



**JAMES L. AND DOROTHY H. DEWAR
COLLEGE OF EDUCATION**

Dr. Philip L. Gunter, Dean
Room 227, Education Center

Dr. Brian L. Gerber, Associate Dean
Dr. Rey Martinez, Head, Department of Adult and Career Education
TBA, Department of Curriculum, Leadership, and Technology
Dr. Julia M. Reffel, Head, Department of Early Childhood and Reading Education
Dr. Mike Griffin, Head, Department of Kinesiology and Physical Education
Dr. Barbara Stanley, Acting Head, Department of Middle Grades
and Secondary Education
Dr. Robert E. L. Bauer, Head, Department of Psychology and Counseling
Dr. Karla Hull, Head, Department of Special Education and
Communication Disorders

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

MISSION

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

VISION

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

“Positively Impacting Learning Through Evidence-Based Practices”

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

ACCREDITATION AND CERTIFICATION

The College of Education maintains accreditation with the National Council for Accreditation of Teacher Education (NCATE), and each of its individual teacher preparation programs is accredited by the Georgia Professional Standards Commission (PSC). Specific questions concerning teacher certification should be directed to the appropriate department. In addition, the Sports Medicine/Athletic Training Program is accredited by the Commission on the Accreditation of Athletic Training Education Programs (CAATE), the Speech and Language Program is accredited by the American Speech-Language-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 faculty recognizes the need to take proactive steps to enhance multicultural and global perspectives and to promote diversity. In order to meet this need, they support multicultural perspectives throughout educational programs and actively seek a diverse student and faculty population. The College of Education educator preparation unit has established comprehensive school partnerships with thirteen area schools. These schools were recruited based on a number of factors, including opportunities they would provide to our candidates to work with diverse P-12 students and public school mentors.

ADVISING

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

STUDENT RESPONSIBILITIES

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

GRADUATE DEGREE PROGRAMS

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

College of Education Requirements in addition to University Requirements for Admission

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

MASTER 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 fields, and review material related to legal issues and ethics. The degrees offered are as follows:

- Department of Adult and Career Education
 - M.Ed. Business Education
 - M.Ed. Adult and Career Education
 - (Technical, Trade and Industrial Education Option)
 - (Training & Development Option)
- Department of Curriculum, Leadership, and Technology
 - M.Ed. Educational Leadership
 - (Public School Leadership Option) (Higher Education Leadership Option)
 - M.Ed. Instructional Technology
 - (Library/Media Technology Option) (Technology Applications Option)
- Department of Early Childhood and Reading Education
 - M.Ed. Early Childhood Education
 - M.Ed. Reading Education
- Department of Kinesiology and Physical Education
 - M.Ed. Health and Physical Education
- Department of Middle Grades and Secondary Education
 - M.Ed. Middle Grades Education
 - M.Ed. Secondary Education
- Department of Psychology and Counseling
 - M.Ed. School Counseling
 - M.S. Clinical/Counseling Psychology
 - M.S. Industrial/Organizational Psychology
- Department of Special Education and Communication Disorders
 - M.Ed. Communication Disorders
 - M.Ed. Special Education
 - Deaf and Hard-of-Hearing
 - Early Childhood Special Education
 - Interrelated Special Education/Early Childhood
 - Mental Retardation
 - Mild Disabilities

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

1. The applicant must hold an undergraduate degree from a regionally accredited college or university with, in all applicable cases, an undergraduate major in, or prerequisites for, the planned graduate field of study.
2. A student will not be admitted with an undergraduate grade point average of less than 2.5 on all previous undergraduate work attempted.

3. A student will not be admitted with a Graduate Record Examination (GRE) score of less than 750 (verbal portion plus either quantitative or analytical portion) or a Miller Analogies Test (MAT) raw score of less than 375. The score on the verbal portion of the GRE may not be less than 350.
4. Students in any program which provides initial certification at the master's level must complete the appropriate "2999" course during the first semester of their enrollment.

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

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

Recommendation Guidelines for Admission

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

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

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

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

EDUCATION SPECIALIST (Ed.S.) DEGREE PROGRAMS

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

Department of Curriculum, Leadership, and Technology

Ed.S. Educational Leadership
(Professional Option) (Certification Option)

Ed.S. Instructional Technology

Department of Early Childhood and Reading Education

Ed.S. Early Childhood Education

Department of Middle Grades and Secondary Education

Ed.S. Middle Grades Education

Ed.S. Secondary Education

Department of Psychology and Counseling

Ed.S. School Counseling

Ed.S. School Psychology

Department of Special Education and Communication Disorders

Ed.S. Special Education
(Communication Disorders Option) (General Special Education Option)

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

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

Standardized Test Scores

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

TOTAL _____

Recommendation Guidelines for Admission

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

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

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

DOCTOR OF EDUCATION (Ed.D.) DEGREE PROGRAM

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

- Department of Adult and Career Education
 - Ed.D. Adult and Career Education
- Department of Curriculum, Leadership, and Technology
 - Ed.D. Educational Leadership
 - Ed.D. Curriculum and Instruction

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

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

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

1. The applicant must have completed a Master's degree at an accredited or approved institution. 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. If the GRE was taken prior to October 1, 2002, the minimum requirement is a combined score of 1000 on the verbal and either the quantitative or analytical section of the GRE general test. If the GRE was taken on or after October 1, 2002, the minimum requirement is a score of 500 on the verbal and either a 500 on the quantitative or a 4.5 on the analytical writing section. Scores more than 5 years old will not be considered.

