 3 hours
- ITED Networking and Automation 3 hours
- ITED 8300 Tech. Tools for Training and Ed. 3 hours
- ITED Tech. Selection for for Learning Environments 3 hours
- ITED 8500 Leadership in Instructional Technology 3 hours

Research 9hours

- RSCH 8000 Advanced Research Methodology or
- ITED 7070 Decision-Oriented Research and Evaluation ... 3 hours
- ITED 8970 Research Seminar 3 hours
- ITED 8999 Journal-Ready Thesis 3 hours

Total Required for the Degree 42 hours

CERTIFICATION ENDORSEMENTS

The Department of Secondary Education, Curriculum, and Instructional Technology is a multidisciplinary department with endorsement programs that lead to certification in Director of Media Centers Program and Teacher Support Specialist.

ENDORSEMENT IN DIRECTOR OF MEDIA CENTER PROGRAMS

This endorsement is intended for media specialists who direct, administer, or supervise school media programs in grades P-12. The applicant must possess a master’s or higher degree from a regionally accredited institution and must hold, or be eligible for, a professional certificate in the field of media specialist.

Requirements for the Endorsement in Director of Media Center Programs

- ITED 8500 Leadership in Instructional Technology
- or

LEAD 7100 Leadership in Educational Organizations ... 2-3 hours
 CIED 7410 Techniques for Instructional Support
 or
 LEAD 7700 Supervision of Instructional Programs 2-3 hours
 CIED 7200 Curriculum Issues P-12
 or
 LEAD 7200 Principles of Curriculum and Instruction
 for Educational Leaders 3 hours

Total Required for the Endorsement 7-9 hours

ENDORSEMENT IN TEACHER SUPPORT SPECIALIST

This endorsement is intended for certified teachers who supervise college student teachers, mentor interns, beginning teachers, guide practicum students, and support professional development experiences in a field-based setting. The applicant must have completed three years of acceptable teaching experience and be recommended by school system administrators.

Requirements for the Endorsement in Teacher Support Specialist

CIED 7410 Techniques for Instructional Support 3 hours
 CIED 7420 Internship in Instructional Support 3 hours

Total Required for the Endorsement 6 hours



**DEPARTMENT OF SPECIAL EDUCATION AND
COMMUNICATION DISORDERS**

Dr. Philip Gunter, Head

The Department of Special Education and Communication Disorders is a multi-disciplinary department with a program that leads to the Educational Specialist Degree with a major in Special Education with options for concentration in General Special Education and Communication Disorders and the Masters of Education (M.Ed.) degree with a major in Special Education or Communication Disorders.

The Education Specialist (Ed.S.) program in the Special Education was developed for practicing special educators and speech/language pathologists who wish to upgrade their professional skills, primarily focusing on those who wish to pursue leadership positions. Information and skills acquired and developed at the undergraduate and masters level are specifically designed for and focused on the provision of services. The Ed.S. program focuses on information and skills required of professionals in becoming effective leaders and problem-solvers within a variety of settings.

The M.Ed. degrees with majors in Special Education and Communication Disorders are designed to allow students to practice use of knowledge from preprofessional degrees while continuing to gain information regarding effective interventions for students with diverse needs. Students also concentrate on self-reflection regarding intervention effectiveness using available research to guide practice. Advanced programs include the study of research methods and findings so students become knowledgeable consumers of research data and are prepared to engage in research activities. These programs compliment the primary focus of the mission of the COE by expanding professionals's skills as well as encouraging them to engage in the pursuit of research and service.

Within the Special Education area students have three options: mild disabilities, mental retardation, or early childhood/special education. The degrees in these three areas and in communication disorders allow graduates to be awarded certification for public school instruction or licensure for private practice.

**EDUCATION SPECIALIST DEGREE WITH A MAJOR IN
SPECIAL EDUCATION**

Selected Educational Outcomes

Think systematically about practices and learn from experience through

1. Expanding abilities and experiences which lead to making appropriate informed judgments.
2. Performing and using educational research that provides information required

for effective problem solving.

