



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

Dr. Karla M. Hull, Dean  
Room 2041, Education Center

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Dr. Reynaldo Martínez, Head, Department of Adult and Career Education  
Dr. Corine Myers-Jennings, Head, Department of Communication Sciences  
and Disorders  
Dr. Don Leech, Head, Department of Curriculum, Leadership, and Technology  
Dr. Shirley Andrews, Head, Department of Early Childhood and Special Education  
Dr. Mike Griffin, Head, Department of Kinesiology and Physical Education  
Dr. Barbara Stanley, Head, Department of Middle, Secondary, Reading,  
and Deaf Education  
Dr. Robert E. L. Bauer, Head, Department of Psychology and Counseling

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

**MISSION**

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

## **VISION**

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

“Positively Impacting Learning Through Evidence-Based Practices”

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

## **ACCREDITATION AND CERTIFICATION**

The Dewar College of Education maintains accreditation with the National Council for Accreditation of Teacher Education, and all of its individual educator preparation programs are approved by the Georgia Professional Standards Commission. Specific questions concerning teacher certification should be directed to the appropriate department. The master’s program in communication disorders is nationally accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association and the master’s program in school counseling is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs

The College of Education also houses graduate programs that are nationally recognized by specialized professional associations:

- Instructional Technology-Technology Applications and Instructional Technology [Ed.S.] (Association for Educational Communications and Technology),
- Instructional Technology-Library Media (Association for Educational Communications and Technology and American Library Association/American Association of School Librarians)
- Reading Education (International Reading Association),
- School Psychology (National Association of School Psychologists),
- Special Education/Deaf Education (Council for Exceptional Children).

The Athletic Training Education Program is accredited by the Commission on the Accreditation of Athletic Training Education, and the master's degree program in Communication Disorders is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

### **DIVERSITY**

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

### **ADVISING**

For initial guidance, new graduate students in the Dewar 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 Dewar College of Education and to assume full responsibility for the regulations concerning their programs of study. In addition, students are expected to attend all classes regularly and abide by the student code of conduct published in the Valdosta State University Student Handbook.

### **GRADUATE DEGREE PROGRAMS**

The James L. and Dorothy H. Dewar College of Education offers three levels of graduate degree programs: the master's degree (Master of Education, Master of Arts in Teaching, Master of Science [with a major in psychology]); the Education Specialist degree; and the Doctor of Education degree. Course descriptions and programs of study leading to these degrees are listed by department.

## MASTER'S DEGREE PROGRAMS

The master of education degree programs are designed to enhance and extend the knowledge and skills of students beyond the undergraduate level. The core courses at the master's level develop the students' ability to use and apply research skills, become familiar with current issues and trends in their fields, and review material related to legal issues and ethics. The Master of Arts in Teaching degree programs are designed to prepare individuals who have completed content requirements for initial teacher certification. These programs provide students with the pedagogical and professional knowledge, skills, and dispositions to be effective educators. The Master of Science with a major in psychology program prepares students to apply psychological theories, principles, and methods, developed in coursework and practicum and internship experiences, to the mental health professions (Clinical-Counseling Psychology) or the workplace (Industrial-Organizational Psychology). The degree programs offered are as follows:

### **Department of Adult and Career Education**

M.Ed. .... Adult and Career Education

### **Department of Communication Sciences and Disorders**

M.Ed. .... Communication Disorders

### **Department of Curriculum, Leadership, and Technology**

M.Ed. .... Educational Leadership

M.Ed. .... Instructional Technology

### **Department of Early Childhood and Special Education**

M.A.T. .... Special Education Adapted Curriculum

M.A.T. .... Special Education General Curriculum

M.Ed. .... Early Childhood Education

M.Ed. .... Interrelated Special Education /Early  
Childhood General Curriculum

### **Department of Kinesiology and Physical Education**

M.Ed. .... Health and Physical Education

### **Department of Middle, Secondary, Reading, and Deaf Education**

M.Ed. .... Middle Grades Education

M.Ed. .... Secondary Education

M.Ed. .... Reading Education

M.Ed. .... Accomplished Teaching

M.Ed. .... Deaf and Hard-of-Hearing

M.A.T. .... Special Education–Deaf and Hard-of-Hearing

M.A.T. .... Middle Grades Education

M.A.T. .... Secondary Education

### **Department of Psychology and Counseling**

M.Ed. .... School Counseling

M.S. .... Psychology

## **EDUCATION SPECIALIST (Ed.S.) DEGREE PROGRAMS**

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

### **Department of Curriculum, Leadership, and Technology**

Ed.S. .... Performance-Based Educational Leadership

Ed.S. .... Instructional Technology

### **Department of Kinesiology and Physical Education**

Ed.S. .... Coaching Pedagogy

### **Department of Middle, Secondary, Reading, and Deaf Education**

Ed.S. .... Teaching and Learning

### **Department of Psychology and Counseling**

Ed.S. .... School Counseling

Ed.S. .... School Psychology

## **DOCTOR OF EDUCATION (Ed.D.) DEGREE PROGRAM**

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

### **Department of Adult and Career Education**

Ed.D. .... Adult and Career Education

### **Department of Curriculum, Leadership, and Technology**

Ed.D. .... Leadership

Ed.D. .... Curriculum and Instruction

## GRADUATE ADMISSIONS

Go to the Graduate School Website

<http://www.valdosta.edu/gradschool/programs.shtml>

and click on the specific graduate program of interest for information on:

- Specific Program Admission Requirements
- Program Retention, Dismissal and Readmission Policies
- Program Graduation Requirements
- To Apply for admission to all programs in the Dewar College of Education (except the Georgia ONmyLINE programs listed below) go to  
<https://www.applyweb.com/apply/vsug/menu.html>

Additionally, the Dewar College of Education provides several fully online programs through the Georgia ONmyLINE (GOML) family of programs. These programs include