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

GRADUATE ADMISSION APPEALS PROCESS

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

Departmental Appeal

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

College Appeal

The College of Education maintains a Graduate Policies Committee. The Committee is comprised of one representative from each of the 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. Students who wish to appeal to the College of Education Graduate Policies Committee should follow the steps outlined:

Appeal Procedures

1. Student must have been rejected by the departmental appeals committee.
2. Student must obtain and complete the appeals form. The form is available from the Graduate School and should be returned to the Graduate School when it is completed.
3. Student must report scores from at least two attempts to post acceptable scores on the GRE. The scores must be stated on the appeal form and must be verified by the Graduate School.
4. Student must submit three letters of recommendation for graduate study. One letter should come from the student's immediate supervisor, and at least one other letter should come from a former instructor who can attest to the student's academic ability. The letters should be submitted with the appeal form.
5. Student must write a letter to the Graduate Policies Committee stating reasons why the committee should favorably consider his or her request for admission and outlining reasons why he or she wishes to pursue graduate study. This letter should also be submitted with the appeal form.

6. All appeals materials must be submitted to the Graduate School at least one week before the scheduled meeting of the Graduate Policies Committee.
7. All students who wish to appeal have the right to appear before the Graduate Policies Committee and state their cases in person. Students must contact the Chairperson of the Graduate Policies Committee to make an appointment with the committee if they wish to appear in person.
8. The decision of the committee concerning each student's appeal will be communicated to the Dean of the College of Education and to the Dean of the Graduate School by the Chairperson of the Graduate Policies Committee.
9. The Dean of the Graduate School will notify each student, in writing, of the decision of the Graduate Policies Committee within approximately one week following the committee's meeting.

ADDITIONAL EDUCATION DEGREES

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

Department of Art, College of the Arts

M.A.E. with a major in art education

Department of Music, College of the Arts

M.M.E. with a major in music education

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

M.Ed. with a major in Spanish, and
Endorsement for English as a Second Language (ESOL)



DEPARTMENT OF ADULT AND CAREER EDUCATION

Dr. Reynaldo Martinez, Head
Room 215, Education Center

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

The graduate programs within the Department of Adult and Career Education are designed to build upon the knowledge, skills, and 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 CAREER EDUCATION**

Adult and Career Education

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

Selected Educational Outcomes

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

Examples of Outcome Assessments

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

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

Area A – Interdisciplinary Studies. (select any three courses)	9 hours
PADM 9090, PADM 9090, PSYC 9710, SOCI 9010	
Area B – Educational Inquiry.	9 hours
RSCH 9820, RSCH 9840, and RSCH 9860	
Area C – Adult and Career Education.	18 hours
ACED 9400, ACED 9410, ACED 9420, ACED 9430 12 hours	
PSYC 8360, ACED 9440 6 hours	
Cognate Area.	9 hours
Dissertation – ACED 9999	9 hours
Total Required for the Degree	54 semester hours

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

Selected Educational Outcomes

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

Examples of Outcome Assessments

1. Program graduates will successfully develop written responses to a comprehensive examination that requires the application of information gained from a series of courses. Written responses will be evaluated by a team of faculty members.
2. Program graduates will successfully complete the College of Education master's level core curriculum with a grade of "B" or above.
3. Program graduates will successfully conduct investigative research on one or more topics relevant to the field of technical and career education and report their findings.

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

Core Courses.	6 hours
RSCH 7100	3 hours
PSYC 7040	3 hours
Area of Concentration.	21 hours
ACED 7030, ACED 7620, ACED 7500	9 hours
ACED 7680, ACED 7150	6 hours
ACED 7100	3 hours
ACED 7640	3 hours
Guided Electives.	9 hours
Total Hours Required for the Degree	36 semester hours

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

Selected Educational Outcomes

1. Program graduates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field.
2. Program graduates will demonstrate an understanding of the knowledge and skills appropriate to the areas of research, learning, educational assessment, ethics, and law.
3. Program graduates will demonstrate an understanding of dispositions and competencies required to successfully supervise career and technical education programs.

Examples of Outcome Assessments

1. Program graduates will successfully develop written responses to a comprehensive examination that requires the application of information gained from a series of courses. Written responses will be evaluated by a team of faculty members.
2. Program graduates will successfully complete the master’s level core curriculum of the College of Education with a grade of “B” or above.
3. Program graduates will successfully participate in simulations and case studies.

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

Core Courses.	6 hours
RSCH 7100	3 hours
PSYC 7040	3 hours
Area of Concentration.	21 hours
ACED 7030, ACED 7620, ACED 7500	9 hours
ACED 7680, ACED 7150, ACED 7530	9 hours
ACED 7640	3 hours
Guided Electives.	9 hours
Total Hours Required for the Degree	36 semester hours

MASTER OF EDUCATION WITH A MAJOR IN BUSINESS EDUCATION

Selected Educational Outcomes

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

Examples of Outcome Assessments

1. Program graduates will successfully develop written responses to a comprehensive examination that requires the application of information gained from a series of courses. Written responses will be evaluated by a team of faculty members.
2. Program graduates will successfully complete the master’s level core curriculum of the College of Education with a grade of “B” or above.
3. As part of the requirements for ACED 7990 (Evaluation and Analysis of Research in Business Education), program graduates will research a topic and prepare a relevant literature review.

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

Core Courses. 7 hours
RSCH 7100, PSYC 7010 6 hours
LEAD 7210 1 hour

Area of Concentration. 23 hours
ACED 7000 2 hours
ACED 7200, ACED 7230, ACED 7240 9 hours
ACED 7220, ACED 7030, ACED 7530, ACED 7990 12 hours

Guided Electives. 6 hours

Total Hours Required for the Degree 36 semester hours

ENDORSEMENT FOR DIRECTOR OF CAREER AND TECHNICAL EDUCATION

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

Required Courses. 9 hours
ACED 7030, ACED 7500, ACED 7530 (3 hours each)

The logo for the Department of Curriculum, Leadership, and Technology is contained within a rectangular border. On the left side of the border, there is a decorative graphic consisting of a grey-to-white gradient with a curved, swoosh-like shape. To the right of this graphic, the department's name is written in a bold, black, sans-serif font, arranged in two lines: "DEPARTMENT OF CURRICULUM, LEADERSHIP, AND TECHNOLOGY".

