



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

Dr. Philip L. Gunter, Dean
227 Education Center

From its beginnings as a two-year women’s normal school to its current role as a regional university, Valdosta State University has taken an active part in the preparation of teachers for Georgia’s schools. As the role of the teacher has changed over these years, so have the educational programs offered by the James L. and Dorothy H. Dewar College of Education. Today’s programs focus on teachers’ use of evidence-based practices, aligned with standards from accrediting bodies, and assessment of the use of those practices on learners’ achievement. Standards describe what beginning teachers should know and be able to do upon completion of their studies. Most programs in the College of Education require extensive field experiences, in which pre-service teachers apply the content, methods, and skills learned in college course work and receive feedback from mentor teachers and college supervisors. Prior to graduation, all students must demonstrate competencies necessary for beginning teachers in their chosen field of study.

ACCREDITATION

The James L. and Dorothy H. Dewar College of Education maintains accreditation with the National Council for Accreditation of Teacher Education (NCATE), and each individual teacher education program is approved by the Georgia Professional Standards Commission (PSC). In addition, the Sports Medicine/Athletic Training Program is accredited by the Commission on the Accreditation of Athletic Training Education Programs (CAATE); the Communication Disorders program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAA/ASHA); and the graduate program in School Psychology is approved by the National Association of School Psychologists (NASP).

TEACHING DEGREE PROGRAMS IN THE COLLEGE OF EDUCATION

Major/Teaching Field	Level	Major/Teaching Field	Level
Art Education	P-12	Foreign Language Education:	P-12
Business Education	6-12	French, Spanish	
Early Childhood Education	P-5	Health & Physical Education	P-12
*Communication Disorders	P-12	Middle Grades Education	4-8
*Deaf Education	P-12	Music Education	P-12
*Early Childhood Special		Technical, Trade and	6-12
Education General Curriculum	P-5	Industrial Education	

*Denotes a 5-year program. The master’s degree is required for teacher certification.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Students must be admitted to Teacher Education in order to enroll in professional education course work. The requirements for admission into Teacher Education are:

1. have a major leading to teacher certification.
2. have earned at least 30 semester hours.
3. have achieved at least an overall 2.5 GPA for all majors except Communication Disorders, which requires a 3.0 GPA and Art Education, which requires a 2.75 GPA.
4. have passed both parts of the Regents' Testing Program (or exemption-SAT or ACT).
5. have passed GACE Basic Skills Assessment (or exemption-SAT, ACT, GRE, or CLAST). Exemption scores are available on the College of Education website.
6. successful completion of appropriate "2999" course.
7. have completed a criminal background check.
8. have professional liability insurance.

Each teacher education program has a "2999" course (ACED 2999, ARED 2999, CSD 2999, ECED 2999, FLED 2999, KSPE 2999, MGED 2999, MUE 2999, SEED 2999, and SPEC 2999). The title of this course is "Entry to the Education Profession." The "2999" course is required of all teacher education majors as well as certification students; the course is a prerequisite to the professional education course work in all teacher education programs. Students should enroll in the appropriate "2999" course the semester following the successful completion of 30 hours. Students should continue to enroll in the appropriate "2999" course each semester until an "S" grade is achieved.

CHECK-POINT COURSES & RETENTION IN PROFESSIONAL PROGRAMS

Education majors are required to earn minimum grades of "C" in all professional education courses, in all courses in Area F of the Core Curriculum, and in those courses required in the major. Student progress will be monitored through (a) GPA, (b) observations, (c) faculty and public school teachers' documented concerns, and (d) demonstration of appropriate dispositions. As a means of monitoring these retention requirements, each teacher education program has a check-point course. The status of students enrolled in these courses is monitored by the faculty members in the Dean's Office in the College of Education to ensure that all requirements for admission to teacher education have been maintained. Students who do not maintain these retention requirements will be prevented from continuing in professional education course work. The check-point courses for the teacher education programs are: Art Education, ARED 3010; Business Education, ACED 4400; Early Childhood, READ 3500; Foreign Language Education, FLED 4500; Middle Grades Education, MGED 3990; Music Education, MUSC 3650; Health and Physical Education, KSPE 4710; Special Education, READ 3500; Deaf Education and Early Childhood Special Education General Curriculum, CSD 3080 (Communication Disorders—undergraduate) and CSD 5120 (Communication Disorders—graduate).

The educational progress of all students is a major concern for the College of Education faculty. Students who achieve at high levels are awarded commendations by the department of their major and the Scholarship and Honors Committee of the College of Education. Students who experience difficulty may receive a concern form and a plan of action to correct the concern. The College of Education provides many opportunities for students to ensure a successful academic career.

APPEALS PROCEDURE

If extenuating circumstances have led to denial of admission to Teacher Education, denial of student teaching, or denial of continuation in professional education course work, students may appeal to the Undergraduate Policies Committee. This committee meets regularly throughout the semester. Meeting dates are posted on the College of Education website. Appeal forms are available in the COE Advising Center (EC 222) and on the College of Education website.

ADVISING CENTER

The Advising Center in the James L. and Dorothy H. Dewar College of Education was created specifically to help students who are new to Valdosta State University. The Center assists students in planning their program of study and provides a strong support system for addressing individual concerns. College faculty members with excellent advising skills are selected from each department to assist students in the Advising Center. Also, students who have been successful at VSU are recruited as peer advisors to provide additional assistance to students in their critical first years at the university.