- Master of Arts for Teachers (M.A.T.) in Special Education-General Curriculum
- Master of Arts for Teachers (M.A.T.) in Special Education-Adapted Curriculum
- Master of Education (M.Ed.) in Accomplished Teaching
- Master of Education (M.Ed.) in Middle Grades Math/Science
- Education Specialist (Ed.S.) in Teaching & Learning: Exemplary Teaching
- Gifted Endorsement
- Online Teaching Endorsement
- Certificate in Online Teaching

The GOML programs provide opportunities for graduate education in an online learning environment providing flexibility for working professionals. The tuition cost for these programs is a flat e-tuition rate of \$350 per credit hour. The programs consider applications each semester. For more information and application forms for GOML programs go to

[http://www.valdosta.edu/distance/GOML/goml\\_programs.shtml](http://www.valdosta.edu/distance/GOML/goml_programs.shtml)

## DISSERTATION CREDIT GUIDELINES

Doctoral candidates will be required to register for a minimum of 2 semester hours of dissertation credit for each **fall and spring** semester in which written materials are to be submitted for feedback from their chairs and committees. Candidates who are not actively engaged with their chairs or committees would continue to register for a minimum of 1 hour credit for fall and spring.

Registration for **summer** is dependent upon candidates' active engagement with their chairs or committees. Candidates will be required to register for a minimum of 2 semester hours of dissertation credit during the summer if written materials are to be submitted for feedback from their chairs or committees.

## **GRADUATE ADMISSION APPEALS PROCESS**

Any applicant who is denied admission to a graduate program in the Dewar College of Education has the right to appeal the decision. There are three levels of appeal: (1) the departmental level, (2) the college level, and (3) the Graduate School Level. The Graduate School will not hear an appeal by an applicant unless that applicant has exhausted the appellate procedures in the Department and College and has been unable to reach a satisfactory resolution of the problem.

The first step in the appeal process is to download the appeal form:  
<http://www.valdosta.edu/gradschool/documents/AdmissionDenialAppealFormJan09.pdf>

The applicant must fill out the top portion of the form and provide an explanation for his/her appeal. Next the applicant must contact the Department Head for her or his program and set up a meeting to discuss the appeal. An applicant who is denied admission by the Department may appeal to the Dewar College of Education Advanced Preparation Policies Committee (M.Ed., M.S., and Ed.S. programs) or the Dewar College of Education Initial Preparation Policies Committee (M.A.T. programs). The Committees are comprised of representatives from each of the departments within the Dewar College of Education. One of the primary functions of these committees is to hear appeals of applicants who have been denied admission to a Dewar College of Education graduate program. The Advanced Preparation Policies Committee meets once a semester; the Initial Preparation Policies Committee meets monthly. Applicants who wish to appeal to the Dewar College of Education Advanced Preparation Policies Committee (M.Ed. M.S., and Ed.S. programs) or the Dewar College of Education Initial Preparation Policies Committee (MAT programs) should follow the steps outlined:

### **Appeal Procedures**

1. The applicant must have been rejected by the departmental appeals committee (based on any departmental criteria).
2. If the appeal is based on an applicant's low scores on the GRE or MAT, the applicant must report scores from at least two attempts to post acceptable scores. The scores must be stated on the appeal form.
3. The applicant must submit the appeal form, with signatures from the Department chair.
4. The applicant must submit three letters of recommendation for graduate study. One letter should come from the applicant's immediate supervisor, and at least one other letter should come from a former instructor who can attest to the applicant's academic ability. The letters should be submitted with the appeal form.
5. The applicant must write a letter to the Dewar College of Education Advanced Preparation Policies Committee (M.Ed, M.S., and Ed.S. programs) or the Dewar College of Education Initial Preparation Policies Committee (M.A.T. programs) 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 Dewar College of Education at least one week before the scheduled meeting of the Advanced Preparation Policies Committee (M.Ed., M.S., and Ed.S. programs) or the Initial Preparation Policies Committee (M.A.T. programs).
7. All applicants who wish to appeal have the right to appear before the Advanced Preparation Policies Committee (M.Ed., M.S. and Ed.S. programs) or the Initial Preparation Policies Committee (M.A.T. programs) and state their cases in person. Applicants must contact the Chairperson of the Advanced Preparation Policies Committee (M.Ed., M.S., and Ed.S. programs) or the Initial Preparation Policies Committee (M.A.T. programs) to make an appointment with the committee if they wish to appear in person.
8. The decision of the committee concerning each applicants appeal will be communicated to the Dean of the Dewar College of Education who will communicate the decision to the Dean of the Graduate School.

Applicants who have been denied admission through the appeals process at the departmental and College level may submit the appeals form to the Dean of the Graduate School. Once the appeals form, signed by the Department Head and the Chair of the COE Advanced Preparation Policies Committee (M.Ed., M.S., and Ed.S. programs) or the Initial Preparation Policies Committee (M.A.T. programs) has been received by the Dean of the Graduate School, the Dean will contact the applicant to make an appointment. The Dean of the Graduate School will notify each applicant, in writing, of the final decision of the Graduate School.

#### **ADDITIONAL EDUCATION DEGREES**

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

##### **Department of Music, College of the Arts**

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

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

M.Ed. with a major in Spanish



**DEPARTMENT OF ADULT AND  
CAREER EDUCATION**

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

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

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

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

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

**Selected Educational Outcomes**

1. Candidates 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. Candidates will demonstrate the ability to contribute to the body of knowledge in their field by writing and submitting a manuscript for publication.
3. Candidates 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, candidates will be required to write a manuscript in their field for publication. The manuscript will be reviewed by a faculty member before it is submitted to a professional publication.
3. Candidates will successfully develop written responses to a comprehensive examination that requires the application of information gained from a series of courses. Written responses will be evaluated by a team of faculty members.

Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadlines:** This program considers applications for Fall and Spring terms:

**Fall Deadline:** April 1  
**Spring Deadline:** October 1

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

and click on ACED Ed.D. Program for information on:

- Specific ACED Ed.D. Program Admission Requirements
- ACED Ed.D. Program Retention, Dismissal and Readmission Policies
- ACED Ed.D. Program Graduation Requirements

**To Apply Online:** **<https://www.applyweb.com/apply/vsug/menu.html>**

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

**Area A – Interdisciplinary Studies. .... 9 hours**

Choose three from the following:

ACED 9400, CIED 9100, LEAD 9030, EDUC 9000

**Area B – Educational Inquiry. .... 15 hours**

RSCH 9800, RSCH 9820, RSCH 9840 ..... 9 hours

RSCH 9830, RSCH 9850, or RSCH 9860 ..... 3 hours

RSCH 9870 Dissertation Topic Conceptualization ..... 3 hours

<b>Area C –Adult and Career Education</b> .....	<b>21 hours</b>
ACED Core .....	9 hours
ACED 9410, ACED 9420, ACED 9430	
Interdisciplinary .....	12 hours
An advisor will be assigned to each student, based on the area of specialization. The advisor and the student will jointly complete an approved program of study to be followed.	
<b>Dissertation – ACED 9999</b> .....	<b>9 hours</b>
<b>Total Hours Required for the Degree</b> .....	<b>54 semester hours</b>

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

Candidates Select One of Three Program Options:

- (1) Workforce Education and Development Option
- (2) Career and Technical Education Option
- (3) Business Education and Information Technology Option

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

**Selected Educational Outcomes**

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

**Examples of Outcome Assessments**

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

**MASTER OF EDUCATION WITH A MAJOR IN ADULT AND  
CAREER EDUCATION–CAREER AND TECHNICAL EDUCATION OPTION**

**MASTER OF EDUCATION WITH A MAJOR IN  
ADULT AND CAREER EDUCATION–BUSINESS EDUCATION AND INFOR-  
MATION TECHNOLOGY OPTION**

**Selected Educational Outcomes**

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

**Examples of Outcome Assessments**

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



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

<b>Dewar College of Education Core Courses</b> .....	<b>6 hours</b>
RSCH 7100 .....	3 hours
PSYC 7010 or PSYC 7040 .....	3 hours
<b>Degree Core Courses</b> .....	<b>15 hours</b>
ACED 7510, ACED 7530, ACED 7620, ACED 7640, and ACED 7990,	
<b>Career and Technical Education Area of Concentration</b> .....	<b>15 hours</b>
EDUC 5999, ACED 7020, .....	6 hours
ACED 7410 or ACED 7680 .....	3 hours
ACED 7430 or ACED 7030 .....	3 hours
ACED 7500 .....	3 hours
<b>Total Hours Required for the Degree</b> .....	<b>36 semester hours</b>

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

<b>College of Education Core Courses</b> .....	<b>6 hours</b>
RSCH 7100 .....	3 hours
PSYC 7010 or PSYC 7040 .....	3 hours
<b>Degree Core Courses</b> .....	<b>15 hours</b>
ACED 7640, ACED 7620, ACED 7990, ACED 7530, and ACED 7510	
<b>Area of Concentration</b> .....	<b>15 hours</b>
ACED 7220, ACED 7230, ACED 7420, ACED 7810, and ACED 7820	
<b>Total Hours Required for the Degree</b> .....	<b>36 semester hours</b>



**DEPARTMENT OF COMMUNICATION  
SCIENCES AND DISORDERS**

Dr. Corine C. Myers-Jennings, Department Head  
Room 109, Communication Disorders Building

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

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

**Selected Educational Outcomes**

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

**Examples of Outcome Assessments**

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





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

Dr. Don Leech, Head

Room 202, Communication Disorders Building

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

The Curriculum and Instruction major (Ed. D.) provides interrelated courses and guided experiences to develop student understanding of effective instructional systems and application of theoretical foundations in curriculum and instruction. Course work requires doctoral candidates to research, design, develop, implement, evaluate, and disseminate innovative educational practices in a variety of learning environments.

The Leadership major (Ed. D.) seeks to develop doctoral candidates who are effective, ethical, and diverse leaders seeking to maximize achievement in schools and other organizations. 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 or organizational improvement.

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

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

The instructional technology program is offered at the master's and specialist levels. The Master of Education (M.Ed.) degree program accepts qualified graduates from all disciplines and has two options: library media technology and technology applica-

tions. The library media technology program prepares candidates to be school media specialists and qualifies the graduate for S-5 certification. The technology applications program prepares candidates to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools.

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

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

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

#### **Selected Educational Outcomes**

1. Doctoral candidates will demonstrate inquiry skills in quantitative, qualitative, and mixed research methodologies.
2. Doctoral candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field by completing a comprehensive examination.
3. Doctoral candidates 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.

#### **Examples of Outcome Assessments**

1. Doctoral candidates will successfully complete course work in quantitative, qualitative, and mixed research methodologies.
2. Doctoral candidates will successfully develop written responses to a comprehensive examination. Written responses will be evaluated by a team of faculty members.
3. Doctoral candidates will be evaluated by a faculty committee on the development and defense of their dissertation.

Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadline:                      Fall Deadline: March 15**

The Ed.D. program in Curriculum and Instruction considers applications for Fall term only.

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

and click on Ed.D. Curriculum and Instruction Program for information on:

- Specific Ed.D. Curriculum and Instruction Program Admission Requirements
- Ed.D. Curriculum and Instruction Program Retention, Dismissal and Readmission Policies
- Ed.D. Curriculum and Instruction Program Graduation Requirements

To Apply Online: **<https://www.applyweb.com/apply/vsug/menu.html>**

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

**Area A: Disciplinary Studies. .... 9 hours**

Choose three from the following:

ACED 9400, CIED 9100, LEAD 9030, EDUC 9000

**Area B: Educational Inquiry. .... 15 hours**

RSCH 9800, RSCH 9820, RSCH 9840 ..... 9 hours  
RSCH 9830, RSCH 9850, or RSCH 9860 ..... 3 hours  
RSCH 9870 ..... 3 hours

**Area C: Major and Interdisciplinary Courses ..... 21 hours**

Curriculum and Instruction Core ..... 6 hours  
CIED 9400 and CIED 9500

Interdisciplinary ..... 15 hours  
An advisor will be assigned to each student, based on the area of specialization. The advisor and the student will jointly complete an approved program of study to be followed.