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

Room 136, Education Center

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

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

Programs offered in Educational Leadership lead to a Doctor of Education (Ed.D.) with a concentration in Educational Leadership, to an Education Specialist degree (Ed.S.) in Educational Leadership, and to a Master of Education degree (M. Ed.) in Educational Leadership with a major in either Public School Leadership or in Higher Education Leadership.

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

Instructional Technology, broadly defined as "the design, development, utilization, management, and evaluation of the processes and resources for learning," (Seels & Richey, 1994, p.9), offers programs at the master's and specialist levels. The Master of Education degree program (M.Ed.) accepts qualified graduates from all disciplines and has two options: Library Media Technology and Technology Applications. The Library Media Technology program prepares students to be school media specialists and qualifies the graduate for S-5 certification. The Technology Applications program prepares

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

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

Seels, B.B. & Richey, R.C. (1994). *Instructional technology: The definitions and domains of the field*. Washington, DC: Association for Educational Communications and Technology.

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. Program graduates will initiate, manage, and evaluate the change process.
2. Program graduates will design, develop, and evaluate curricula with considerations for philosophical, sociological, and historical foundations; equitable and appropriate use of technology; community needs, values, and goals; and changing conditions.
3. Program graduates will establish an interdisciplinary, research-based approach to the investigation and solution of educational problems.
4. Program graduates will demonstrate willingness to accept and act on cognitive and affective feedback for continuous improvement.

Examples of Outcome Assessments

1. Program graduates demonstrate skills in initiating, managing, and evaluating the change process through documentation of various components of their curriculum innovation projects. Skills are assessed through project documentation and observation by a faculty team.
2. Program graduates demonstrate skills in designing, developing, and evaluating curricula with specified considerations in their curriculum innovation projects which address identified needs in their workplaces. Skills are assessed through project documentation and observation by a faculty team.
3. Program graduates' research skills are assessed through the comprehensive exam and the dissertation which are both evaluated by a faculty committee.
4. Program graduates are assessed on their willingness to accept and act on cognitive and affective feedback from faculty and peers through observation and documentation of appropriate, timely, and thorough responses to feedback.

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

Research Core Courses	9 hours
RSCH 9820, RSCH 9840	6 hours
RSCH 9860	3 hours
Interdisciplinary Core Courses (select 3)	9 hours
PHIL 9070, SOCI 9010, PSYC 9710, PADM 9090	9 hours
Major Courses	15 hours
CIED 9100, CIED 9200, CIED 9300	9 hours
CIED 9400, CIED 9500	6 hours
Cognate Area	9 hours
Dissertation	12 hours
CIED 9600 Dissertation Topic Conceptualization	3 hours
CIED 9999 Dissertation in Curriculum and Instruction	9 hours
Total Required for the Degree	54 semester hours

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

Selected Educational Outcomes

1. Program graduates will demonstrate commitment to professional development and improvement of performance.
2. Program graduates will access, analyze, interpret, synthesize, and communicate information and ideas.
3. Program graduates will employ and model effective use of instructional technology in diverse settings.
4. Program graduates 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. 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. Program graduates' 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. Program graduates' 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. Program graduates demonstrate their collaborative efforts through reports, field-based projects, and presentations throughout the program. They are assessed by direct observation of college faculty and by documentation in the professional portfolio.

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

Program Corequisites:

P-12 Children’s Literature Course

Diverse Learners Course

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

Requirements for the M.Ed Degree--Technology Applications Option

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

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

Selected Educational Outcomes

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

Examples of Outcome Assessments

1. Program graduates demonstrate their ability to model and promote ethical, legal, and equitable use of instructional technology through documentation of course projects and multiple forms of computer mediated communication among faculty, students, and peers.
2. Program graduates are assessed on their research knowledge and skills by the thesis committee members who evaluate the written journal-ready thesis and the electronic presentation of results.
3. Program graduates 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	
Instructional Technology Core.	12 hours
ITED 8200, ITED 8300, ITED 8400, ITED 8500	
Research.	9 hours
ITED 8960, ITED 8970 and ITED 8999	
Guided Elective	3 hours
Total Required for the Degree	27 semester hours

**MASTER OF EDUCATION WITH A MAJOR IN
PUBLIC SCHOOL LEADERSHIP**

Selected Educational Outcomes

1. Program graduates will demonstrate the knowledge, skills, and attributes necessary for the design of appropriate curricula and instructional programs.
2. Program graduates 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. Program graduates will demonstrate knowledge and skills associated with the selection, induction, orientation, evaluation, staff development, retention, and dismissal of school personnel.
4. Program graduates will 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.
5. Program graduates will demonstrate knowledge and skills in providing educational environments in which children can learn.

Examples of Outcome Assessments

1. Program graduates will develop a curriculum project appropriate for their work level that will be assessed using established criteria.
2. The oral report and major paper will be assessed through peer review using established criteria.
3. Program graduates 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 university faculty using established criteria.
4. Written projects and oral presentations will be evaluated using established criteria.
5. Internship activities will be assessed using established criteria.

