

## COLLEGE OF EDUCATION

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

### MISSION

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

## VISION

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

### Preparing Professionals Through Standards-Based Practice Conceptual Framework

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

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

1. Graduates are committed to students and their learning.
2. Graduates know the subjects they teach and how to teach those subjects to students.
3. Graduates are responsible for managing and monitoring student learning.
4. Graduates think systematically about their practice and learn from experience.
5. Graduates are members of learning communities.

## ACCREDITATION AND CERTIFICATION

The College of Education maintains accreditation with the National Council for Accreditation of Teacher Education (NCATE), and each of its individual teacher preparation programs is accredited by the Georgia Professional Standards Commission (PSC). Specific questions concerning teacher certification should be directed to the appropriate department. In addition, the Sports Medicine Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the Speech and Language Program is accredited by the American Speech-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 recognizes the need for taking proactive steps to enhance multicultural and global perspectives and promote diversity. In addition to supporting multicultural perspectives throughout educational programs, the College of Education actively seeks a diverse student and faculty population.

## ADVISING

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

## MASTER OF EDUCATION (M.Ed.) DEGREE PROGRAMS

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

### Department of 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 and Instructional Technology

M.Ed. Instructional Technology

(Library/Media Technology Option) (Technology Applications Option)

### Department of Early Childhood and Reading Education

M.Ed. Early Childhood Education

(P-3 Option) (Content Option)

M.Ed. Reading Education

### Department of Educational Leadership

M.Ed. Educational Leadership

### Department of Kinesiology and Physical Education

M.Ed. Health and Physical Education

### 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. Psychology Industrial/Organizational Psychology

### Department of Special Education and Communication Disorders

M.Ed. Communication Disorders

M.Ed. Special Education

Deaf and Hard-of-Hearing

Early Intervention

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 Adult and Career Education

Ed.S. Career Education  
(Business Education Option) (General Career Education Option)

Department of Curriculum and Instructional Technology

Ed.S. Instructional Technology

Department of Early Childhood and Reading Education

Ed.S. Early Childhood Education

Department of Educational Leadership

Ed.S. Educational Leadership  
(Building Option) (System Level Option)

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	=	Points	GPA	=	Points
412+	or 1050+	=	35 points	4.00	=	35 points
408-411	or 1000-1049	=	30 points	3.75-3.99	=	30 points
4404-407	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 and Instructional Technology  
Ed.D. Curriculum and Instruction
- Department of Educational Leadership  
Ed.D. Educational Leadership

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

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

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



1. The applicant must have completed a Master's degree at an accredited or approved institution. In addition, Educational Leadership majors must hold a leadership certificate.
2. The applicant must have completed three years or more of acceptable school or related agency experience.
3. The applicant must have at least a 3.5 grade-point average (on a 4.0 scale) for all graduate work attempted.
4. The applicant must submit GRE scores. 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 full-time 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 Music, College of the Arts

M.M.E.	with a major in music education
M.M.P.	with a major in music performance
M.A.E.	with a major in art education

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

M.Ed.	with a major in Spanish education
Endorsement	for English as a Second Language



## DEPARTMENT OF ADULT AND CAREER EDUCATION

Dr. Mary Willis, Acting Head,  
Room 215, Education Center

The Department of Adult and Career Education offers graduate programs of study at the master's, specialist, 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 specialist's level, the department offers the Education Specialist (Ed.S.) degree program with a major in Career Education, with options in Business Education and in General Career Education. 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 administration of career education and related fields. The program prepares students for working with adult learners and special needs students in career education fields at the secondary and postsecondary levels.

#### Selected Educational Outcomes

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

## Examples of Outcome Assessments

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

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

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN  
 CAREER EDUCATION  
 (GENERAL CAREER EDUCATION OPTION)

Selected Educational Outcomes

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

Examples of Outcome Assessments

1. Students will successfully develop written responses to a comprehensive examination that requires the application of information gained from a series of courses. Written responses will be graded by a team of faculty members.
2. Students will be assessed on their practicum experience through direct observation on a rating scale by the university supervisor. Students will be assessed on their ability to identify needed changes in their instruction, make these changes, and determine the effect these changes have on student performance.
3. Students will successfully conduct investigative research on one or more topics relevant to the school-to-work movement and report their findings with a grade of "B" or better.