3. Collaborating with professionals, families and members of the learning community in order to solve problems and taking advantage of national, state, and local resources available to enhance services.

Outcome Assessments

Graduates will:

1. demonstrate content knowledge and critical thinking skills through successful completion of written examinations and oral presentations.
2. successfully complete projects which indicate that they can perform and use educational research and national, state, and local resources for effective problem solving and enhancement of services in collaboration with professionals, families, and members of the learning community.
3. answer a research question and share that information through a completed thesis and presentation.

Requirements for the EdS. Degree with a Major in Special Education

Core Courses 11 hours

RSCH 8000 Advanced Research Methodology	3 hours
SPEC 8050 Advanced Application of Technology	3 hours
SPEC 8060 Single Subject Designs for ... Research	2 hours
SPEC 8030 Admin. of Special Education Programs	3 hours

Courses in the Concentration 16 hours

General Special Education (Option I)

SPEC 8010 Readings in Issues of Education of Children and Youth with Disabilities	2 hours
SPEC 8020 Characteristics of Effective School Structure for Children and Youth with Disabilities	3 hours
SPEC 8040 Development of Professional Training Programs in Special Education	2 hours
PSYC 5500 Statistical Methods in Psychology	3 hours
SPEC 8999 Thesis	6 hours

OR

Communication Disorders (Option II)

COMD 8010 Contemporary Issues in Communication Disorders	3 hours
COMD 8020 Seminar in Theory & Applied Intervention .. (completed in 4 one-hour seminars)	4 hours
COMD 8030 Professional Communication/Collaboration .	3 hours
COMD 8080 Thesis	6 hours

Total Required for the Degree 27 hours

MASTER OF EDUCATION WITH A MAJOR IN SPECIAL EDUCATION

MASTER OF EDUCATION WITH A MAJOR IN COMMUNICATION DISORDERS

Selected Educational Outcomes

Central concepts of inquiry:

1. the graduate will use the basic tenets of asking/answering questions relevant to special education and communication disorders; and
2. the graduate will implement intervention strategies that make tools of inquiry meaningful for consumers.

Knowledge of learning and development:

1. the graduate will use knowledge of how both individuals and groups learn and develop; and
2. the graduate will create learning opportunities that support intellectual, communication, academic, social, motor, vocational, alternative and/or adaptive development.

Examples of Outcome Assessments

1. The graduate will demonstrate an acceptable level of skill in asking and answering questions by using the tools of inquiry to determine the effectiveness of his/her intervention procedures to measure student or client improvement.
2. Students will design and implement interventions for students and clients with various disabilities and disorders. Interventions will be directly or indirectly (videotaped) observed by qualified university personnel and public and private organization professionals.

Requirements for the M. Ed. Degree with a Major in Special Education — Mild Disabilities

College of Education Core Courses 16 hours

RSCH 7100 Research Methodology in Education 3 hours

LEAD 7210 Ethics and Law 1 hour

SPEC 5010 Student Teaching 10 hours

SPEC 5020 Student Teaching Seminar 2 hours

Concentration for Mild Disabilities 11 hours

SPEC 5030 Single Subject Research in Special Ed. 3 hours

SPEC 5050 Intergrating Technology 3 hours

SPEC 5120 Issues and Trends in Special Ed 2 hours

SPEC 5140 Collaborative Roles in Educ. 3 hours

Select one of the following options: 6 hours

SPEC 5350 Characteristics of Students with Severe Learning Disabilities **and**

SPEC 5360 Teaching Students with Severe Learning Disabilities

or

SPEC 5450 Characteristics of Students with Severe Behavior Disorders **and**

SPEC 5460 Teaching Students with Severe Behavior Disorders **or**

SPEC 5100 Non-Aversive Behavior Management 3 hours
Electives **3 hours**
Total Required for the Degree **36 hours**