PROMOTING DIVERSITY IN TEACHER EDUCATION

Diversity

The James L. and Dorothy H. Dewar 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 educator preparation unit has established comprehensive school partnerships with 14 area schools. These schools were recruited based on a number of factors, including opportunities they would provide to our candidates to work with diverse P-12 students and public school mentors.

Conceptual Framework

The 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.

“Positively Impacting Learning Through Evidence-Based Practices”

PROFESSIONAL FIELD EXPERIENCES

Valdosta State University's teacher preparation program places a strong emphasis upon professional field experiences in public school settings. Many of the major courses require that students be involved in field-based activities; these activities will be coordinated by the instructors responsible for the courses. With each of the field-based courses, students will be evaluated on their performances in the public school environment. Faculty members responsible for the courses will report any concerns to the student's advisor and discuss the concerns with the student and advisor. Repeated concerns or serious singular offenses in any field experiences will jeopardize the students' continuation in professional education course work.

Student Teaching

Student teaching is the culminating professional experience and is scheduled during the last term of university enrollment. The requirements to student teach are: (1) pass or exempt GACE Basic Skills Assessment, (2) overall GPA of at least 2.5 (3.0 for CSD and 2.75 for ARED), (3) completion of all coursework, (4) a grade of “C” or higher in all Area F courses and in major courses, (5) completion of criminal background check, and (6) liability insurance. Except for Special Education majors, students are not permitted to take any coursework concurrently with student teaching except the student teaching seminar. Applications for fall semester student teaching are due January 31 (of previous spring semester); applications for spring semester student teaching are due August 31 (of previous fall semester) Student teaching applications are available in the Dean's Office and in departmental offices. Student teaching is not offered in the summer. Students are not permitted to student teach in a school from which they graduated in the last seven years, where they have family members employed or enrolled, or in which they have worked as a paraprofessional, or in a system in which they have family members employed in the system office in an administrative capacity or on the board of education.

Student teachers are required to take the appropriate GACE Content Assessment (Praxis II exam for Communication Disorders majors) for their major by the completion of student teaching. Students do not have to pass the exams in order to complete student teaching successfully, but they do have to provide evidence that they have taken the

exams. Students who do not meet this requirement will receive an Incomplete (“I”) in student teaching for the semester and will not graduate.

A student who receives a grade of Unsatisfactory (“U”) for student teaching may apply for student teaching only one additional time. The student will be required to complete a prescribed program of remediation before being permitted to attempt student teaching a second time. Any student who receives a second grade of “U” for student teaching will be permanently dismissed from all teacher education programs in the College of Education and will not be recommended for teacher certification by Valdosta State University. Generally, student teachers will not be placed beyond a 60-mile radius of VSU. The College of Education reserves the right to refuse to place a student teacher at any particular school or within any particular school system. Every effort is made to place student teachers at one of their preferred schools or systems; however, the College of Education reserves the right to make all final decisions about student teacher placements.

GRADUATION AND TEACHER CERTIFICATION REQUIREMENTS

Health and Physical Education

The College of Education requires all majors seeking teacher certification to complete courses in health and physical education. This requirement is met by taking KSPE 2000 (Health and Wellness for Life), KSPE 2150 (First Aid-CPR), and two physical education activity courses.

Georgia Teacher Certification Testing Program

The Georgia Professional Standards Commission requires applicants seeking initial certification to demonstrate proficiency in their certification area by passing the tests appropriate to their program of study. These certification tests are the GACE Content Assessments (Praxis II Assessment for Communication Disorders majors), and registration applications are available on-line at the following website: <www.gace.nesinc.com>. For Praxis II, the website is <www.ets.org>. A passing score must be obtained on these tests before a student may be recommended to the Georgia Professional Standards Commission for a clear, renewable Georgia certificate. The GACE Basic Skills Assessment (or exemption) test is also required for certification, but it is met through the admission requirements for Teacher Education.

The certification tests are given periodically during the school year at a location near VSU and at other locations across the state. Students are encouraged to register for their respective tests during their last semester of coursework prior to student teaching. These tests may be repeated as needed to achieve the required passing score.

Certification Programs for Students with Degrees

Students who already have a degree and are coming to Valdosta State University to obtain a teaching certificate must meet admission to teacher education requirements. If the student qualifies for Teacher Education, he or she should complete a “certification evaluation” request, which may be obtained from the Dean’s Office. The completed form will be sent to the appropriate department where the student’s transcripts will be re-

viewed and a certification program developed. A certification evaluation fee of \$35 will be charged for the development of this individualized plan. Certification is conditional upon a student's being accepted into a certification-only program. Students must satisfy departmental standards for certification through whatever mechanisms are recommended by that department. However, a portion of the certification requirements, as determined by each department for individual students, must be completed at VSU. The College of Education reserves the right to refuse to recommend an individual for professional certification to the Georgia Professional Standards Commission who has not completed part of his or her coursework at VSU.

Other Degree Programs in the College of Education

Major	Department	Degrees
Administrative Services	Adult and Career Education	B.S.
Sports Medicine/Athletic Training	Kinesiology & Physical Education	B.S.
Exercise Physiology	Kinesiology & Physical Education	B.S.E.P.
Technical Studies	Adult and Career Education	B.A.S.
Psychology	Psychology and Counseling	B.A., B.S.