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

College Core..... 3 hours  
 RSCH 8000 Advanced Research Methodology

Departmental Core..... 15 hours  
 ACED 8120, ACED 8310, LEAD 7400 ..... 9 hours  
 LEAD 8300, ACED 8995 ..... 6 hours

Area of Concentration..... 6 hours  
 Two of the following  
 ACED 8100, ACED 8250, ACED 8530 (3 hours each course)

Guided Elective ..... 3 hours

Total Hours Required for the Degree ..... 27 semester hours

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

Selected Educational Outcomes

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

Examples of Outcome Assessments

1. Students will successfully develop written responses to a comprehensive examination that requires the application of information gained from a series of courses. Written responses will be graded by a team of faculty members.
2. Students will be assessed on their practicum experience through direct observation on a rating scale by the college supervisor. Students will be assessed on their ability to identify needed changes in their instruction, make these changes, and determine the effect these changes have on student performance.
3. As part of the coursework in the area of concentration, students must develop a multimedia project. The project will be assessed by faculty relative to its appropriateness to the student's specific school setting.

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

College Core. .... 3 hours  
 RSCH 8000 Advanced Research Methodology

Departmental Core. .... 15 hours  
 ACED 8120, ACED 8310 ..... 6 hours  
 LEAD 7400, LEAD 8300, ACED 8995 ..... 9 hours

Area of Concentration. .... 6 hours  
 Two of the following:  
 ACED 8000, ACED 8350, ACED 8450

Guided Elective. .... 3 hours

Total Hours Required for the Degree ..... 27 semester hours

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

Selected Educational Outcomes

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

Examples of Outcome Assessments

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

Requirements for the M.Ed. Degree with a Major in  
Adult and 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. Students will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field.
2. Students will demonstrate an understanding of the knowledge and skills appropriate to the areas of research, learning, educational assessment, ethics, and law.
3. Students will demonstrate an understanding of traits and competencies required to supervise vocational programs successfully.

Examples of Outcome Assessments

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

Requirements for the M.Ed. Degree with a Major in Adult and  
 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
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Total Hours Required for the Degree .....	36 semester hours
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## MASTER OF EDUCATION WITH A MAJOR IN BUSINESS EDUCATION

### Selected Educational Outcomes

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

### Examples of Outcome Assessments

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


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

Core 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 VOCATIONAL EDUCATION

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

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



DEPARTMENT OF CURRICULUM AND  
INSTRUCTIONAL TECHNOLOGY  
Dr. Catherine Price, Head  
Room 136, Education Center

The mission of the Department of Curriculum and Instructional Technology is to develop practitioners who are knowledgeable and skilled in improving instructional systems in educational institutions and other organizations. To accomplish its mission, the Department offers three graduate programs: the Ed.D. degree with a major in curriculum and instruction, and the M.Ed. and Ed.S. degrees with a major in instructional technology.

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

The Instructional Technology master's degree program accepts qualified graduates from all disciplines and has two options: Library Media Technology and Technology Applications. The Library Media Technology program prepares students to be school media specialists and qualifies the graduate for Georgia 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 Ed. S. program 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. The program accepts qualified graduate students from all disciplines. It is expected that applicants will have at least three years of related work experience.

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

## DOCTOR OF EDUCATION WITH A MAJOR IN CURRICULUM AND INSTRUCTION

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

### Selected Educational Outcomes

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

### Examples of Outcome Assessments

1. Students demonstrate skills in initiating, managing, and evaluating the change process through documentation of various components of their curriculum innovation projects. Skills are assessed through project documentation and observation by a faculty team.
2. Students demonstrate skills in designing, developing, and evaluating curricula with specified considerations in their curriculum innovation projects which address identified needs in their workplace. Skills are assessed through project documentation and observation by a faculty team.
3. Students' research skills are assessed through the comprehensive exam and the dissertation which are both rated by a faculty committee.
4. Students 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. Students will demonstrate commitment to professional development and improvement of performance.
2. Students will access, analyze, interpret, synthesize, and communicate information and ideas.
3. Students will employ and model effective use of instructional technology in diverse settings.
4. Students will work efficiently, effectively, and cooperatively as leaders and members of teams and groups.