**Requirements for the M. Ed. Degree with a Major in Special Education —
Mental Retardation**

College of Education Core Courses **16 hours:**
RSCH 7100 Research Methodology in Education..... 3 hours
LEAD 7210 Ethics and Law 1 hour
SPEC 5010 Student Teaching 10 hours
SPEC 5020 Student Teaching Seminar 2 hours

Major Area of Concentration **17 hours:**
SPEC 5030 Single Subject Research in Special Educ. 3 hours
SPEC 5050 Integrating Technology 3 hours
SPEC 5100 Nonaversive Behavior Management 3 hours
SPEC 5120 Issues and Trends in Special Education 2 hours
SPEC 5140 Collaborative Roles in Education 3 hours
SPEC 5190 Physical and Health Management 3 hours

Electives **3 hours**
Total Required for the Degree **36 hours**

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

College of Education Core Courses **15 hours**
RSCH 7100 Research Methodology in Education..... 3 hours
SPEC 5010 Student Teaching 10 hours
SPEC 5020 Student Teaching Seminar 2 hours

Area of Concentration **18 hours**
COMD 5010 Language Disorders in Young Children 3 hours
SPEC 5120 Issues and Trends in Special Ed 2 hours
SPEC 5150 Introduction to Early Childhood Spec. Ed. 3 hours
SPEC 5160 Serving the Young Child with Low
Incidence Disabilities 3 hours
SPEC 5170 Linking Assessment to Service Delivery 4 hours
PSYC 7300 Human Development: Conception to 8 Yrs 3 hours

Elective **3 hours**
Total Required for the Degree **36 hours**

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

College of Education Core 6 hours

RSCH 7100 Research Methodology in Education 3 hours

LEAD 7210 Ethics and Law 1 hour

COMD 5170 Issues/Trends in Communication Disorders . 2 hours

Major Curriculum 54 hours

COMD 5010 Language Disorders in Young Children 3 hours

COMD 5030 Phonological Disorders 3 hours

COMD 5040 Fluency Disorders 3 hours

COMD 5050 Beginning Practicum 1 hour

COMD 5060 Language Disorders/School Age Children 3 hours

COMD 5070 Traumatic Brain Injury, Dementia and

Progressive Neurological Disorders 3 hours

COMD 5080 Dysphagia and Dysarthria 3 hours

COMD 5090 Aural Rehabilitation 3 hours

COMD 5100 Intermediate Practicum 1 hour

COMD 5110 Science in Communication Disorders 3 hours

COMD 5120 Aphasia 3 hours

COMD 5130 Oro-Facial/Syndrome Disorders 3 hours

COMD 5140 Advanced Practicum 1 hour

COMD 5150 Advanced Audiology 3 hours

COMD 5160 Voice Disorders 3 hours

COMD 5180 Cultural and Dialectal Issues in CD 2 hours

COMD 5210 Externship in Communication Disorders 6 hours

COMD 5190 Applied Practicum in Public Schools *1-9 hours

COMD 5200 Augmentative/Alternative Comm. 3 hours

OR

COMD 5230 Thesis 1-3 hours

COMD 5210 Externship *1-9 hours

* A combined total of ten hours taken from both COMD 5190 and
COMD 5210 is included in the 60 hour total.

Total Required for the Degree 60 hours

ENDORSEMENT FOR DIRECTOR OF SPECIAL EDUCATION

This endorsement prepares individuals to direct administer, or supervise special education programs. Students must possess a master's degree or higher with professional certification within any teaching field in special education (except gifted). This includes those students in the service fields of audiology, school psychology, and speech

and language pathology.