Undergraduate Course Designations within the College of Education

ACED	Adult and Career Education
ARED	Art Education
CSD	Communication Sciences and Disorders
ECED	Early Childhood Education
EDUC	Education, General
FLED	Foreign Language Education
KSPE	Exercise Physiology, Health & Physical Education, Sports Medicine/Athletic Training
MGED	Middle Grades Education
MSED	Middle Grades and Secondary Education
MUE	Music Education
PSYC	Psychology and Counseling
READ	Reading Education
SEEC	Special Education/Early Childhood
SEED	Secondary Education
SPEC	Special Education



DEPARTMENT OF ADULT AND CAREER EDUCATION

Dr. Reynaldo L. Martínez, Jr., Department Head
Room 215, Education Center

The Department of Adult and Career Education offers undergraduate programs of study at the associate's and bachelor's levels. The department offers an Associate of Applied Science program in cooperation with technical colleges. Please see “Joint Degree Program” section for details. These students may go on and earn the Bachelor of Applied Science with a major in technical studies. The department also offers the Bachelor of Science in Education degree with majors in business education; technical, trade and industrial education; and healthcare science technology education, with secondary and postsecondary options as well as a Bachelor of Science degree with a major in administrative services.

The undergraduate programs in the Department of Adult and Career Education are designed to give the student professional knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum. One goal of the department is to offer professional education programs that prepare teachers in the areas of business education; technical, trade and industrial education; healthcare science technology education; and adult and career education. A second goal of the department is to offer professional programs to prepare industry practitioners with degrees in technical studies and administrative services. A primary focus of all departmental programs is to serve students with relevant, practical coursework that encourages life-long learning and the utilization of technology. Additionally, the department seeks to prepare professionals through the development of the knowledge, dispositions, skills, and ethics necessary to function in a variety of work environments.

The department also offers an M. Ed. program with three options: business education and information technology, career and technical education, and workforce education and development. Additionally, the department offers the Ed.D. program in adult and career education. Full information is found in the current Graduate Catalog.

BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN BUSINESS EDUCATION

Selected Educational Outcomes

1. Students in initial teacher education programs know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Students in initial teacher education programs understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Students in initial teacher education programs are able to analyze educational research findings and incorporate new information into their practice.

4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

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

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

Core Areas A-E (See VSU Core Curriculum) **42 hours**

College of Education Health and

Physical Education Requirements. **6 hours**

KSPE 2000, KSPE 2150 4 hours

Two KSPE Fitness/Activity Courses 2 hours

Area F Requirements. **18 hours**

EDUC 2110, EDUC 2120, EDUC 2130 9 hours

ACCT 2101, ACED 1100, ECON 1500 9 hours

ACED 2999 0 hours

All courses in Area F must be completed with a grade of “C” or better.

Major Course Requirements. **60 hours**

ACED 2400 3 hours

ACED 2050, ACED 3000, ACED 4070, ACED 4160 12 hours

ACED 4050, ACED 3610, ACED 4400, ACED 4500 12 hours

ACCT 2102, BUSA 2106, MKTG 3050, SPEC 3000 12 hours

ACED 3100, ACED 3400, ACED 3700 9 hours

ACED 4790 10 hours

ACED 4800 2 hours

Total hours required for the degree **126 semester hours**

**B.S.ED. DEGREE WITH A MAJOR IN TECHNICAL, TRADE
AND INDUSTRIAL EDUCATION (SECONDARY OPTION)**

Selected Educational Outcomes

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

Examples of Outcome Assessments

1. Majors in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment.
2. Majors in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
3. Majors in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.
4. Majors in initial teacher education programs will demonstrate their ability to positively impact P-12 learning through an “Effects on Student Learning” rating scale completed by the intern teacher and the mentor teacher.

**Requirements for the B.S.Ed. Degree with a Major in
Technical, Trade and Industrial Education (Secondary Option)**

Core Areas A-E (See VSU Core Curriculum) **42 hours**

Area F Requirements. **18 hours**

EDUC 2110, EDUC 2120, EDUC 2130 9 hours

ACED 2900, ACED 2950, ACED 2960 9 hours

All courses in Area F must be completed with a grade of “C” or better.

College of Education Health and Physical Education Requirements.	6 hours
(Required in Secondary Option)	
KSPE 2000, KSPE 2150	4 hours
Two KSPE Fitness/Activity Courses	2 hours

Major Course Requirements.	60 hours
PSYC 3130, ACED 2400	6 hours
ACED 4410	6 hours
ACED 3600, ACED 4710, ACED 4670, ACED 4810	12 hours
ACED 3650, SPEC 3100, ACED 4560, ACED 3850	12 hours
ACED 3500, ACED 3510, ACED 3520	9 hours
ACED 4780	12 hours
Guided Electives	3 hours

Total hours required for the degree 126 semester hours

B.S.ED. DEGREE WITH A MAJOR IN TECHNICAL, TRADE AND INDUSTRIAL EDUCATION (POSTSECONDARY OPTION)

Selected Educational Outcomes

1. Program graduates will demonstrate an acceptable level of content knowledge.
2. Program graduates will demonstrate an acceptable level of teaching competency in their major areas by planning, delivering, and assessing appropriate instruction for adult learners.
3. Program graduates will demonstrate the ability to develop appropriate curriculum/training programs as needed in the work environment.

Examples of Outcome Assessments

1. Program graduates are required to meet minimum documented work experience requirements.
2. Program graduates will be assessed on their ability to plan, deliver, and assess instruction as part of the course requirements for ACED 4690 (Methods of Instruction in Technical, Trade and Industrial Education) for the adult learner.
3. Program graduates will be assessed on their ability to develop appropriate curriculum and training programs for the work environment as part of the course requirements for ACED 3860 (Program Development in Adult and Continuing Education).