**Requirements for the M.Ed. Degree in
Public School Leadership**

College of Education Core Courses	9 hours
LEAD 7010, PSYC 7010, RSCH 7100	9 hours
Academic Concentration	21 hours
LEAD 7100, LEAD 7200, LEAD 7300	9 hours
LEAD 7400, LEAD 7500	6 hours
LEAD 7600, LEAD 7700,	6 hours
Field Experiences	6 hours
LEAD 7900, LEAD 7910	6 hours
Total hours required for the degree	36 semester hours

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

Selected Educational Outcomes

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

Outcome Assessments

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

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

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

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

Selected Educational Outcomes

1. Program graduates will develop leadership skills necessary to plan, implement, monitor, and evaluate a school improvement plan.
2. Program graduates will collaborate with faculty and staff to identify professional needs by conducting a needs assessment in an educational setting.
3. Program graduates 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. Program graduates will report the results of a need assessment, which will be evaluated, on criteria developed during the practicum experience.
2. The school improvement project will be assessed based on criteria developed by faculty and local school personnel during the internship and field-based research experience.

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

Professional Option: For those candidates holding a master's degree with a major in leadership.

Core	3 hours
RSCH 8000 Advanced Research Methodology	
Academic Concentration	12 hours
LEAD 8200, LEAD 8300, LEAD 8400	
	9 hours
ACED 7150 or PSYC 7040	
	3 hours
Major Specialization Electives (Select two)	6 hours
LEAD 7600, LEAD 8410, LEAD 8610, LEAD 8850, CIED 7030, or CIED 7060 (Any two)	
Field Experiences	6 hours
LEAD 8900 and LEAD 8910	
	6 hours
Total Required for the Degree	27 semester hours

Requirements for the Educational Specialist degree: Option for professionally certified teachers with master’s degrees with a major in fields other than leadership.

Area A: Core	3 hours
RSCH 8000 Advanced Research Methodology	
Area B: Academic Concentration	27 hours
LEAD 7200, LEAD 7400, LEAD 7700	9 hours
LEAD 8200, LEAD 830, LEAD 8400	9 hours
LEAD 8650, LEAD 8660, LEAD 7600	9 hours
Area C: Field Experiences	9 hours
LEAD 7900, LEAD 8900, LEAD 8910	9 hours
Total hours required for the degree	39 semester hours

DOCTOR OF EDUCATION WITH A MAJOR IN EDUCATIONAL LEADERSHIP

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

Selected Educational Outcomes

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, identifying possible causes, seeking additional needed information, framing and reframing possible solutions, and by exhibiting conceptual flexibility.

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

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

Area A: Interdisciplinary Studies (Select any three).	9 hours
PADM 9090, PHIL 9070, PSYC 9710, SOCI 9010	
Area B: Educational Inquiry.	12 hours
RSCH 9820, RSCH 9840	6 hours
RSCH 9860, RSCH 9800	6 hours
Area C: Leadership.	21 hours
LEAD 9010, LEAD 9020, LEAD 9030	6 hours
LEAD 9870, LEAD 9000	6 hours
Guided Electives	9 hours
Area D: Research and Dissertation.	12 hours
RSCH 9870	3 hours
RSCH 9999	9 hours
Total hours required for the degree	54 semester hours

CERTIFICATION IN EDUCATIONAL LEADERSHIP

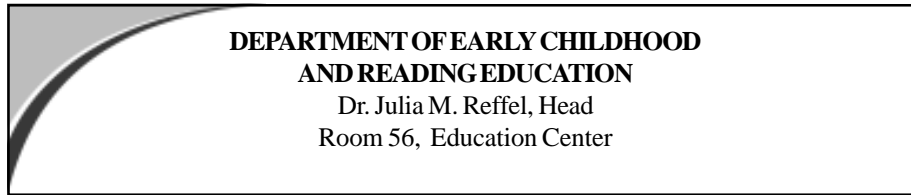
The purpose of certification is to prepare an individual to serve as a building or system level educational leader. The candidate must possess a professional teaching or service certificate at the masters or higher level.

Certification in Educational Leadership Courses	21 hours
LEAD 7100 or 8400	3 hours
LEAD 7300 or 8660	3 hours
LEAD 7500 or LEAD 8650	3 hours
LEAD 7200, LEAD 7400, LEAD 7700, and LEAD 7910	12 hours

ENDORSEMENT FOR INSTRUCTIONAL SUPERVISION

The purpose of the endorsement is to prepare individuals to direct, administer, or supervise P-12 instructional programs. This endorsement may be at the master's level or higher. Candidates must hold or be eligible for a professional teaching certificate in the field in which they plan to supervise.

Instructional Supervision Endorsement Courses	9 hours
LEAD 7100 or LEAD 8400	3 hours
LEAD 7200 and LEAD 7700	6 hours



Degrees

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

Description

These 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 program emphasizes 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

Selected Educational Outcomes

1. Program 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. Program graduates will demonstrate an understanding of the knowledge and skills appropriate to the areas of research, learning, educational assessment, ethics, and law.
3. Program 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. Program 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. Program graduates will develop an electronic portfolio that requires the application of information gained from a series of courses.
2. Program graduates will successfully complete the College of Education master's-level core curriculum with a grade of "B" or above.

3. Program graduates will develop portfolios that document successful use of content knowledge and research skills. Portfolios will contain evidence of planned learning experiences that employ the use of technology and that promote problem-solving and critical thinking skills. Portfolios will be assessed by teams of faculty members.
4. Program graduates will submit portfolios that include documentation of informal and formal assessment procedures and instruments used to measure pupils' knowledge of content. Portfolios will be assessed by teams of faculty members.