Required Courses 14 hours

- LEAD 7100 Leadership in Educational Organizations 2 hours
- LEAD 7400 Legal Issues for Educational Leaders 3 hours
- LEAD 8660 Business and Finance 3 hours
- SPEC 8030 Administration of Special Ed. Programs 3 hours
- LEAD 7640 System Level Leadership or
- LEAD 8650 Personnel Issues and Consideration 3 hours

ENDORSEMENT FOR TALENTED AND GIFTED

Required Courses 12 hours

- SPEC 7610 Assessment of ... Talented and Gifted 3 hours
- SPEC 5610 Nature and Needs of ...Talented and Gifted 3 hours
- SPEC 6600 Methods/Materials for ...Talented and Gifted 3 hours
- SPEC 6620 Curriculum for ..Talented and Gifted 3 hours

ENDORSEMENT FOR PRE-SCHOOL

Required Courses 9 hours

- COMD 5010 Language Disorders in Young Children 3 hours
- SPEC 5170 Linking Assessment to Service Delivery 3 hours
- SPEC 5150 Introduction to Early Intervention 3 hours

CERTIFICATION IN ORTHOPEDIC IMPAIRMENTS

Required Courses 24 hours

- SPEC 5190 Physical and Health Management 3 hours
- SPEC 5260 Characteristics of Students 3 hours
- SPEC 5270 Strategies for Teaching Students 3 hours
- SPEC 5280 Practicum in Physical Disabilities 3 hours
- SPEC 7610 Assessment of Children 3 hours
- SPEC 7630 Inregration of Management and Instruction 3 hours
- SPEC 5050 Intergrating Technology 3 hours
- COMD 5200 Augmentative/ Alternative Comm. 3 hours



DEPARTMENT OF VOCATIONAL EDUCATION

Dr. Donnie J. McGahee, Head
Room 215, Education Center

The Department of Vocational Education offers graduate programs of study at the master's, specialist's, and doctoral levels. The department offers a Master of Education (M.Ed.) degree program with a major in Business Education, as well as a Master of Education (M.Ed.) degree program with a major in Adult and Vocational Education, with options in Technical, Trade and Industrial Education and Training and Development. At the specialist's level, the department offers the Education Specialist (Ed.S.) degree program with a major in Vocational Education, with options in Business Education and in General Vocational Education. At the doctoral level, the department offers the Doctor of Education (Ed.D.) degree program with a major in Adult and Vocational Education.

The graduate programs within the Department of Vocational Education are designed to build upon the knowledge, skills, and values developed at the undergraduate level. The content of the coursework is designed to present specific 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 VOCATIONAL EDUCATION

Adult and Vocational Education

The Adult and Vocational Education major provides advanced, professional training for individuals pursuing careers in teaching and administration of vocational and related fields. The program prepares students for working with adult learners and special needs students in vocational fields at the secondary and postsecondary levels.

Selected Educational Outcomes

1. Students 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. Students will demonstrate the ability to contribute to the body of knowledge in their field by writing an article for publication.
3. Students 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, students will be required to write an article in their field for publication. The article will be reviewed by a faculty committee before it is submitted to a professional publication.
3. Students 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 graded by a team of faculty members.

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

Core 21 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
PHIL 9070	Philosophy of Education	3 hours
SOCI 9010	Sociological Analysis of Education	3 hours
PSYC 9710	Social Psychology and School Systems	3 hours
PADM 9090	Educational Policy Analysis	3 hours

Courses in the Major 24 hours

VOED 9400	Adult Learning Strategies	3 hours
VOED 9410	Students with Special Needs in Adult and Vocational Education	3 hours
VOED 9420	Issues in Adult and Vocational Education	3 hours
VOED 9430	Leadership in Adult and Vocational Education	3 hours
PSYC 8360	Human Resource Development	3 hours
VOED 9440	Seminar in Adult and Vocational Education	3 hours
Guided Electives	6 hours

Dissertation

9 hours

VOED 9999 Dissertation in Adult and Vocational Education

Total Required for the Degree

54 hours

**EDUCATION SPECIALIST DEGREE WITH A MAJOR IN
VOCATIONAL EDUCATION
(GENERAL VOCATIONAL EDUCATION OPTION)**

Selected Educational Outcomes

1. Students will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field.
2. Students will demonstrate change in their teaching performance by identifying strengths and weaknesses of their instruction, making needed improvements, and determining the effect of these changes on student performance.
3. Students will demonstrate an understanding of the issues relevant to the school-to-work movement.