**Requirements for the B.S.Ed. Degree with a Major in
Technical, Trade and Industrial Education (Postsecondary Option)**

Core Areas A-E (See VSU Core Curriculum)	42 hours
Area F Requirements.	18 hours
ACED 2050, ACED 2400	6 hours
ACED 2900, ACED 2950, ACED 2960	9 hours
Elective from Areas A-E	3 hours
Major Course Requirements.	60 hours
PSYC 3130, ACED 4690, ACED 4510	9 hours
ACED 3600, ACED 4670, ACED 4680, ACED 4810	12 hours
ACED 3650, ACED 4560, ACED 3850, ACED 3860	12 hours
ACED 3500, ACED 3510, ACED 3520	9 hours
ACED 4300, ACED 4310, ACED 4320, ACED 4600	12 hours
Guided Electives	6 hours
Total hours required for the degree	120 semester hours

**BACHELOR OF SCIENCE DEGREE WITH A
MAJOR IN ADMINISTRATIVE SERVICES**

Selected Educational Outcomes

1. Program graduates will demonstrate an acceptable level of competency in job skills.
2. Program graduates will demonstrate the ability to integrate into simulated activities such higher-level office administration skills as decision-making skills, communication skills, advanced keyboarding skills, advanced word processing skills, and problem-solving skills.
3. Program graduates will report an adequate level of perceived competence in a variety of computer-technology applications, such as desktop publishing, multimedia applications, word processing, spreadsheets, databases, and presentation software.

Examples of Outcome Assessments

1. Program graduates will be assessed on their practicum experience through direct observation on a rating scale by the college supervisor or the job-site supervisor. Students and job-site supervisors will complete a post-practicum survey designed to identify program strengths and weaknesses.
2. Program graduates will be assessed on their performance on simulated activities in ACED 4160 (Administrative Office Procedures).
3. Program graduates will respond to a question(s) relating to their perceptions about their preparation for using a variety of computer/technology applications.

**Requirements for the B.S. Degree with a
Major in Administrative Services**

Core Areas A-E (See VSU Core Curriculum). **42 hours**

Area F Requirements. **18 hours**

ACED 2400, ACED 1100, ACED 2050 9 hours

ECON 1500, ACCT 2101, BUSA 2106 9 hours

Major Course Requirements **60 hours**

ACCT 2102, ACED 3000, ACED 3400 9 hours

ACED 4050, ACED 4160, ACED 4300 9 hours

ACED 3610, ACED 3700, ACED 4070 9 hours

ACED 3100, MGNT 4000, MKTG 3050 9 hours

MGNT 3250, ACED 4810, PHIL 3150 9 hours

Choose one:

MGNT 3910, COMM 2300, MKTG 4680, or MGNT 4800 3 hours

Electives 12 hours

Total hours required for the degree **120 semester hours**

**BACHELOR OF APPLIED SCIENCE DEGREE WITH A
MAJOR IN TECHNICAL STUDIES**

The Bachelor of Applied Science (BAS) degree is designed for students who complete the cooperative Associate of Applied Science (AAS) degree with VSU and a Georgia technical college, a cooperative Associate of Applied Science (AAS) degree through another cooperative arrangement (college/technical college) within the state of Georgia, or an Associate of Applied Technology (AAT) degree from a Georgia technical college. Upon completion of the associate degree and admission into the BAS program, students will be granted 36 semester hours of credit by VSU, which will be counted toward the BAS degree requirements.

Selected Educational Outcomes

1. Program graduates will demonstrate an acceptable level of competency in job skills.
2. Program graduates will demonstrate career planning skills.
3. Program graduates will demonstrate knowledge of change management principles in the work environment.

Examples of Outcome Assessments

1. Program graduates will be assessed on their practicum experience through direct observation on a rating scale by the university supervisor and the job-site supervisor. Program graduates and job-site supervisors will complete a post-practicum survey designed to identify program strengths and weaknesses.

2. Program graduates will be assessed on their ability to develop a career plan directly related to their occupational area of specialization.
3. Program graduates will develop a plan for managing change in the work environment.

Requirements for the B. A. S. Degree with a Major in Technical Studies

Core Areas A-E (See VSU Core Curriculum) **42 hours**

Area F Requirements. **18 hours**

Completion of an approved technical college program that is one calendar year or longer in length.

Major Course Requirements. **33 hours**

ACED 2400, ACED 4550, ACED 4810 9 hours

ACED 4050, ACED 4820 6 hours

PSYC 3800 or MGNT 3250 3 hours

MKTG 3050, ACED 3400, ACED 3700 9 hours

ACED 4300, ACED 4310 6 hours

Guided Electives - Upper Division. **9 hours**

Supporting Courses **18 hours**

Completion of approved technical college program that is one calendar year or longer in length. Combined with Area F for a total of 36 hours credit for technical program.

Total hours required for the degree **120 semester hours**

**JOINT DEGREE PROGRAM WITH TECHNICAL COLLEGES
ASSOCIATE OF APPLIED SCIENCE - JOINT DEGREE**

An Associate of Applied Science degree program in selected programs is offered in cooperation with partnering regional technical colleges. Students enrolled in this program can earn the Associate of Applied Science degree upon successful completion of an approved program at one of the technical colleges and 24 semester hours from the Valdosta State University Core Curriculum. Of these 24 hours, 21 must be taken in residence at Valdosta State University.

Students may wish to complete all work at one institution first and then enroll at the other or to enroll concurrently at both institutions. However, all work at both institutions must be completed satisfactorily before VSU will award the Associate of Applied Science degree. Candidates for the A.A.S. degree are required to pass the Regents' Tests in reading and writing and to meet the State Legislative Requirement in history and political science. Further information, including a list of the approved technical college programs, may be obtained from the Department of Adult and Career Education.