**Area D: Research and Dissertation. .... 9 hours**

CIED 9999 ..... 9 hours

**Total Hours Required for the Degree ..... 54 semester hours**

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

The Leadership Major seeks to develop effective, ethical, and diverse leaders whose goal is to maximize achievement in schools and other organizations. The program provides skill applications that provide the connection between the knowledge and inquiry skills developed in the core curriculum and research courses and school or organizational improvement.

### **Selected Educational Outcomes**

1. Doctoral candidates will demonstrate inquiry skills in quantitative, qualitative, and mixed research methodologies.
2. Doctoral candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field by completing a comprehensive examination.
3. Program graduates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, writing a comprehensive dissertation and presenting the results of their study.

### **Examples of Outcome Assessments**

1. Doctoral candidates will successfully complete course work in quantitative, qualitative, and mixed research methodologies.
2. Doctoral candidates will successfully develop written responses to a comprehensive examination. Written responses will be evaluated by a team of faculty members.
3. Program graduates will be evaluated by a faculty committee on the development and defense of their dissertation.

Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadline:**

**Fall Deadline: March 15**

The Ed.D. program in Leadership considers applications for Fall term only.

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

and click on Ed.D. Leadership Program for information on:

- Specific Ed.D. Leadership Program Admission Requirements
- Ed.D. Leadership Program Retention, Dismissal and Readmission Policies
- Ed.D. Leadership Program Graduation Requirements

**To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>**

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

**Area A: Disciplinary Studies. .... 9 hours**

Choose three from the following:

ACED 9400, CIED 9100, LEAD 9030, EDUC 9000

**Area B: Educational Inquiry. .... 15 hours**

RSCH 9800, RSCH 9820, RSCH 9840 ..... 9 hours

RSCH 9830, RSCH 9850, or RSCH 9860 ..... 3 hours

RSCH 9870 ..... 3 hours

**Area C: Major and Interdisciplinary Courses. .... 21 hours**

Leadership Core ..... 9 hours

LEAD 9010, LEAD 9020, LEAD 9040

Interdisciplinary ..... 12 hours

An advisor will be assigned to each student,  
based on the area of specialization. The  
advisor and the student will jointly complete  
an approved program of study to be followed.

**Area D: Research and Dissertation. .... 9 hours**

LEAD 9999 ..... 9 hours

**Total Hours Required for the Degree ..... 54 semester hours**

**MASTER OF EDUCATION WITH A MAJOR IN EDUCATIONAL LEADERSHIP  
PUBLIC SCHOOL LEADERSHIP OPTION AND  
HIGHER EDUCATION LEADERSHIP OPTION**

The Educational leadership M.Ed. degree allows candidates to obtain an advanced degree in the field of educational leadership.. There are two active options:

- The Public School Leadership (P-12) Option prepares candidates to be school administrators and teacher leaders. Candidates become eligible for Georgia NL-5 certification by completing the master’s program and by obtaining a passing score on both parts of the GACE Educational Leadership Content Assessment.

- The Higher Education Leadership Option prepares candidates to be administrators in institutions of higher education.

**M.Ed. Degree-Public School Leadership (P-12) Option Program**

**Selected Educational Outcomes**

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

### Examples of Outcome Assessments

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

Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadlines:**  
Fall Deadline: July 15  
Spring Deadline: November 15  
Summer Deadline: April 15

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

and click on Public School Leadership Option, M.Ed. Educational Leadership Program for information on:

- Specific Public School Leadership Option M.Ed. Educational Leadership Program Admission Requirements
- Public School Leadership Option M.Ed. Educational Leadership Program Retention, Dismissal and Readmission Policies
- Public School Leadership Option, M.Ed. Ed Leadership Program

To Apply Online: **<https://www.applyweb.com/apply/vsug/menu.html>**

### Requirements for the M.Ed. Degree-- Public School Leadership (P-12) Option

**Area A Leadership. .... 9 hours**  
LEAD 7020, LEAD 7310, RSCH 7100

**Area B Curriculum and Instruction. .... 12 hours**  
LEAD 7110, LEAD 7120, LEAD 7130 ..... 9 hours  
CIED 7060 ..... 3 hours

**Area C Management. .... 9 hours**  
LEAD 7230, LEAD 7420, LEAD 7220

**Area D Field-based Activities ..... 6 hours**  
LEAD 7920, LEAD 7930

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



Go to the Graduate School Website

<http://www.valdosta.edu/gradschool/programs.shtml>

and click on Higher Education Leadership Option, M.Ed. Educational Leadership Program for information on:

- Specific Higher Education Leadership Option, M.Ed. Educational Leadership Program Admission Requirements
- Higher Education Leadership Option, M.Ed. Educational Leadership Program Retention, Dismissal and Readmission Policies
- Higher Education Leadership Option, M.Ed. Educational Leadership Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

### **Requirements for the M.Ed. Degree – Higher Education Leadership Track**

<b>Core Courses</b> .....	<b>9 hours</b>
LEAD 7840, RSCH 7100, LEAD 7850	
<b>Academic Concentration</b> .....	<b>18 hours</b>
LEAD 7800, LEAD 7810, LEAD 7820 .....	9 hours
LEAD 7830, PSYC 7860, LEAD 8710 .....	9 hours
<b>Guided Elective</b> : .....	<b>3 hours</b>
<b>Field Experiences</b> .....	<b>6 hours</b>
LEAD 7921 .....	3 hours
LEAD 7922 or LEAD 8710 .....	3 hours
<b>Total Hours Required for the Degree</b> .....	<b>36 semester hours</b>

### **Requirements for the M.Ed. Degree – Student Affairs Track**

<b>Core Courses</b> .....	<b>9 hours</b>
LEAD 7840, RSCH 7100, LEAD 7850	
<b>Academic Concentration</b> .....	<b>27 hours</b>
LEAD 7810, LEAD 7820, LEAD 7830 .....	9 hours
PSYC 7860, SCHC 7870, LEAD 7880 .....	9 hours
LEAD 7890 or ACED 7110 .....	3 hours
LEAD 8710 Directed Study I and II .....	6 hours
<b>Guided Elective</b> .....	<b>3 hours</b>
<b>Field Experience</b> LEAD 7921 .....	<b>3 hours</b>