### Examples of Outcome Assessments

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

Exceptional Child 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. ....	12 hours
ITED 7201, ITED 7202, CIED 7060 .....	9 hours
Guided Elective .....	3 hours
Internship ITED 7299. ....	3 hours
Total Required for the Degree .....	33 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

## Requirements for the M.Ed Degree--Teaching for Learning in Schools Option

### Admission Criteria

1. Undergraduate degree from accredited college or university.
2. GPA of at least 2.5 on all previous undergraduate work attempted.
3. GRE score of not less than 800 on verbal and quantitative (minimum of 400 on verbal) combined and 3.0 on analytical writing.
4. Employment as a classroom teacher.

Professional Education .....	7 hours
CIED 7020 Teaching, Learning & Student Achievement .....	3 hours
ITED 7070 Decision-Oriented Research & Evaluation .....	3 hours
LEAD 7210 Ethics & Laws .....	1 hour
Core. ....	15 hours
CIED 7030 Classroom Curriculum Design .....	3 hours
ITED 7080 Technology & Learning Standards .....	3 hours
SPEC 7610 Assessment of Children .....	3 hours
SPEC 7630 Management & Instruction in Classroom .....	3 hours
MSED Teaching Strategies & Assessments .....	3 hours
Area of Specialization. ....	12 hours
Content (Language Arts, Math, Science, Social Studies)	
Reading (READ 7100, 7010, 7130)	
ESOL (ENGL 6000, ENGL 6000, FLED 6800)	
Gifted (SPEC 5610, 7610, 6600, 6620)	
Pre-school/Special Ed (SPEC 5150, SPEC 5170, COMD 5010)	
Capstone. ....	3 hours
CIED 7099 Classroom Research into Action .....	3 hours
Total Required for the Degree .....	37 semester hours

## EDUCATION SPECIALIST DEGREE WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY

### Selected Educational Outcomes

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

### Examples of Outcome Assessments

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

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

Professional Education. ....	3 hours
ITED 8100	
Instructional Technology Core. ....	9 hours
ITED 8300, ITED 8400, ITED 8500	
Research. ....	9 hours
ITED 8960 .....	3 hours
ITED 8970 and ITED 8999 .....	6 hours
Guided Electives .....	6 hours
 Total Required for the Degree .....	 27 semester hours

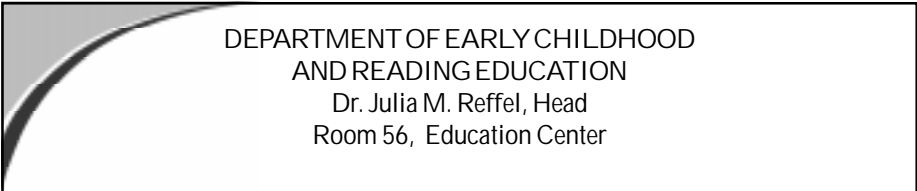
## ENDORSEMENT IN DIRECTOR OF MEDIA CENTER PROGRAMS

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

## Requirements for the Endorsement in Director of Media Center Programs

ITED 8500 or LEAD 7100 .....	3 hours
MSED 7410 or LEAD 7700 .....	3 hours
CIED 7060 or LEAD 7200 .....	3 hours
 Total Required for the Endorsement .....	 9 semester hours





DEPARTMENT OF EARLY CHILDHOOD  
AND READING EDUCATION  
Dr. Julia M. Reffel, Head  
Room 56, Education Center

## Degrees

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

## Description

These nationally accredited degree programs are designed to build upon the professional base of knowledge developed from the undergraduate curriculum. Candidates are expected to refine this base, developing abilities to deal with more of the intricate aspects of the teaching experience. The Education Specialist degree programs emphasize the development of change agents who can assume a leadership role in the fields of early childhood and reading education.

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

### Selected Educational Outcomes

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

## Outcome Assessments

1. Graduates will develop written responses to questions for comprehensive examinations that require the application of information gained from a series of courses. Written responses will be graded by teams of faculty members. Successful completion of the comprehensive examinations is required.
2. Graduates will successfully complete the College of Education master's-level core curriculum with a grade of "B" or above.
3. Graduates will develop portfolios which includes examples of teaching plans and documentation of appropriate learning environments. Portfolios will be assessed by teams of faculty members.
4. Graduates will submit evidence of assessment plans and results in summative portfolios which will be assessed by teams of faculty members.