Selected Educational Outcomes

1. Program graduates will demonstrate an acceptable level of technical competence in their major field.
2. Program graduates will demonstrate the ability to express themselves clearly and logically in writing, and they will demonstrate competence in reading.

Examples of Outcome Assessments

1. Program graduates are required to complete successfully an approved, technical program from one of the partnering technical institutes with which VSU has a joint A.A.S. degree agreement.
2. Program graduates are required to complete successfully both the reading and writing portions of the Regents' Exam.

University Requirements:

Area A	9 hours
ENGL 1101, ENGL 1102	6 hours
MATH 1101 or MATH 1111	3 hours
Area D	8 hours
Science Courses	8 hours
Area E	6 hours
HIST 2111 or HIST 2112	3 hours
POLS 1101	3 hours
Elective	1 hour
Total Semester Hours	24 hours

**ASSOCIATE OF APPLIED SCIENCE - DENTAL HYGIENE
(Joint Degree with Valdosta Technical College)**

An Associate of Applied Science degree program with a major in dental hygiene is offered in cooperation with Valdosta Technical College. Students enrolled in this program can earn the Associate of Applied Science degree upon successful completion of the dental hygiene clinical program at Valdosta Technical College and 44 semester hours from Valdosta State University. Transfer students must successfully complete at least 21 semester hours of credit at VSU. Except for science courses, there is no required sequence for the VSU courses, nor is there a minimum number of VSU courses required to be completed for entry into the dental hygiene clinical program at Valdosta Technical College. Enrollment in the Valdosta Technical College clinical program is limited; therefore, students who complete the VSU coursework are not guaranteed admission into the clinical program at Valdosta Technical College. Students are required to pass the Regents' Exam.

Selected Educational Outcomes

1. Program graduates will demonstrate an acceptable level of technical competence in their major field.
2. Program graduates will demonstrate the ability to express themselves clearly and logically in writing, and they will demonstrate competence in reading.

Examples of Outcome Assessments

1. Program graduates are required to complete successfully the clinical portion of their dental hygiene program at Valdosta Technical College and pass the national board examination for dental hygienists.
2. Program graduates are required to complete successfully both the reading and writing portions of the Regents' Exam.

University Requirements:

Area A	9 hours
ENGL 1101, ENGL 1102	6 hours
MATH 1101 or MATH 1111	3 hours
Area D	8 hours
CHEM 1151K, CHEM 1152K	8 hours
Area E	6 hours
POLS 1101	3 hours
HIST 2111 or HIST 2112	3 hours
Area F	21 hours
SOCI 1101, PSYC 2500, ACED 2050	9 hours
BIOL 2651, BIOL 2652, BIOL 2900	12 hours
Total Semester Hours	44 hours



**DEPARTMENT OF COMMUNICATION SCIENCES
AND DISORDERS**

Dr. Corine C. Myers-Jennings, Department Head
Room 113, Communication Disorders Building

The Department of Communication Sciences and Disorders provides a program that leads to a B.S.Ed. degree with a major in Communication Disorders. This program is designed to introduce students to the field of speech-language pathology and to allow them to develop knowledge specific to intervention for individuals with communication disorders. The B.S.Ed. degree is a pre-professional degree. Students must complete the M.Ed. degree in communication disorders in order to meet current standards required for certification by the American Speech-Language-Hearing Association (ASHA), certification for public school service personnel, and state licensure.

Selected Educational Outcomes

1. Program graduates will demonstrate an acceptable level of basic content knowledge (as identified by ASHA) in areas of speech and hearing sciences, anatomy and physiology, normal speech and language development, and atypical speech-language and hearing development.
2. Program graduates will demonstrate skill in planning informal and standardized assessment and in interpreting diagnostic results for the development of approved goals and outcomes.

Examples of Outcome Assessments

1. Successful completion of pre-professional content coursework required by ASHA.
2. Observation of a diagnostic administration of standardized tests and therapy sessions in the area of speech-language pathology in a laboratory experience.

**BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A
MAJOR IN COMMUNICATION DISORDERS**

Students admitted to the Communication Disorders program must have a 3.00 GPA.

Core Areas A-E (See VSU Core Curriculum)	42 hours
College of Education Health and Physical Education Requirements.	6 hours
KSPE 2000, KSPE 2150	4 hours
Two KSPE Fitness/Activity Courses	2 hours
Area F Requirements.	18 hours
EDUC 2110, EDUC 2120, EDUC 2130	9 hours
Language Arts (Selected from any 2000-level course)	3 hours
Math (Selected from any 1000- or 2000-level course)	3 hours
ACED 2400	3 hours
CSD 2999	0 hours
All Area F courses must be completed with a grade of “C” or higher.	
Professional Education.	60 hours
CSD 3010, CSD 3020, CSD 3040	9 hours
CSD 3060, CSD 3070, CSD 3080	9 hours
SPEC 4050, CSD 4020, CSD 4040	9 hours
CSD 4050	2 hours
CSD 4070, CSD 4120, CSD 4130	9 hours
CSD 4110	4 hours
CSD 4140, CSD 4151	6 hours
SPEC 3020, PSYC 3110	6 hours
Electives	6 hours
Total hours required for the degree	126 semester hours



**DEPARTMENT OF EARLY CHILDHOOD
AND SPECIAL EDUCATION**

Room 166, Education Center

The Department of Early Childhood and Special Education is a diverse department with a program that leads to a B.S.Ed. degree with initial certification and a major in early childhood education. The department also offers a pre-professional degree program in early childhood special education general curriculum. This pre-professional degree leads to a B.S.Ed. degree in special education. Students in this program continue their professional education by completing a master’s degree with initial certification in early childhood special education general curriculum, enabling them to teach in early childhood classrooms or special education classrooms serving P-5 students in the general curriculum.