Examples of Outcome Assessments

1. Students 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 graded by a team of faculty members.
2. Students will be assessed on their practicum experience through direct observation on a rating scale by the university supervisor. Students will be assessed on their ability to identify needed changes in their instruction, make these changes, and determine the effect these changes have on student performance.
3. Students will successfully conduct investigative research on one or more topics relevant to the school-to-work movement and report their findings with a grade of “B” or better.

**Requirements for the Ed.S. Degree with a Major in
Vocational Education (General Vocational Education Option)**

College Core 3 hours
RSCH 8000 Advanced Research Methodology

Departmental Core 15 hours

- VOED 8120 Policy Issues in Adult and Voc. Education ... 3 hours
- BVED 8310 Communication Theory 3 hours
- LEAD 7400 Legal Issues for Educational Leaders 3 hours
- LEAD 8300 Social Context of Educational Leadership 3 hours
- BVED 8995 Practicum in Business/Vocational Ed. 3 hours

Area of Concentration	6 hours
Two of the following	
VOED 8100 School-to-Work Implementation	3 hours
VOED 8250 Individualizing Instruction in Adult and Vocational Education	3 hours
VOED 8530 Instructional Supervision in Vocational Education	3 hours
Guided Elective	3 hours
Total Required for the Degree	27 hours

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN VOCATIONAL EDUCATION (BUSINESS EDUCATION OPTION)

Selected Educational Outcomes

1. Students will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field.
2. Students will demonstrate change in their teaching performance by identifying strengths and weaknesses of their instruction, making needed improvements, and determining the effect of these changes on student performance.
3. Students will demonstrate an advanced level of computer/technology competence.

Examples of Outcome Assessments

1. Students 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 graded by a team of faculty members.
2. Students will be assessed on their practicum experience through direct observation on a rating scale by the college supervisor. Students will be assessed on their ability to identify needed changes in their instruction, make these changes, and determine the effect these changes have on student performance.
3. As part of the coursework in the area of concentration, students must develop a multimedia project. The project will be assessed by faculty relative to its appropriateness to the student’s specific school setting.

Requirements for the Ed.S. with a Major in Vocational Education (Business Education Option)

College Core	3 hours
RSCH 8000 Advanced Research Methodology	

Departmental Core	15 hours
VOED 8120 Policy Issues in Adult and Voc. Education ...	3 hours
BVED 8310 Communication Theory	3 hours
LEAD 7400 Legal Issues for Educational Leaders	3 hours
LEAD 8300 Social Context of Educational Leadership	3 hours
BVED 8995 Practicum in Business/Vocational Education	3 hours

Area of Concentration	6 hours
Two of the following:	
BVED 8000 Office Technology	3 hours
BVED 8350 Administrative Support Systems	3 hours
BVED 8450 Multimedia Authoring and Design	3 hours

Guided Elective 3 hours

Total Required for the Degree 27 hours

**MASTER OF EDUCATION WITH A MAJOR IN
ADULT AND VOCATIONAL EDUCATION
(TRAINING AND DEVELOPMENT OPTION)**

Selected Educational Outcomes

1. Students will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field.
2. Students will demonstrate an understanding of the knowledge and skills appropriate to the areas of research, learning, educational assessment, ethics, and law.
3. Students will demonstrate an understanding of curriculum issues as they relate to various fields of technical and vocational education, with an emphasis on industry-sponsored programs.

Examples of Outcome Assessments

1. Students 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 graded by a team of faculty members.
2. Students will successfully complete the COE master’s level core curriculum with a grade of “B” or above.
3. Students will successfully conduct investigative research on one or more topics relevant to the field of technical and vocational education and report their findings with a grade of “B” or better.