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

College of Education Core Courses 7 hours

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

Early Childhood Education Core 9 hours

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

Reading Endorsement Courses 0-8 hours

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

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

Area of Specialization. 9-20 hours

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

- ESOL (ENGL 6000 Linguistics, ENGL 6000 Sociolinguistics, FLED 6800)
- Gifted (SPEC 5610, 7610, 6600, 6620)
- Preschool Special Ed (SPEC 5150, SPEC 5170, COMD 5010)
- Mathematics (MATH 5163, 5164, 5165, 5166)

Elective / Specialization. 0-3 hours

Total Required for the Degree 36 semester hours

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

Selected Educational Outcomes

1. Candidates will be able to use a variety of self-assessment techniques and self-reflection to determine personal strengths and areas to improve.
2. Candidates will be able to develop and implement a project designed to improve the learning environment for public school students.
3. Candidates will develop and implement a unit of instruction for public school students and report on student performance by preparing a Teacher Work Sample.
4. Candidates will compile an Electronic Portfolio including work samples and artifacts that document mastery of program objectives.

Examples of Outcome Assessments

1. Candidate Professional Development Plans will be used to select the candidates' program specialization courses and be reviewed based on criteria determined by a team of faculty.
2. The Action Research Project designed, implemented, and presented by the candidate will be reviewed by the instructor and peers using a rubric.
3. The Teacher Work Sample will be reviewed by the instructor and peers using selected criteria.
4. Candidates' Electronic Portfolios will be presented and reviewed in the Capstone Seminar.

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

Core Course. 18 hours

EDUC 8010 3 hours

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

Specialization Courses (numbered 6000 & above). 9 hours

Themes to select from, in consultation with advisor:

Special Education

English as a Second Language (ESOL)

Reading

Technology

Content

Leadership

Any combination of the above.

Total Required for the Degree 27 semester hours

MASTER OF EDUCATION WITH A MAJOR IN READING EDUCATION

Selected Educational Outcomes

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

Outcome Assessments

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

Requirements for the M.Ed. Degree in Reading Education

College of Education Core 9 hours

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

Reading Education Core 18 hours

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

Guided Elective. 3 hours

Capstone Experience (Practicum Courses) 6 hours

- READ 7160* Diagnosing Reading Difficulties 3 hours
- READ 7170 Correcting Reading Difficulties 3 hours

Total Required for the Degree 36 semester hours

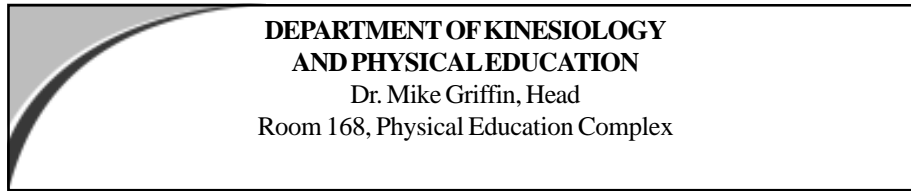
*These courses satisfy the requirements for the Georgia Reading Endorsement.

GEORGIA READING ENDORSEMENT

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

Reading Endorsement Core 8 hours

- READ 7100* Trends & Issues in the Teaching of Reading .. 2 hours
- READ 7130* Comprehension and Study Strategy Instr. 3 hours
- READ 7160* Diagnosing Reading Difficulties 3 hours



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

Goals

The master's degree program in health and physical education strives:

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

Program Description

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

Admission Requirements

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

Special Admission Requirements

Each applicant for this program must submit

1. a completed Department of Kinesiology and Physical Education *Application for Admission to the Master of Education Program*
2. a self-reported technology skills inventory
3. a letter of intent containing a brief description of the applicant's educational and experiential background, as well as a reflection on the reasons for selecting Valdosta State University and the future use of the degree

Regular status:

Applicants seeking a T-5 certification in Health and Physical Education must

1. have or be eligible for a regular teacher certificate from any state in either health education or physical education or the combination
2. document having completed, with a grade of "B" or higher, the following undergraduate professional core courses or their equivalent:
 - a. Introduction to Health/Physical Education
 - b. Kinesiology/Biomechanics
 - c. Pedagogy/Methods in Health/Physical Education
 - d. Curriculum in Health/Physical Education
 - e. Exercise Physiology

Admission and prerequisites will be determined on a case-by-case basis by the departmental Graduate Admissions Committee. Majors in the biological or behavioral sciences will be especially considered.

Probationary status:

To be considered for regular admission, students admitted on probationary status must (1) have completed 9 semester hours of graduate work with a GPA of 3.0 or higher and with no grade below "B" and (2) reapply with a letter to the Graduate Coordinator requesting a review of their records.

Irregular status:

Before a student's status may be changed to regular or probationary admission, the student must (1) satisfy all admission requirements for regular or probationary admission as set forth by the Graduate School, (2) submit a new Department of Kinesiology and Physical Education *Application for Admission to the Master of Education Program*, (3) meet all of the above requirements for regular or probationary admission.

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

Selected Educational Outcomes

Students seeking a Master of Education degree in Health and Physical Education will demonstrate:

1. a deep and broad understanding of scientific research findings applied to health and physical education in order to devise sound and developmentally appropriate instructional activities.
2. sound comprehensive professional practices that guide their teaching and also give purpose to the instructional program while meeting the diverse needs and developmental levels of their students.
3. a teaching environment that is safe, challenging, and enjoyable for the motivation of lifetime physical activity.
4. a wide range of reflective practices that stimulates creativity, personal and cognitive growth, and the enhancement of professionalism.
5. an understanding of the benefits of a physically active lifestyle and promoting daily activities that initiate and bolster lifelong perpetual physical activity.

Selected Outcome Assessments

To be awarded the Master of Education degree with a major in Health and Physical Education the candidates must:

1. demonstrate the application of research knowledge through satisfactory completion of written assignments, oral presentations, and projects.
2. effectively employ computer technology applications to meet course requirements, investigate professional practices and scientific research, and reflecting on current trends and topics within the teaching profession in order to develop purposeful written lesson planning and appropriate methods of instruction.
3. apply current research in the development of a personal professional philosophical plan for the improvement of healthy lifestyles and nurturing the development of lifelong activity enjoyment.
4. demonstrate through written and oral projects the use of innovative reflective practices that will challenge learners while teachers examine and reflect on student needs by introspective self-assessment.
5. develop and present an electronic portfolio that illustrates the benefits of a physically active lifestyle, the promotion of a wide range of safe daily activities, and the creativity needed to encourage students' to take responsibility for their own activity decisions.