The programs in the department are designed to prepare professional educators who manifest the knowledge, dispositions, and competencies deemed necessary to enhance young children’s overall intellectual, social, emotional, and personal growth and development. The design of the undergraduate professional program includes a variety of methods and content courses. These courses are supported by structured field experiences designed to provide opportunities to meld theory with practice in field-based interactions with young children.

**BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A
MAJOR IN EARLY CHILDHOOD EDUCATION**

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

Core Areas A-E (See VSU Core Curriculum) 42 hours

Area F Requirements. 18 hours

EDUC 2110, EDUC 2120, EDUC 2130 9 hours

ISCI 2001, ISCI 2002, MATH 2008 9 hours

ECED 2999 0 hours

All courses in Area F must be completed with a grade of “C” or better.

College of Education Health and Physical Education Requirements. 6 hours

KSPE 2000, KSPE 2150 4 hours

KSPE Fitness/Activity Courses 2 courses

Professional Program Requirements 63 hours

SPEC 3000 Serving Students with Diverse Needs 3 hours

Professional Semester 1 16 hours

MATH 3161 3 hours

PSYC 3120 3 hours

ECED 3000 3 hours

ECED 3400 3 hours

READ 3200 3 hours

ECED 3190 1 hour

Professional Semester 2 16 hours

SCI 3000 3 hours

MATH 3162 3 hours

KSPE 3330 3 hours

ECED 3300 3 hours

READ 3500 3 hours

ECED 3690 1 hour

Professional Semester 3 16 hours

MATH 4161 3 hours

READ 4100 3 hours

ECED 4300 3 hours

ECED 4400 3 hours

READ 4200 3 hours

ECED 4690 1 hour

Professional Semester 4 12 hours

ECED 4790 12 hours

Total hours required for the degree 129 semester hours

**BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN
SPECIAL EDUCATION – EARLY CHILDHOOD SPECIAL EDUCATION
GENERAL CURRICULUM**

Core Areas A-E (See VSU Core Curriculum) 42 hours

College of Education Health and Physical Education Requirements. 6 hours

KSPE 2000, KSPE 2150 4 hours

Two KSPE Fitness/Activity Courses 2 hours

Area F Requirements. 18 hours

EDUC 2110, EDUC 2120, EDUC 2130 9 hours

ISCI 2001, ISCI 2002 6 hours

MATH 2008 3 hours

SPEC 2999 0 hours

All courses in Area F must be completed with a grade of “C” or better.

Professional Education	63 hours
ECED 3000, PSYC 3120, READ 3200, SPEC 3020	12 hours
SPEC 3040, SEEC 3400, MATH 3161, READ 3500	12 hours
SEEC 3190, SEEC 3690	2 hours
SCI 3000, SEEC 3410, SPEC 3000	9 hours
SEEC 3300	2 hours
MATH 3162, READ 4200, SPEC 4020, SEEC 4180	12 hours
SEEC 4690, SEEC 4140	2 hours
ECED 4300, MATH 4161, READ 4100, SPEC 4110	12 hours

Total hours required for the degree 129 semester hours

Using a variety of techniques, faculty members in the Department of Early Childhood and Special Education assess the extent to which the program requirements address the desired outcomes. Examples of these assessments for the undergraduate program in early childhood education and in early childhood special education general curriculum include the following:

Selected Educational Outcomes

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

Examples of Outcome Assessments

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



**DEPARTMENT OF KINESIOLOGY
AND PHYSICAL EDUCATION**

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

The Department of Kinesiology and Physical Education offers programs that lead to a Bachelor of Science in Education degree with a major in health and physical education, a Bachelor of Science degree with a major in sports medicine/athletic training, a Bachelor of Science in Exercise Physiology degree, and a Master of Education degree in health and physical education.

Degree programs in the Department of Kinesiology and Physical Education prepare students for professional careers in health and physical education (teacher education), exercise physiology, and sports medicine/athletic training. The degree programs are designed to build concepts and skills appropriate for specific careers through a series of sequenced courses, field experiences, and internships. These concepts and skills include program planning, computer and other technology applications, social diversity and cultural pluralism, appreciation for individual differences, assessment, and professional ethics.

The Bachelor of Science in Education degree (B.S.Ed.) with a major in health and physical education prepares students to teach health and physical education from prekindergarten through 12th grade (P-12). Upon successful completion of the degree program and posting a passing score on the GACE Content Assessment in the area of health and physical education, students are eligible for the T-4 (clear renewable) teaching certificate from the State of Georgia. Both the undergraduate and graduate teacher education programs are approved by the Georgia Professional Standards Commission (PSC).

The Bachelor of Science in Exercise Physiology (B.S.E.P.) degree prepares students to work in a wide variety of settings, such as cardiopulmonary rehabilitation, corporate fitness/wellness, hospital health promotion and outpatient rehabilitation, human performance laboratories, and private practice. Students are involved in classroom, laboratory, clinical, and field experiences that include theoretical and hands-on activities in clinical and non-clinical settings that often include health appraisal and education, exercise testing and prescription, and administrative leadership skills. Graduates are prepared for and encouraged to seek certification through the American College of Sports Medicine (ACSM), the American Society of Exercise Physiologists (ASEP), and the National Strength and Conditioning Association (NSCA). The degree also provides a strong foundation for advanced or professional studies in exercise physiology, medicine, physical therapy, occupational therapy, and related areas. Students interested in further study in these areas are responsible for satisfying specific admission requirements in those programs.