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

Core	7 hours
RSCH 7100 Research Methodology	3 hours
PSYC 7010 Learning and Assessment	3 hours
LEAD 7210 Ethics and Law	1 hour
 Area of Concentration	 20 hours
VOED 7030 Curriculum in Adult and Vocational Education	3 hours
VOED 7620 Evaluation of Adult and Voc. Programs	3 hours
VOED 7500 Organization and Administration of Vocational Education	3 hours
VOED 7680 Improving Instruction in Adult and Vocational Education	3 hours
VOED 7150 Principles of Adult Education	3 hours
VOED 7640 Issues and Trends in Adult and Vocational Education	2 hours
VOED 7100 Current Practices in Training and Development	3 hours
 Guided Electives	 9 hours
 Total Required for the Degree	 36 hours

**MASTER OF EDUCATION WITH A MAJOR IN ADULT AND
VOCATIONAL EDUCATION
(TECHNICAL, TRADE AND INDUSTRIAL EDUCATION OPTION)**

Selected Educational Outcomes

1. Students will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field.
2. Students will demonstrate an understanding of the knowledge and skills appropriate to the areas of research, learning, educational assessment, ethics, and law.
3. Students will demonstrate an understanding of traits and competencies required to supervise vocational programs successfully.

Examples of Outcome Assessments

1. Students 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 graded by a team of faculty members.
2. Students will successfully complete the COE master’s level core curriculum with a grade of “B” or above.
3. Students will successfully participate in simulations and case studies with a grade of “B” or better.

Requirements for the M.Ed. Degree with a Major in Adult and Vocational Education (Technical, Trade and Industrial Education Option)

Core	7 hours
RSCH 7100 Research Methodology	3 hours
PSYC 7010 Learning and Assessment	3 hours
LEAD 7210 Ethics and Law	1 hour
Area of Concentration	20 hours
VOED 7030 Curriculum in Adult and Vocational Education	3 hours
VOED 7620 Evaluation of Adult and Vocational Programs	3 hours
VOED 7500 Organization and Administration of Vocational Education	3 hours
VOED 7680 Improving Instruction in Adult and Vocational Education	3 hours
VOED 7150 Principles of Adult Education	3 hours
VOED 7640 - Issues and Trends in Adult and Vocational Education	2 hours
VOED 7530 Supervision of Vocational Programs	3 hours
Guided Electives	9 hours
Total Required for the Degree	36 hours

MASTER OF EDUCATION WITH A MAJOR IN BUSINESS EDUCATION

Selected Educational Outcomes

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

Examples of Outcome Assessments

1. Students 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 graded by a team of faculty members.
2. Students will successfully complete the COE master's level core curriculum with a grade of "B" or above in each course.
3. As part of the requirements for BVED 7990 (Evaluation and Analysis of Research in Business Education), students will research a topic and prepare a relevant literature review.

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

Core 7 hours

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

Area of Concentration 23 hours

BVED 7000 Foundations and Trends in Business Education	2 hours
BVED 7200 Improvement of Instruction in Keyboarding	3 hours
BVED 7230 Improvement of Instruction in Accounting and Basic Business Subjects	3 hours
BVED 7240 Improvement of Instruction in Office Education	3 hours
BVED 7220 Improvement of Instruction in Computer Technology	3 hours
VOED 7030 Curriculum in Adult and Vocational Education	3 hours
VOED 7530 Supervision of Vocational Programs	3 hours
BVED 7990 Evaluation and Analysis of Research in Business Education	3 hours

Guided Electives 6 hours

Total Required for the Degree 36 hours

ENDORSEMENT FOR DIRECTOR OF VOCATIONAL EDUCATION

The purpose of this endorsement is to prepare individuals to direct, administer, or supervise vocational education programs. This endorsement may be at the master's level or higher. Candidates must hold a professional teaching certificate in a vocational education field.

Required Courses 9 hours

- VOED 7030 Curriculum in Adult and Vocational Education 3 hours
- VOED 7500 Organization and Administration of Vocational Education 3 hours
- VOED 7530 Supervision of Vocational Programs 3 hours