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

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

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

**DEPARTMENT OF MIDDLE GRADES
AND SECONDARY EDUCATION**

Dr. Barbara Stanley, Acting 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 in Secondary Education.

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

A track of the Middle Grades Education and of the Secondary Education master's programs is available for individuals already having content degrees and who now desire teacher certification. The emphasis for this track is on the development of pedagogical, management, and curricular knowledge and skills needed to become effective teachers.

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

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

Selected Educational Outcomes

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

Outcome Assessments

1. Program graduates will demonstrate comprehensive understanding of the knowledge, research, reflective practices, and theories appropriate to middle grades and secondary education through exams, presentations, and portfolios using departmental criteria.
2. Program graduates demonstrate the ability to impact P-12 learning through a Teacher Work Sample and an electronic portfolio.
3. Program graduates will engage in focused inquiry through the electronic portfolio.

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

College of Education Core Courses	7 hours
LEAD 7210	1 hour
PSYC 7010 and RSCH 7100	6 hours
MSED Specialization Courses	11 hours
MSED 7000 and MSED 7010	6 hours
MSED 7650	2 hours
MSED 7800	3 hours
Content Courses	18 hours*
Primary Content Area	9 hours
Secondary Content Area	9 hours
*Primary and secondary content areas: appropriate graduate language arts, math, science, or social studies courses selected from College of Arts and Sciences and READ courses.	
Total Required for the Degree	36 semester hours

MASTER OF EDUCATION WITH A MAJOR IN SECONDARY EDUCATION

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

Professional Education Courses	10 hours
MSED 7010	3 hours
LEAD 7210	1 hour
PSYC 7010	3 hours
RSCH 7100	3 hours

Area of Concentration	26 hours
MSED 7000	3 hours
MSED 7650	2 hours
MSED 7800	3 hours
Content Courses	18 hours*
* Content areas: appropriate graduate language arts, math, science, or social studies courses selected from the College of Arts and Sciences and READ courses.	

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

**REQUIREMENTS FOR THE M.ED. WITH A MAJOR IN
SECONDARY EDUCATION SPANISH – TEACHING FIELD SPANISH**

Core Curriculum	7 hours
PSYC 7010 Learning and Assessment	3 hours
RSCH 7100 Research Methodology in Education	3 hours
LEAD 7210 Ethics and Law	1 hour

Area of Concentration	29 hours
Content Courses (Guided Electives in Spanish)	21 hours
FLED 7100 Professional Development Seminar I	2 hours
FLED 7500 Theory and Practice in Second Language Acquisition	2 hours
FLED 7600 Research and Design	2 hours
FLED 7800 Professional Development Seminar II	2 hours

This program also requires students to prepare and present a professional portfolio.

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

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

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

- a. complete all required certification content courses
- b. pass PRAXIS I (or exempt it) and PRAXIS II
- c. successfully complete group interview
- d. successfully write an on-site essay or present satisfactory score on the GRE Analytical Writing Test
- e. have a satisfactory work history review

- f. have a satisfactory criminal background check
- g. successfully complete specified school observations
- h. successfully complete an English proficiency performance
- i. demonstrate technology proficiency
- j. acquire liability insurance

ALTERNATIVE CERTIFICATION TRACK

Master’s Program -- Middle Grades or Secondary Education

College of Education Core Courses	7 hours
LEAD 7210	1 hour
PSYC 7010 and RSCH 7100	6 hours
MGED 2999 or SEED 2999	0 hours
MSED Specialization Courses	11 hours
MSED 7000, MSED 7010, MSED 7800	9 hours
MSED 7650	2 hours
Alternative Certification Courses	18 hours
MSED 7001, 7002, 7003, 7004, 7006	15 hours
MSED 7005	2 hours
MSED 7007	1 hour
Total Hours Required for the Degree	36 hours

Selected Educational Outcomes

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

- demonstrate comprehensive understanding of planning and preparation, classroom and school environment, instruction, and professional responsibilities
- demonstrate the competencies needed for recommendation for teacher certification

Outcome Assessments

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

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

Program graduates will be assessed using the College of Education Observation Instrument, a review of the academic growth of their students, and an evaluation of their unit and management plans.

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

Selected Educational Outcomes

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

Examples of Outcome Assessments

1. Program graduates' Professional Development Plans are evaluated using a departmentally developed rubric.
2. The program graduates' Action Research Project and presentation are evaluated using a departmentally developed rubric.
3. Program graduate candidates' electronic portfolios will be presented and reviewed in the Capstone Seminar.

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

Core Course **18 hours**
EDUC 8010 3 hours
EDUC 8020, 8030, 8040, 8050, 8880 15 hours

Specialization Courses (numbered 6000 & above) **9 hours**

Themes to select from, in consultation with advisor:

- Special Education
- Reading
- Technology
- Content
- Leadership
- English as a Second Language (ESOL)
- Any combination of the above.

Total Required for the Degree **27 semester hours**

ENDORSEMENT IN TEACHER SUPPORT SPECIALIST

This endorsement is intended for certified teachers who supervise student teachers, mentor interns or beginning teachers or guide practicum students to 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

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

Total Required for the Endorsement **6 semester hours**

Requirements for the Reading Endorsement

READ 7100, READ 7010, READ 7130 9 hours

Total Required for the Endorsement **9 semester hours**

The logo for the Department of Psychology and Counseling is a rectangular box with a black border. On the left side, there is a grey curved shape that resembles a quarter-circle or a stylized 'P'. The text is centered within the box.