The Bachelor of Science degree with a major in sports medicine/athletic training is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Successful completion of the degree program qualifies the student to sit for the Board of Certification (BOC) exam. An individual posting a passing score on the exam is recognized as a Certified Athletic Trainer by the National Athletic Trainers Association (NATA) and is eligible to apply for state licensure and work as an athletic trainer in clinical and school settings, professional sports, and colleges and universities. Students in the program receive training under the direct supervision of one of the institution's BOC-certified athletic trainers in the areas of injury prevention, pathology of illnesses and injuries, assessment and evaluation, care of acute injuries and illnesses, pharmacology, therapeutic exercise and modalities, psychosocial intervention and referral, health care administration, and professional responsibilities.

BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN HEALTH AND PHYSICAL EDUCATION

Selected Educational Outcomes

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

Examples of Outcome Assessments

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

**Requirements for the B.S. Ed. Degree with a Major
in Health and Physical Education**

Core Areas A-E (See VSU Core Curriculum) **42 hours**

Area F Requirements. **18 hours**

EDUC 2110, EDUC 2120, EDUC 2130 9 hours

BIOL 2651, BIOL 2652 8 hours

KSPE Physical Education Activity Course 1 hour

(Any physical education course requiring physical fitness
or lifetime physical activity participation and content
approved by any departmental academic advisor.)

KSPE 2999 0 hours

All courses in Area F must be completed with a grade of “C” or better.

College of Education Health and Physical Education Requirements. **6 hours**

KSPE 2010 and KSPE 2020 6 hours

Professional Program Requirements. **60 hours**

KSPE 3101, KSPE 3200, KSPE 3301, KSPE 3401 12 hours

KSPE 3411 4 hours

SPEC 3000, KSPE 3420, KSPE 3911 9 hours

KSPE 3450, KSPE 3460, KSPE 3700, KSPE 4710 12 hours

KSPE 2000, KSPE 3141, KSPE 4220 8 hours

PSYC 2700 3 hours

KSPE 4800 2 hours

KSPE 4790 10 hours

Total hours required for the degree **126 semester hours**

BACHELOR OF SCIENCE IN EXERCISE PHYSIOLOGY (B.S.E.P.) DEGREE

The Bachelor of Science in Exercise Physiology (B.S.E.P.) degree is based on the desired educational content and outcomes (knowledge, skills, and abilities) listed by the American College of Sports Medicine (ACSM), the American Society of Exercise Physiologists (ASEP), the National Association for Sport and Physical Education (NASPE), and the National Strength and Conditioning Association (NSCA).

Selected Educational Outcomes

Students who graduate with a B.S.E.P. degree will be able to demonstrate:

1. knowledge in basic functional anatomy, biomechanics, electrocardiography, and physiological responses to exercise
2. knowledge of nutrition and body composition as related to exercise performance and health maintenance
3. knowledge of electrocardiography, submaximal and maximal exercise testing procedures, and techniques related to health and fitness assessments

4. administrative and leadership skills for exercise programs in a variety of clinical and non-clinical settings
5. knowledge of assessment, evaluation, and education of various populations in clinical and non-clinical settings regarding physical activity and healthful lifestyles.

Examples of Outcome Assessments

Students who graduate with a B.S.E.P. degree will be able to:

1. develop, through written, oral, and practical examinations, a scientifically based and medically safe fitness assessment and exercise prescription
2. interpret successfully, through written, oral, and practical examinations, the results of health and fitness assessments and demonstrate proficiency in exercise and nutrition prescription for an individualized program for exercise performance and health maintenance
3. demonstrate applied competency in electrocardiography interpretation, submaximal and maximal exercise testing, which includes gas analysis, body composition analysis techniques, risk stratification utilizing health and fitness assessments, and various other tests to determine aerobic and anaerobic capacity.
4. successfully meet VSU guidelines for academic credit for participating in an internship program
5. sit for at least one certification examination as offered by the American College of Sports Medicine (ACSM), the American Society of Exercise Physiologists (ASEP), and the National Strength and Conditioning Association (NSCA).

Admission Requirements

Students may be admitted to the Bachelor of Science in Exercise Physiology degree program with

- a. completion of Areas A-F of the Core curriculum
- b. successful completion of the Regents' Testing Program
- c. a minimum cumulative grade point average of 2.50
- d. a minimum of "C" in all prerequisite courses within the BSEP program
- e. "Admission to the Major" form signed by the BSEP program coordinator

Retention Requirements

The student's grade point average in all Bachelor of Science in Exercise Physiology coursework at the 3000- and 4000-level must be at least 2.5 in order for the student to be allowed to enroll in either KSPE 4510 or KSPE 4550.

Requirements for the Bachelor of Science in Exercise Physiology degree

Core Areas A-E (see VSU Core Curriculum) **42 hours**

Exercise Physiology majors are required to take MATH 1101 or MATH 1111 in Area A. In Area D, Exercise Physiology majors may follow D.1, D.2., or D.2.b. However, they must choose at least one class in chemistry and at least one class in biology.