**Total Hours Required for the Degree** ..... **42 semester hours**

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

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

### **Selected Educational Outcomes**

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

### **Examples of Outcome Assessments**

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

Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

#### **Admission Deadlines:**

Fall Deadline: July 15  
Spring Deadline: November 15  
Summer Deadline: April 15

Go to the Graduate School Website

<http://www.valdosta.edu/gradschool/programs.shtml>

and click on Educational Leadership Ed.S. Program for information on:

- Specific Educational Leadership Ed.S. Program Admission Requirements
- Educational Leadership Ed.S. Program Retention, Dismissal and Readmission Policies
- Educational Leadership Ed.S. Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

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

Performance-based Building Level or System Level

**Area A Core** ..... **9 hours**

LEAD 8140, LEAD 8030, RSCH 8000

**Area B Guided elective** ..... **3 hours**

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

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

**Area C Field-based Activities** ..... **18 hours**

LEAD 8920, LEAD 8930, LEAD 8940

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

**Total Required for the Degree** ..... **30 semester hours**

**Other Degree Requirements**

Prior to conducting performance-based activities, a candidate must meet the GA PSC pre-service requirement for performance-based leadership preparation by holding a clear/renewable Leadership (L) Certificate at the master’s level or higher or meet one of the following criteria:

1. holding a master’s degree in educational leadership or
2. completing LEAD 7020 and LEAD 7420 or their equivalent as determined by a review of all past graduate-level work

Post a score on the GACE Educational Leadership Content Assessment (Test Code: 173 & 174).

Candidates may add the other leadership level (building or system) by being assigned to a leadership role or position at the other level and then completing the program requirements (including the appropriate performances) for that level. This can be done through extension of the program’s residency or field-based activities. Only the elements that specifically pertain to the level not previously completed are required for adding the other new leadership level. This may be accomplished by completing an additional 6-credit-hour residency (LEAD 8950).

**Additional Certification Requirements**

Prior to being recommended for a clear renewable Georgia leadership certificate, a candidate must meet the GA PSC Special Requirements (PSC Rule 505-2-20)–Identification and Education of Children with Special Needs– and pass the GACE Educational Leadership Content Assessment (Test code: 173 & 174).

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

The performance-based certification non-degree program offers candidates the opportunity to become certified in performance-based leadership (PL 6 or 7) at the building level or system level.

**Admission Deadlines:**                      Fall Deadline: July 15  
    Spring Deadline: November 15  
    Summer Deadline: April 15

To pursue the Certificate in Educational Leadership, applicants must hold a specialist’s degree or higher from a regionally accredited or GAPSC approved institution and currently serve in a leadership role as defined by their school system.

Go to the Graduate School Website  
<http://www.valdosta.edu/gradschool/programs.shtml>

- and click on Certification in Educational Leadership Program for info on:
- Specific Certification in Ed Leadership Admission Requirements
  - Certification in Ed Leadership Program Graduation Requirements .

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

**Leadership Courses. .... 6 hours**

LEAD 8140, LEAD 8030, LEAD 8510, LEAD 8520, LEAD 8620,  
LEAD 8410, LEAD 8630, LEAD 8230, LEAD 8240, LEAD 8710,  
or RSCH 8000 or the equivalent.

The faculty advisor will collaborate with candidates and school system partners to identify appropriate courses based on the candidates’ other graduate-level coursework and professional knowledge and skills.

**Field-Experience Activities. .... 18 hours**

LEAD 8920, LEAD 8930, LEAD 8940

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

**Total Required for Certification ..... 24 semester hours**

## Other Program Requirements

Prior to conducting performance-based activities, a candidate must meet the GA PSC pre-service requirement for performance-based leadership preparation by holding a clear/renewable Leadership (L) Certificate at the master's level or higher or meet one of the following criteria:

1. holding a master's degree in educational leadership or
2. completing LEAD 7020 and LEAD 7420 or their equivalent as determined by a review of all past graduate-level coursework
3. posting a score on the GACE Educational Leadership Content Assessment (Test Code: 173 & 174).

Candidates who are PL-certified may add the other leadership level (building or school system) by being assigned to a leadership role or position at the other level and then completing the program requirements (including the appropriate performances) for that level. Only the elements that specifically pertain to the level not previously completed (building or school system level) are required for adding the other new leadership level. This addition may be accomplished by completing an additional 6 credit hour residency (LEAD 8950).

## Additional Certification Requirements

Prior to being recommended for a clear renewable Georgia leadership certificate, a candidate must meet the GA PSC Special Requirements (PSC Rule 505-2-20)– Identification and Education of Children with Special Needs–and pass the GACE Educational Leadership Content Assessment (Test code: 173 & 174).

## TEACHER LEADERSHIP ENDORSEMENT

The purpose of this endorsement is to prepare teachers for leadership roles within P-12 educational settings. Candidates will be prepared to develop leadership capacity, understand and lead change, lead efforts to improve curriculum and instructional programs, and provide coaching and mentoring for peer teachers. In order to be recommended to the PSC for a Teacher Leadership Endorsement, the candidate must hold a Level 5 or higher certificate.

**Admission Deadlines:**                      Fall Deadline: July 15  
    Spring Deadline: November 15  
    Summer Deadline: April 15

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

and click on Teacher Leadership Endorsement Program for information on:

- Specific Teacher Leadership Endorsement Program Admission Requirements
- Teacher Leadership Endorsement Program Graduation Requirements.

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

<b>Required Courses.</b> .....	<b>9 hours</b>
LEAD 7020 or LEAD 8030. ....	3 hours
LEAD 7120 or LEAD 8630 .....	3 hours
LEAD 7110 .....	3 hours

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

The Instructional Technology (IT) M.Ed. degree allows candidates to obtain an advanced degree in the rapidly growing field of Instructional Technology. There are two active Options in the Instructional Technology Program:

- The Library Media Technology Option prepares candidates to be school media specialists. Candidates become eligible for Georgia S-5 certification by completing the masters program and by obtaining a passing score on both parts of the GACE Content Assessment in Library Media
- The Technology Applications Option prepares candidates to be technology coordinators or instructional technologists in a variety of contexts: public schools, business, industry, government, the military, health fields, and higher education.