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

College of Education Core Courses . . . . .	10 hours
LEAD 7210 Ethics and Law . . . . .	1 hour
ECED 7330 Issues and Trends in Early Childhood Educ . . . . .	3 hours
PSYC 7010 Learning and Assessment . . . . .	3 hours
RSCH 7100 Research Methodology in Education . . . . .	3 hours
Early Childhood Education Core . . . . .	9 hours
ACED 7600 Applied Computer Technology . . . . .	3 hours
ECED 7210 Assessment in Early Childhood Education . . . . .	3 hours
ECED 7320 Early Childhood Curriculum . . . . .	3 hours
Academic Concentration—Grades P-3 Emphasis. . . . .	17 hours
ECED 7220 Early Childhood Environments . . . . .	3 hours
ECED 7430 Integrating Math, Science, and Technology . . . . .	3 hours
ECED 7410 Social Sciences in Early Childhood Educ . . . . .	3 hours
ECED 7420 Child, Family, and Society . . . . .	2 hours
READ 7040 Emergent Literacy . . . . .	3 hours
Electives/Specialization . . . . .	3 hours

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

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

MASTER OF EDUCATION WITH A MAJOR IN  
EARLY CHILDHOOD EDUCATION, (CONTENT OPTION)

Selected Educational Outcomes

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

Outcome Assessments

1. Graduates will develop written responses to questions that require the application of information gained from a series of courses. Written responses will be graded by teams of faculty members. Successful completion of the comprehensive examination is required.
2. Graduates will successfully complete the College of Education master's-level core curriculum with a grade of "B" or above.
3. Graduates will develop portfolios that document successful use of content knowledge and research skills. Portfolios will contain evidence of planned learning experiences that employ the use of technology and that promote problem-solving and critical thinking skills. Portfolios will be assessed by teams of faculty members.
4. Graduates will submit portfolios that include documentation of informal and formal assessment procedures and instruments used to measure pupils' knowledge of content. Portfolios will be assessed by teams of faculty members.

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

College of Education Core Courses. ....	10 hours
LEAD 7210 Ethics and Law .....	1 hour
ECED 7330 Issues and Trends in Early Childhood Educ .....	3 hours
PSYC 7010 Learning and Assessment .....	3 hours
RSCH 7100 Research Methodology in Education .....	3 hours
Early Childhood Education Core. ....	9 hours
ACED 7600 Applied Computer Technology .....	3 hours
ECED 7210 Assessment in Early Childhood Education .....	3 hours
ECED 7320 Early Childhood Curriculum .....	3 hours

Academic Concentration. .... 12 hours

One course in each of the following content areas:

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

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

Electives/Specialization. .... 5 hours

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

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

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

### Selected Educational Outcomes

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

Outcome Assessments

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



## DEPARTMENT OF EDUCATIONAL LEADERSHIP

Room 67, Education Building

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

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

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

#### Selected Educational Outcomes

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

## Examples of Outcome Assessments

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

### 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 7700, ITED 7000 . . . . .	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. Students will demonstrate knowledge of sound business practices in the management of higher education organizations.
2. Students will establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories.
3. Students will describe the processes of educational leadership and their relationship to educational programs in higher education.
4. Students will interact effectively with internal and external publics.

#### Outcome Assessments

1. Students will develop a written budget in response to criteria provided. This budget will be evaluated on criteria developed by the professor.
2. Students will prepare a professional portfolio as evidence of their mastery of course content and ability to apply course content to real-world settings. The professor will evaluate the portfolio.
3. Students will write a narrative as part of their professional portfolio, in which they establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories. The narrative will be graded by the professor.