Area F Requirements	18 hours
ACED 2400	3 hours
BIOL 2651 and BIOL 2652	8 hours
MATH 2620	3 hours
Math or Science Elective	4 hours

College of Education Health and Physical Education Requirements	4 hours
KSPE 2000	2 hours
Two KSPE 1000-level Electives	2 hours

Professional Program R requirements	60 hours
KSPE 3010, KSPE 3011, KSPE 3050	9 hours
KSPE 3200, KSPE 3020, KSPE 3360	9 hours
KSPE 3410, KSPE 3420, KSPE 3430, KSPE 3650	12 hours
KSPE 4210, KSPE 4070, KSPE 4080, KSPE 4040,	12 hours
KSPE 4130, KSPE 4510	6 hours
KSPE 4550	12 hours

Total hours required for the degree **124 semester hours**

BACHELOR OF SCIENCE WITH A MAJOR IN SPORTS MEDICINE/ATHLETIC TRAINING

The Commission on the Accreditation of Athletic Training Education (CAATE) Programs, the National Athletic Trainers' Association (NATA), and the Joint Review Committee on Athletic Training Education Programs (JRC-AT) identify a number of specific educational outcomes necessary for accreditation and preparation of students to become athletic trainers.

Selected Educational Outcomes

The sports medicine/athletic training students will possess knowledge, skills, and values:

1. to identify injury and illness risk factors that may be encountered by athletes and others involved in physical activity and implement a risk management and prevention program
2. to assess the injuries and illnesses of athletes and others involved in physical activity and to determine proper care, referring the client to other health care providers when appropriate
3. to recognize, assess, and treat the acute injuries and illnesses of athletes and others involved in physical activity and to provide appropriate medical referral
4. to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of athletes and others involved in physical activity

5. to understand and recognize the nutritional aspects of athletics and physical activity and to refer, when appropriate

Various assessment techniques are used in the sports medicine/athletic training program to determine the progress of students and whether the curriculum is meeting the stated objectives and goals.

Examples of Outcome Assessments

The sports medicine/athletic training students must

1. demonstrate acceptable levels of skill in athletic training protocols such as taping, treatment modalities, injury assessment, and injury prevention. These skills are assessed by the student's clinical supervisor throughout their senior-level course work, as outlined by the National Athletic Trainers Association
2. through written and oral examinations, be able to recognize and evaluate injuries accurately and describe the necessary steps for immediate care
3. be able to describe and plan the rehabilitation and reconditioning of individuals with athletic injuries
4. have an exit interview with the program director to discuss their strengths, weaknesses, and overall ability to perform as an athletic trainer and health care administrator

Requirements for the B.S. degree with a Major in Sports Medicine/Athletic Training

Core Areas A-E (See VSU Core Curriculum). **42 hours**

***Area F Requirements**. **18 hours**

BIOL 2651, BIOL 2652 8 hours

ACED 2400, PSYC 2700 6 hours

KSPE 2151, KSPE 2050 4 hours

***All courses in Area F must be completed with a grade of "C" or better.**

College of Education Health and Physical Education Requirements. **4 hours**

KSPE 2000 2 hours

Two KSPE Fitness/Activity Courses 2 hours

Professional Program Requirements. **60 hours**

KSPE 3200, KSPE 3420, KSPE 3430 9 hours

KSPE 4300, KSPE 4350, KSPE 4360, KSPE 4400 12 hours

KSPE 3440, KSPE 3441, KSPE 4440, KSPE 4441 4 hours

KSPE 4250, KSPE 4450, KSPE 4490, KSPE 3020 12 hours

KSPE 4600, KSPE 4491, KSPE 4700 7 hours

KSPE 4430 12 hours

Electives 4 hours

Total hours required for the degree. **124 semester hours**

ADMISSION CRITERIA

Students may declare the Sports Medicine/Athletic Training major as enrolling freshmen and then formally apply to the program during the fall semester of their sophomore year. Admission to the program is limited by the number of available clinical positions. Applicants will be accepted each year according to the criteria listed below.

1. Overall grade point average
A student must have a 2.75 overall grade point average (includes transferred coursework) at the time of enrolling in KSPE 2050 Introduction to Sports Medicine/Athletic Training.
2. Course work
 - a. Forty-five semester hours completed
 - b. KSPE 2050 Introduction to Sports Medicine/Athletic Training, KSPE 2151 Advanced First Aid/CPR, BIOL 2651 Anatomy and Physiology with grades of “C” or better
 - c. Regents’ Examination passed
3. Directed Observation
 - a. 100 hours Directed Observation
 - b. Clinical skills proficiency
 - c. Demonstration of punctuality, professionalism, and responsibility
4. Successful Interview
5. Favorable Recommendations – three from non-familial sources

Disclaimer: Fulfillment of the eligibility requirements does not guarantee admission to the program.

RETENTION REQUIREMENTS

1. **Students must have:**
 - a. maintained an overall minimum GPA of 2.75. Students whose overall GPA falls below 2.75 will be placed on probation for one semester.
 - b. obtained student liability insurance.
 - c. obtained the Hepatitis B Vaccine inoculation.
 - d. completed a pre-participation physical.
 - e. attended OSHA training and abided by all OSHA regulations.
 - f. been able to meet the published technical standards of the program.
2. **Students will be dismissed for any of the following reasons:**
 - a. Overall GPA falling below 2.75 and inability to achieve this requirement after one semester of probation.
 - b. Unsatisfactory clinical evaluation.
 - c. Unsatisfactory year-end evaluation.
3. **Technical Standards**

The VSU Athletic Training Program has specific technical standards that must be mastered prior to graduation. The Standards can be found on the Athletic Training Education website: <<http://valdosta.edu/coe/kspe/sportsmedicine/index.shtml>>.

Students must be aware that a grade of “D” or “F” in a major course may result in a delay of graduation. The course may be offered only once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when it is offered the next time.