### **M.Ed. Degree-Library Media Technology Option Program**

#### **Selected Educational Outcomes**

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

#### **Examples of Outcome Assessments**

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



## **M.Ed. Degree - Technology Applications Option Program**

### **Selected Educational Outcomes**

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

### **Examples of Outcome Assessments**

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

Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements, submitted by the admission deadline. To be considered for your preferred term all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadlines:**  
Fall Deadline: July 15  
Spring Deadline: November 15  
Summer Deadline: April 15

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

and click on Technology Applications Option- M.Ed. Program for information on:

- Specific Technology Applications Option- M.Ed. Program Admission Requirements
- Technology Applications Option- M.Ed. Program Retention, Dismissal and Readmission Policies
- Technology Applications Option- M.Ed. Program Graduation Requirements

**To Apply Online:** <https://www.applyweb.com/apply/vsug/menu.html>

**Requirements for the M.Ed Degree—Technology Applications Option**

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

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

The Instructional Technology (IT) Ed.S. degree allows candidates to obtain an advanced degree in the rapidly growing field of instructional technology. Georgia media specialists, technology coordinators, and other educators and trainers with a Master’s degree in any field are invited to apply. This degree upgrades Georgia Teaching, Service, and Leadership certificates to the 6th year level.\* The online program offers participants the opportunity to complete all coursework at a distance using the Internet and WebCT. Because the online learning system is available continuously, candidates access their courses at their convenience using any computer connected to the Internet by a web browser such as Mozilla Firefox. Experiential learning and application of knowledge are vital components of each class. The Technology Applications Option prepares candidates to be technology coordinators or instructional technologists in a variety of contexts: public schools, business, industry, government, the military, health fields, and higher education.

**Ed.S. in Instructional Technology - Technology Applications Option**

**Selected Educational Outcomes**

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



## **CERTIFICATION IN LIBRARY MEDIA (CERTIFICATION ONLY)**

This program is designed for individuals who have obtained a Master's Degree or Education Specialist Degree in another program area and are now interested in becoming eligible for Media Specialist Certification. Initial certification in this area is generally at the master's level (S-5); there is no certification at the baccalaureate level. Individuals who hold an Education Specialist degree who complete all of the requirements for initial Media Specialist certification will be eligible to be certified at the S-5, 6, or 7 levels.

**Admission Deadlines:**                      Fall Deadline: July 15  
   Spring Deadline: November 15  
   Summer Deadline: April 15

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

and click on Certification in Library Media Program for information on:

- Specific Certification in Library Media Program Admission Requirements
- Certification in Library Media Program Graduation Requirements .

**To Apply Online:**                      **<https://www.applyweb.com/apply/vsug/menu.html>**

### **Program Co-requisites: P-12 Children's Literature Course**

#### **Diverse Learners Course**

<b>Professional Education</b> ITED 7100. ....	<b>3 hours</b>
<b>Instructional Technology Core.</b> ....	<b>12 hours</b>
ITED 7200, ITED 7300, ITED 7400, ITED 7500	
<b>Library Media Specialization .</b> ....	<b>9 hours</b>
ITED 7201, ITED 7202, ITED 7203	
<b>CIED 7060 or LEAD 7110.</b> ....	<b>3 hours</b>
<b>Internship</b> ITED 7299. ....	<b>3 hours</b>
<b>Total Hours Required for the Degree</b> .....	<b>30 semester hours</b>

## **ONLINE TEACHING ENDORSEMENT - GEORGIA ON MY LINE**

The purpose of this endorsement is to prepare educators in P-12 educational settings to teach courses within an online environment. Candidates will be prepared to design, build, and incorporate strategies to encourage active learning, interaction, participation, and collaboration among candidates in the online learning environment. Educators who hold this endorsement will strengthen and enhance competency levels to teach online courses in the content areas and grade levels of their base certificate(s).

### **Admission Deadlines:**

Check the website for admission deadlines and application forms

**[http://www.valdosta.edu/distance/GOML/goml\\_programs.shtml](http://www.valdosta.edu/distance/GOML/goml_programs.shtml)**

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

and click on Online Teaching Endorsement Program for information on:

- Specific Online Teaching Endorsement Program Admission Requirements
- Online Teaching Endorsement Program Retention, Dismissal and Readmission Policies
- Online Teaching Endorsement Program Graduation Requirements

**Required courses** CIED 7601, CIED 7602, CIED 7603 ..... **9 hours**

In order to be recommended to the PSC for an Online Teaching Endorsement, the candidate must complete an online practicum or online internship appropriate to the grade-level and field of certification.

**CERTIFICATE IN ONLINE TEACHING - Georgia ONmyLINE Program**

The Online Teaching Certificate is a competence-based, professional development program designed for individuals who teach in online environments outside the P-12 educational setting or who teach in school settings outside of Georgia.

**Admission Deadlines:**

Check the website for admission deadlines and application forms

**[http://www.valdosta.edu/distance/GOML/goml\\_programs.shtml](http://www.valdosta.edu/distance/GOML/goml_programs.shtml)**

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

and click on Online Teaching Certificate Program for information on:

- Specific Online Teaching Certificate Program Admission Requirements
- Online Teaching Certificate Program Retention, Dismissal and Readmission .. Policies
- Online Teaching Certificate Program Graduation Requirements

**Required Courses** ..... **12 hours**

- ITED 7050 ..... 3 hours
- CIED 7601 ..... 3 hours
- CIED 7602 ..... 3 hours
- CIED 7603 ..... 3 hours



**DEPARTMENT OF EARLY CHILDHOOD  
AND SPECIAL EDUCATION**

Dr. Shirley Andrews, Interim Head  
Room 166, Education Center

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The Department of Early Childhood and Special Education offers three master's degree options. The Master of Education (M.Ed.) degree program with a major in early childhood education is designed to build upon the professional base of knowledge developed from the undergraduate curriculum. Candidates are expected to refine this base, developing abilities to deal with more of the intricate aspects of the teaching experience.