- Students will successfully complete the requirements for their internships (LEAD 7921 and LEAD 7922). The internship coordinator will determine successful completion

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

Core Courses. ....	9 hours
PSYC 7860, RSCH 7100 .....	6 hours
ACED 7400 or ITED 7500 .....	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

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

Examples of Outcome Assessments

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

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

Core. ....	3 hours
RSCH 8000 Advanced Research Methodology	
Academic Concentration . ....	12 hours
LEAD 8200 and LEAD 8300 .....	6 hours
LEAD 8400 and ITED 7402 .....	6 hours

Major Specialization Electives (Select two) .....	6 hours
LEAD 8610, LEAD 8650, LEAD 8660, LEAD 8670, LEAD 8680, RSCH 8730, LEAD 8850	
Capstone Experiences. ....	6 hours
LEAD 8901 and LEAD 8999 .....	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 in other fields

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, ITED 7402 .....	9 hours
Area C: Capstone Experiences. ....	9 hours
LEAD 7900, LEAD 8901, LEAD 8999 .....	9 hours
Total hours required for the degree .....	39 semester hours

## DOCTOR OF EDUCATION WITH A CONCENTRATION IN SCHOOL LEADERSHIP

The Educational Leadership major seeks to develop effective, ethical, and diverse educational leaders whose goal is to maximize all students’ achievement. Skill applications serve as the connection between the knowledge and inquiry skills developed in the core curriculum and research courses and the increasingly complex world of 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. These outcomes are accomplished in a doctoral dissertation.

## Examples of Outcome Assessments

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

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


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

## 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 7700 and LEAD 7200 .....	6 hours



DEPARTMENT OF KINESIOLOGY  
AND PHYSICAL EDUCATION  
Dr. Hemming Atterbom  
Room 168, Physical Education Complex

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

To perform their mission, the faculty members in the master's degree program in health and physical education strive to

1. enhance professional skills of master teachers in health and physical education
2. advance the discovery and disseminations of knowledge that relates to the science of human movement, physical activity, and the teaching/learning process
3. 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 and qualify for the Georgia T-5 (professional) teaching certificate. The program comprises 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 to respond efficiently and quickly to the changing needs of today's schools. With the goal of educating superior teachers, the program offers opportunities for integrated study and practice. The up-to-date program employs profession-specific technologies to prepare the graduates to apply today's knowledge in tomorrow's practice. The goal is to encourage agents of change for the physical education programs of the region, with the ultimate aim 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 requirement of the Graduate School and those 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 (T-5 TEACHER CERTIFICATION)

### Selected Educational Outcomes

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

1. be committed to students and their learning
2. know the health and physical education and how to teach those subjects to students
3. be able to manage and monitor students learning
4. think systematically about their teaching
5. be members to learning communities
6. demonstrate proficiency in the use of profession-specific software and technology

### Outcome Assessments


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

1. at the start of the program, articulate their professional goals and delineate professional development opportunities within the context of physical education as a career choice.
2. in order to demonstrate content, professional practice, and research, successfully develop written responses to comprehensive examinations conducted during the instructional periods. The examinations require critical thinking inquiry skills, and application of content knowledge.
3. successfully demonstrate skills in critical thinking, communication, and inquiry through scenario participation, completion of oral presentations and written projects, as well as the ongoing development of the professional portfolio.
4. at the end of the program and within the framework of the capstone course, reflect on the pre-program goal choices and document the professional development during the program.
5. successfully complete, present, and defend a comprehensive electronic portfolio of all graduate work.
6. pass practical tests on assessment technology.

Requirements for the Master of Education Degree with a  
Major in Health and Physical Education (T-5 Teacher Certification)

Professional Education Core.....	10 hours
RSCH 7100 Research Methodology in Education .....	3 hours
PSYC 7010 Learning and Assessment .....	3 hours
LEAD 7210 Ethics and Law .....	1 hour
KSPE 7200 Contemporary Issues in Health and P.E. ....	3 hours
Health and Physical Education Concentration.....	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. Adele Ducharme, Head  
Room 87, Education Building

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

The department offers Middle Grades programs with teaching fields for grades 4-8, with two concentrations selected from language arts, mathematics, science or social studies. The department also offers Secondary Education programs with teaching fields for grades 7-12 in English, mathematics, biology, chemistry, physics, earth and space science, history, or political science. The programs promote professional development through a variety of experiences, including reflection/self-evaluation. Emphasis in the M.Ed. program is on refinement of instructional skills and the student's development as a master teacher.