DEPARTMENT OF PSYCHOLOGY AND COUNSELING

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

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

At the graduate level, the department offers the M.S. degree in Clinical/Counseling or Industrial/Organizational Psychology. Graduates are prepared to perform services in mental health settings, businesses, community colleges, government or industries, which require graduate training in psychology at the subdoctoral level.

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

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

Admission Requirements for the Master of Science Degrees

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

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

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

B. Probationary Admission

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

- 1) Minimum 3.0 undergraduate GPA and 800 combined Verbal and Quantitative GRE scores, with neither score below 400.
- OR
- 2) Minimum 2.5 undergraduate GPA and 1000 combined Verbal and Quantitative GRE scores, with neither score below 400.

Departmental Requirements in addition to University Admission Requirements

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

Retention Policy

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

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

MASTER OF SCIENCE WITH A MAJOR IN CLINICAL/COUNSELING PSYCHOLOGY

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

Selected Educational Outcomes

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

Outcome Assessments

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

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

Required Classes. 33 hours

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

Guided electives. 12 hours

Total hours required for the degree 45 semester hours

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

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

Selected Educational Outcomes

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

Outcome Assessments

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

Requirements for Master of Science Degree with a Major in Psychology

Required Courses. 34 hours

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

Guided Electives. 11 hours

Total hours required for the degree 45 semester hours

MASTER OF EDUCATION DEGREE WITH A MAJOR IN SCHOOL COUNSELING

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

Selected Educational Outcomes

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

Outcome Assessments

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

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

Core	9 hours
LEAD 7210 Ethics and Law	1 hour
SCHC 7800 Orientation to Counseling as a Profession	2 hours
RSCH 7100 Research Methodology in Ed	3 hours
PSYC 7020 Conditions of Learning	3 hours

Concentration	39 hours
PSYC 7030 Measurement and Evaluation	3 hours
*SCHC 7400 Counseling Theory/Practice	3 hours
*SCHC 7420 Counseling Children and Adolescents	3 hours
*SCHC 7450 Group Counseling	3 hours
*SCHC 7820 Career Counseling	3 hours
*SCHC 7900 Pre-Practicum	3 hours
PSYC 8250 Developmental Psychology	3 hours
*SCHC 7470 Counseling Culturally Diverse Populations	3 hours
SCHC 7820 Comprehensive School Counseling	3 hours

*Cross-listed with PSYC courses

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

Total Hours for Required for the Degree 48 semester hours

Competency Requirements

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

- Education: Special Education (SPEC 2000), Curriculum (CIED 7060), and
- Computers (ACED 2400)

**EDUCATION SPECIALIST DEGREE WITH A
MAJOR IN SCHOOL COUNSELING**

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

The Education Specialist Degree in School Counseling is designed to enhance and advance the knowledge and skills of school counselors beyond the Master’s level in the following areas: counseling, supervision, leadership, consultation, research, and mental

health care systems. The Ed.S. Program prepares those who are already certified as school counselors to become leaders and researchers in the educational environment and to gain the knowledge and skills needed to address mental health issues found in the school environment.

Admission Requirements

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

Selected Educational Outcomes

Program graduates will:

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

Outcome Assessments

1. Candidates will be assessed by performance in Ed.S. level courses.
2. Candidates will be assessed by a faculty member using a standard observation and evaluation form in the Ed.S. School Counseling Practicum.

- The process of developing the thesis and the results of the thesis will be evaluated by faculty using established criteria.

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

Core. 9 hours

- PSYC 5500 Statistical Methods in Psychology 3 hours
- RSCH 8000 Advanced Research Methodology 3 hours
- SCHC 8999* Thesis 3 hours

Required Advanced Counseling Courses. 18 hours

- SPEC 5140 Collaborative Roles in Education 3 hours
- PSYC 8200 Child Psychotherapy 3 hours
- SCHC 7120* Academic and Behavioral Assessment 3 hours
- SCHC 8150* Behavioral Health Care Systems 3 hours
- SCHC 8400* Special Topics in School Counseling 3 hours
- SCHC 8991* School Counseling Practicum I 3 hours

* Cross-listed with PSYC

Total Hours for Required for the Degree 27 semester hours

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN SCHOOL PSYCHOLOGY

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

Selected Educational Outcomes

Program graduates will

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

Outcome Assessments

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

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

Foundation Courses	8 hours
PSYC 7000	2 hours
PSYC 7020 or PSYC 8600	3 hours
PSYC 8250	3 hours
Assessment for Intervention	13 hours
PSYC 7100, PSYC 7110, and PSYC 7120	12 hours
PSYC 8140	1 hour
Clinical Practice: Transition and Behavior Change	18 hours
PSYC 7200, PSYC 8200, PSYC 7400	9 hours
PSYC 7420, PSYC 8150	6 hours
PSYC 8610 or SPEC 5100	3 hours
Research Methodology	9 hours
PSYC 5500, RSCH 8000, and PSYC 8999	9 hours
Curriculum and Programs	6 hours
SPEC 5120 (2 hours) and SPEC 5040 (1 hour)	3 hours
SPEC 5140 or PSYC 8020	3 hours
Practicum and Internship	9 hours
PSYC 7791-7795 (5 hours) or	
PSYC 7791-5 (3 hrs) and PSYC 7971-2 (2 hrs)	5 hours
PSYC 8891-8894	4 hours
Cultural and Legal Aspects	6 hours
SCHC 7470 and PSYC 8800	6 hours
Elective	3 hours
PSYC 5700 or PSYC 6100 or PSYC 7450 or	
PSYC 7820 or PSYC 8020 or READ 7160 or another	
appropriate graduate course with advisor approval	

Total Hours Required for the Degree 72 semester hours*

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



**DEPARTMENT OF SPECIAL EDUCATION AND
COMMUNICATION DISORDERS**
Dr. Karla Hull, Department Head
Special Education and Communication Disorders Building

The Department of Special Education and Communication Disorders is a multidisciplinary department with programs that lead to the Educational Specialist degree with a major in Special Education with options for concentration in General Special Education and Communication Disorders and the Master of Education (M.Ed.) degree with a major in Special Education or Communication Disorders.