The department offers a Master of Arts for Teachers (M.A.T.) degree in special education with initial certification in special education adapted curriculum or special education general curriculum. The Master of Arts for Teachers (M.A.T.) degree in special education is a part of the GeorgiaOnMyLine family of programs. Offered fully online, it is designed for individuals who are seeking a master's degree and initial certification in special education. Candidates in the M.A.T. program in special education take courses online and must have a non-renewable certificate to teach or be able to spend approximately 20 hours per week in classrooms with children with disabilities. Individuals holding clear/renewable teaching certificates are not eligible for this program.

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

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

**Selected Educational Outcomes**

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

**Selected Outcome Assessments**

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

Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application packet to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE, MAT), completed application form, fee, and any additional program requirements (listed below), submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadlines:** Fall Deadline: July 15  
Spring Deadline: November 15  
Summer Deadline: April 15

Go to the Graduate School Website

<http://www.valdosta.edu/gradschool/programs.shtml>

and click on ECE M.Ed. Program for information on:

- Specific ECE M.Ed. Program Admission Requirements
- ECE M.Ed. Program Retention, Dismissal and Readmission Policies
- ECE M.Ed. Program Graduation Requirements

**To Apply Online:** <https://www.applyweb.com/apply/vsug/menu.html>

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

<b>College of Education Core Courses . . . . .</b>	<b>6 hours</b>
EDUC 5999 . . . . .	0 hours
PSYC 7010 and RSCH 7100 . . . . .	6 hours
<b>Early Childhood Education Core . . . . .</b>	<b>24 hours</b>
ECED 7210, ECED 7220, ECED 7230 . . . . .	9 hours
ECED 7320, ECED 7330, ECED 7340 . . . . .	9 hours
ECED 7540, ECED 7550 . . . . .	6 hours
<b>Electives* . . . . .</b>	<b>6 hours</b>

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

**\* Suggested Electives:** ECED 6000 (3-6 credits), ENGL 8690A,  
ENGL 8690B, LEAD 7020, LEAD 7420,  
other electives approved by advisor

\* Students may apply elective credit toward an endorsement.

Endorsements:  
READ 7010, 7100, 7130  
ESOL 6010, 6020, 6030  
PSYG 5610, 6600, 6620, 7600

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

**Selected Educational Outcomes**

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

**Examples of Outcome Assessments**

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

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

**Selected Educational Outcomes**

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

### **Examples of Outcome Assessments**

1. Candidates will demonstrate content knowledge through passing the state-required content assessment.
2. Candidates will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
3. Candidates will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.
4. Candidates will demonstrate their ability to positively impact P-12 learning through documents placed in an electronic portfolio which may include teacher work samples and a capstone project.

### **Program Admission Requirements**

1. Submit two copies of official transcripts from each institution (graduate and undergraduate) previously attended
2. Have a cumulative grade-point average of 2.50 on all graduate and undergraduate coursework previously attempted
3. Serve as the teacher for students with disabilities appropriate for the candidate's selected area of certification (i.e., general or adapted), with a nonrenewable non-professional (NNT) certificate. Teachers must have a minimum of 20 contact hours per week throughout fall and spring semesters with students who have disabilities appropriate to their selected area of certification. During the last semester of enrollment, excluding summer, candidates must complete a minimum of four weeks of full-time clinical practice, in which they assume the role of a special educator. Any candidates not serving in the role of a special educator must provide verification from the school administrator that they will be assigned to this role full-time for a minimum of four weeks.
4. Provide documentation of passing scores on the GACE Basic Skills Test or documentation of an exemption (e.g., SAT 1000 combined Verbal and Quantitative, ACT 43 combined English and Math, GRE 1030 combined Verbal and Quantitative).
5. Provide documentation of a content concentration that consists of 15 semester hours of academic content that conforms with the GAPSC preparation requirements of the content concentrations for middle grades.

### **Admission Deadlines:**

Check the website for admission deadlines and application form

**[http://www.valdosta.edu/distance/GOML/goml\\_programs.shtml](http://www.valdosta.edu/distance/GOML/goml_programs.shtml)**

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

and click on M.A.T. Special Education Program for information on:

- Specific M.A.T. Special Education Program Admission Requirements
- M.A.T. Special Education Program Retention, Dismissal and Readmission Policies
- M.A.T. Special Education Program Graduation Requirements

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

<b>Core Courses</b> .....	<b>6 hours</b>
SEGC 6000, SEGC 6040 .....	6 hours
<b>Area of Concentration</b> .....	<b>24 hours</b>
SEGC 6010, SEGC 6020 .....	6 hours
SERD 6030, SEGC 5140, .....	6 hours
SEGC 6050, SERD 6030 .....	6 hours
SERD 6040 or SERD 6060 or SERD 6070 .....	3 hours
SEGC 6200 .....	3 hours
<b>Research Core</b> .....	<b>6 hours</b>
SEGC 6100, SEGC 6110	
<b>Total Hours Required for the Degree</b> .....	<b>36 semester hours</b>

Prior to completion of the MAT and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education General Curriculum Tests: Test I (081) and Test II (082). Applicant must complete an Exceptional Child Course and submit either transcripts showing completion of the course or a certificate of completion from the Georgia Professional Standards Commission.

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

<b>Core Courses</b> .....	<b>9 hours</b>
SEAC 6010, SEAC 5140, SEAC 5190 .....	9 hours
<b>Area of Concentration</b> .....	<b>21 hours</b>
SEAC 5500, SEAC 5570, SEAC 5530, SEAC 5540 .....	12 hours
SEAC 5550, SEAC 5050 .....	6 hours
SEAC 6200 .....	3 hours
<b>Research Core</b> .....	<b>6 hours</b>
SEAC 5030 .....	3 hours
SEAC 6110 .....	3 hours
<b>Total Hours Required for the Degree</b> .....	<b>36 semester hours</b>

Prior to completion of the MAT and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education Adapted Curriculum Tests: Test I (083) and Test II (084). Applicant must complete an Exceptional Child Course and submit either transcripts showing completion of the course or a certificate of completion from the Georgia Professional Standards Commission.