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



## Outcome Assessments

1. Professors will assess students' 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. Departmental faculty, as a culminating activity, will assess students' abilities to demonstrate a sense of efficacy and cultivate genuine understanding of central ideas and processes through curriculum, instruction, and assessment via lesson plans, videos, evaluations, etc. in the professional development and instructional sections of the teaching portfolio .
3. Departmental faculty, using a rubric, will assess the students' ability to 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.....	11-12 hours
MSED 7000 and MSED 7010 .....	6 hours
MSED 7650 .....	2 or 3 hours
MSED 7800 .....	3 hours

Content Courses .....	18 hours
Primary Content Area .....	9 hours
Secondary Content Area.....	9 hours

\*Primary and secondary content areas: language arts, math, science, or social studies courses selected from appropriate graduate College of Arts and Sciences and READ courses.

Total Required for the Degree ..... 36-37 semester hours

\*Content courses for middle grades education equate to subject courses needed to complete one of the following concentration areas: language arts, science, mathematics, social studies, or reading.

**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

College of Education Core Courses .....	7 hours
LEAD 7210 .....	1 hour
PSYCH 7010 and RSCH 7100 .....	6 hours
MGED 2999 .....	0 hours
MSED Specialization Courses .....	11 or 12 hours
MSED 7000, MSED 7010, MSED 7800 .....	9 hours
MSED 7650 .....	2 or 3 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 .....	36-37 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 a 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

To the Outcome Assessments listed for the Master of Education with a major in Middle Grades Education or a major in Secondary Education, two others are added:

- Departmental faculty, using a variety of instruments such as the Accomplished Teacher Rubric, will assess the candidates' abilities to demonstrate their competence in planning and preparation, establishing a positive classroom environment, instruction, and professional responsibilities via observations, their students' academic growth, school administrators' evaluations, and other class products.
- Successful candidates will be recommended for teacher certification

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

#### Selected Educational Outcomes

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

#### Examples of Outcome Assessments

1. Professional Development Plans will be used to select the candidate's 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 each 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. Candidate's 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:	
Exceptional Learners (TIPS)	
Reading	
Technology	
Content	
Leadership	
Any combination of the above.	
Total Required for the Degree .....	27 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 . ....	26-27 hours
MSED 7000 .....	3 hours
MSED 7650 .....	2 or 3 hours
MSED 7800 .....	3 hours
Content Courses .....	18 hours
Content areas: English, math, science, or social studies courses selected from appropriate graduate College of Arts and Sciences and READ courses.	
Total Required for the Degree .....	36-37 semester hours

\*Content courses for secondary education equate to subject courses needed to complete one of the following secondary majors: political science, history, broad field social sciences, chemistry, biology, physics, earth and space, broad field science, mathematics, or English.

ALTERNATIVE CERTIFICATION TRACK  
 Master's Program -- Secondary Education

College of Education Core Courses .....	10 hours
LEAD 7210 .....	1 hour
PSYCH 7010, RSCH 7100, MSED 7010 .....	9 hours
SEED 2999 .....	0 hours
Area of Concentration .....	8 or 9 hours
MSED 7000, MSED 7010, MSED 7800 .....	9 hours
MSED 7650 .....	2 or 3 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 .....	36-37 hours

ENDORSEMENT IN TEACHER SUPPORT SPECIALIST

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

Requirements for the Endorsement in Teacher Support Specialist

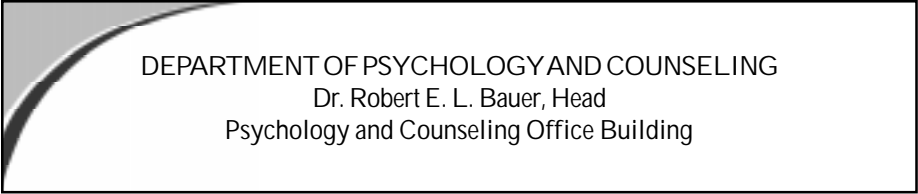
MSED 7410 Techniques for Instructional Support .....	3 hours
MSED 7420 Internship in Instructional Support .....	3 hours

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

Requirements for the Reading Endorsement

READ 7100, READ 7010, READ 7130 .....	9 hours
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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 of a circle. 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 students specifically for employment in the public school setting. Students in these programs are required to satisfy all Georgia Professional Standards Commission requirements for certification as a component part of the degree programs. These programs are approved by the Georgia Professional Standards Commission and the College of Education is accredited by the National Council For Accreditation of Teacher Education (NCATE). The Ed.S. 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 candidate 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 student 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 candidate 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 student's interest in this program and plans post-degree. This written statement must demonstrate articulation, writing skill, and goals consistent with the outcomes of the degree program.