The Education Specialist (Ed.S.) program in 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 master's 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 College of Education by expanding professionals' skills as well as encouraging them to engage in the pursuit of research and service.

Within the Special Education area, students have five options: mild disabilities, mental retardation, early childhood/special education, interrelated special education/early childhood, or deaf and hard-of-hearing. The degrees in these five 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

Graduates 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 Ed.S. Degree with a
Major in Special Education**

Core Courses	11 hours
RSCH 8000, SPEC 8050, SPEC 8030	9 hours
SPEC 8060	2 hours
Courses in the Concentration	16 hours
General Special Education (Option I)	
SPEC 8010, SPEC 8040	4 hours
SPEC 8020, PSYC 5500	6 hours
SPEC 8999 Thesis	6 hours
OR	
Communication Disorders (Option II)	
COMD 8010, COMD 8030	6 hours
COMD 8020 Seminar in Theory & Applied Intervention	4 hours
(completed in 4 one-hour seminars)	
COMD 8080 Thesis	6 hours
Total Hours Required for the Degree	27 semester hours

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

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.
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.
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. Graduates 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**

Requirements for candidates holding current teacher certification in any area of special education

Prerequisites:

- SPEC 2000, SPEC 3020, SPEC 3050 9 hours
- READ 3500, SPEC 4020, SPEC 4110 9 hours
- SPEC 4140 1 hour

College of Education Core Courses. 4 hours

- RSCH 7100 (3 hours) and LEAD 7210 (1 hour)

Major Area of Concentration. 32 hours

- SPEC 5030, SPEC 5140, READ 7010 9 hours
- SPEC 5120 2 hours
- COMD 5060, SPEC 5210, SPEC 7630, SPEC 5050 ... 12 hours
- Electives 9 hours

Total Hours Required for the Degree 36 semester hours

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

Requirements for candidates completing a VSU B.S.Ed. degree
with a major in Special Education–Mild Disabilities

College of Education Core Courses.	16 hours
RSCH 7100	3 hours
LEAD 7210	1 hour
SPEC 5010	10 hours
SPEC 5020	2 hours
Concentration for Mild Disabilities.	11 hours
SPEC 5030, SPEC 5050, SPEC 5140	9 hours
SPEC 5120	2 hours
Select one of the following options.	6 hours
SPEC 5350 and SPEC 5360	6 hours
SPEC 5450 and SPEC 5460 or SPEC 5100	6 hours
Electives.	3 hours
Total Hours Required for the Degree	36 semester hours

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

Requirements for candidates completing a VSU B.S.Ed. degree
with a major in Special Education–Mental Retardation

College of Education Core Courses.	16 hours
RSCH 7100	3 hours
LEAD 7210	1 hour
SPEC 5010	10 hours
SPEC 5020	2 hours
Major Area of Concentration.	17 hours
SPEC 5030, SPEC 5050	6 hours
SPEC 5100, SPEC 5140, SPEC 5190	9 hours
SPEC 5120	2 hours
Electives.	3 hours
Total Hours Required for the Degree	36 semester hours

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

Requirements for candidates completing a VSU B.S.Ed. degree
with a major in Special Education–Mild Disabilities or Mental Retardation

College of Education Core Courses	15 hours
RSCH 7100	3 hours
SPEC 5010	10 hours
SPEC 5020	2 hours
Area of Concentration	18 hours
COMD 5010, SPEC 5150, SPEC 5160, PSYC 7300	12 hours
SPEC 5140	3 hours
SEEC 5170	3 hours
Elective	3 hours
 Total Hours Required for the Degree	 36 semester hours

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

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

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

ENDORSEMENT FOR TALENTED AND GIFTED	
Required Courses	12 hours
SPEC 5610, SPEC 7610	6 hours
SPEC 6600, SPEC 6620	6 hours
 CERTIFICATION IN ORTHOPEDIC IMPAIRMENTS	
Required Courses	24 hours
SPEC 5190, SPEC 5260, SPEC 5270	9 hours
SPEC 5280, SPEC 7610, SPEC 7630	9 hours
SPEC 5050, COMD 5200	6 hours

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

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

College of Education Core Courses	16 hours
RSCH 7100	3 hours
LEAD 7210	1 hour
SPEC 5010	10 hours
SPEC 5020	2 hours
Concentration for Deaf & Hard of Hearing Education	20 hours
SPEC 5310, SPEC 5370, COMD 5090, SPEC 5140	12 hours
COMD 5450, SPEC 5120	4 hours
SPEC 5380	4 hours
Total Hours Required for the Degree	36 semester hours

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

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

College of Education Core	4 hours
RSCH 7100 or SPEC 5030	3 hours
LEAD 7210	1 hour
COMD 2999	0 hours
Major Curriculum	56 hours
COMD 5010, COMD 5030, COMD 5040	9 hours
COMD 5050	2 hours
COMD 5060, COMD 5080	6 hours
COMD 5090	3 hours
COMD 5100, COMD 5120, COMD 5130	9 hours
COMD 5140, COMD 5160	6 hours
COMD 5190	9 hours
COMD 5210	9 hours
COMD 5200 or COMD 5230 Thesis	3 hours
Total Hours Required for the Degree	60 semester hours

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