#### B. Probationary Admission

The student 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: A student 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.

#### MASTER OF SCIENCE WITH A MAJOR IN CLINICAL/COUNSELING PSYCHOLOGY

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

### Selected Educational Outcomes

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

### Outcome Assessments

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

### 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 Theories of Learning or PSYC 8610 Behavior Modification .....	3 hours
PSYC 8800 Legal and Ethical Issues in Psychology .....	3 hours
Guided electives. ....	12 hours
Total 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. Students are prepared for positions in the public and private sectors, or to seek more advanced training.

### Selected Educational Outcomes

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

### Outcome Assessments

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

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

### Outcome Assessments

1. Students will successfully develop written responses to Comprehensive Examination questions that require the application of the knowledge gained from a series of courses. The written responses will be graded by a committee of faculty.
2. Students will be assessed by successfully passing the PRAXIS II Examination.
3. Students will be assessed by a faculty member using a standard observation and evaluation form in the M.Ed. School Counseling Internship.

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

Core. ....	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. Students 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 students beyond the Master's level in the following areas: Counseling, Supervision, Leadership, Consultation, Research, and mental health care systems. The Ed.S. Program prepares students, 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. A student 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. A student must have one year experience working as a certified school counselor in a school setting. The one year of experience may not include practicum(s) and internship(s).
3. A student will not be admitted with a grade point average of less than 3.0 on all previous graduate work attempted.
4. A student will not be admitted with a Graduate Record Examination (GRE) score of less than 850 (verbal portion plus either quantitative or analytical portion). The score on the verbal section 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.

- 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

Candidates will:

- demonstrate and model appropriate counseling and supervision skills and strategies in the supervision relationship.
- demonstrate a systematic conceptualization of the major roles and responsibilities of counselor supervision.
- 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.
- 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.
- demonstrate a disposition appropriate for a leader in the school environment.
- follow appropriate professional and ethical guidelines.

### Outcome Assessments

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

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

### Selected Educational Outcomes

1. Students 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.
2. Students will design individual and group treatment strategies that are developmentally appropriate for children and youth.
3. Students will demonstrate interpersonal communication that evidences basic understanding and sensitivity to diversity (e.g., various disabilities, socio-cultural and economic backgrounds, and levels of motivation).
4. Students will demonstrate self-motivation, constantly seeking to improve the products they have produced in the service provided to others.
5. Students will present an electronic professional portfolio during the final semester of their internship.

### Outcome Assessments

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

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

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 of 45 hours serves as a platform for the Ed.S. of 27 hours. Total hours for the program add up to 72 hours.



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 a program that leads to the Educational Specialist degree with a major in Special Education with options for concentration in General Special Education and Communication Disorders and the Master of Education (M.Ed.) degree with a major in Special Education or Communication Disorders.

The Education Specialist (Ed.S.) program in the Special Education was developed for practicing special educators and speech/language pathologists who wish to upgrade their professional skills, primarily focusing on those who wish to pursue leadership positions. Information and skills acquired and developed at the undergraduate and 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

Students 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. Students will design and implement interventions for students and clients with various disabilities and disorders. Interventions will be directly or indirectly (videotaped) observed by qualified university personnel and public and private organization professionals.

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

College of Education Core Courses. ....	16 hours
RSCH 7100 .....	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–Mild Disabilities

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–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 .....	8 hours
SPEC 5120 .....	3 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

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 .....	2 hours
SPEC 5170 .....	4 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

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

Requirements for the M. 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

### ENDORSEMENT FOR DIRECTOR OF SPECIAL EDUCATION

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

Required Courses. ....	14 hours
LEAD 7100 .....	2 hours
LEAD 7400, LEAD 8660, SPEC 8030 .....	9 hours
LEAD 7640 or LEAD 8650 .....	3 hours

### ENDORSEMENT FOR TALENTED AND GIFTED

Required Courses. ....	12 hours
SPEC 5610, SPEC 7610 .....	6 hours
SPEC 6600, SPEC 6620 .....	6 hours

### ENDORSEMENT FOR PRE-SCHOOL

Required Courses. ....	9 hours
COMD 5010, SPEC 5170, SPEC 5150 .....	9 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