### **ENDORSEMENT IN PHYSICAL AND HEALTH DISABILITIES**

**Admission Deadlines:**                      Fall Deadline: July 15  
    Spring Deadline: November 15  
    Summer Deadline: April 15

#### **Program Admission Requirements**

To pursue the endorsement applicants must:

1. submit a graduate application for admission as a non-degree-seeking student;
2. hold an undergraduate degree from a regionally accredited college or university,
3. hold a clear/renewable teaching certificate in Special Education.

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

and click on Endorsement in Physical and Health Disabilities Program for information on:

- Endorsement in Physical and Health Disabilities Graduation Requirements .

**To Apply Online:**                      **<https://www.applyweb.com/apply/vsug/menu.html>**

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



**DEPARTMENT OF KINESIOLOGY  
AND PHYSICAL EDUCATION**

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

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The Department of Kinesiology and Physical Education offers a master's program (M. Ed.) with a major in physical education and an educational specialist program (Ed. S.) with a major in coaching pedagogy.

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

**Goals**

The master's degree program in physical education strives

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

**Program Description**

The Master of Education degree program in the Department of Kinesiology and Physical Education allows candidates to specialize in physical education. The program goes beyond regular courses with team-taught comprehensive and non-compartmentalized integrated instructional units, rather than the traditional 3-credit courses. Integration of related content utilizing diverse delivery systems and assessments within a comprehensive content structure offers opportunities for students to practice higher orders of thinking and to experience a greater variety of teaching and learning styles. Also, collapsing the traditionally taught content into larger units allows the flexibility required in order to respond efficiently and quickly to the changing needs of today's schools and the community. With the goal of educating better teachers, the graduate program offers candidates opportunities for integrated study and practice. It is the intent to offer an

updated program that employs profession-specific technology for preparation of graduates to apply today's knowledge in tomorrow's practice. The aim is to cause changes in the physical education programs in the region toward the ultimate outcome of more healthful lifestyles among Georgia's youth.

#### **Selected Educational Outcomes**

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

#### **Selected Outcome Assessments**

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

Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements (listed below) submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadlines:** Fall Deadline: July 15  
Spring Deadline: November 15  
Summer Deadline: April 15

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

click on Health & Physical Education M.Ed. Program for information on:

- Specific Health & Physical Education M.Ed.. Program Admission Requirements
- Health & Physical Education M.Ed. Program Retention, Dismissal and Readmission Policies
- Health & Physical Education M.Ed. Program Graduation Requirements

**To Apply Online:** <https://www.applyweb.com/apply/vsug/menu.html>

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

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

**Professional Education Core ..... 10 hours**

- RSCH 7100 ..... 3 hours
- PSYC 7010 ..... 3 hours
- LEAD 7210 ..... 1 hour
- KSPE 7200 ..... 3 hours

**Health and Physical Education Concentration ..... 18 hours**

- KSPE 7160 ..... 6 hours
- KSPE 7170 ..... 6 hours
- KSPE 7260 ..... 6 hours

**Guided Electives ..... 3 hours**

**Capstone Course KSPE 7910 ..... 2 hours**

**Total Hours Required for the Degree ..... 33 semester hours**

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

## **EDUCATION SPECIALIST DEGREE WITH A MAJOR IN COACHING PEDAGOGY IN PHYSICAL EDUCATION**

1. Applicants must have completed a master's degree at an accredited or approved institution.
2. Applicants must have completed an undergraduate or master's degree at an accredited or approved institution with a major in health and physical education or physical education, with documentation of passing GACE II Content Assessment or PRAXIS II. Applicants from related fields (e.g., athletic training or exercise physiology) will be required to showing a passing score on GACE II Content Assessment or PRAXIS II, provide experiential background information, and attend a selection interview demonstrating appropriate knowledge and commitment to the program.
3. Applicants must have completed 3 years of acceptable school experience, including coaching duties.
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 raw score of less than 390. Moreover, the score on the verbal section of the GRE may not be less than 400.

This specialist program offers candidates the opportunity to continue to develop their knowledge and skills through advanced and more specialized content designed specifically to address excellence in coaching and educate practicing teachers through the medium of coaching studies. Course objectives and requirements coincide with the National Association for Sport and Physical Education National Standards for Sport Coaches.

### **Selected Educational Outcomes**

1. Candidates will develop a coaching philosophy that centers on ethical conduct and behavior while focusing on the safety and well-being of the athlete.
2. Candidates will develop foreseeability of inherent risks and recognition of unsafe equipment, facilities, and conditions during high risk activities.
3. Candidates will develop a pilot study on a topic that is unique to the needs of the sports program being coached by the candidate and determine the relevance of the study through a statistical analysis of the results.

### Examples of Outcome Assessments

1. Candidates will develop a coaching philosophy and will be evaluated by faculty using a departmentally developed rubric.
2. Candidates will create an emergency action plan and will be evaluated by faculty using a departmentally developed rubric.
3. Candidates will design a pilot study on a unique coaching topic and will be evaluated by faculty using a departmentally developed rubric.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements (listed below) submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadlines: Fall Deadline: July 15**

**Spring Deadline: November 15**

**Summer Deadline: April 15**

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

Click on Coaching Pedagogy Ed.S. Program for information on:

- Specific Coaching Pedagogy Ed.S. Program Admission Requirements
- Coaching Pedagogy Program Retention, Dismissal and

Readmission Policies

- Coaching Pedagogy Program Graduation Requirements

To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>

KSPE 8100, KSPE 8200, KSPE 8300 .....	9 hours
KSPE 8400 .....	4 hours
KSPE 8500, KSPE 8600, KSPE 8700 .....	9 hours
KSPE 8800 .....	3 hours
KSPE 8900 .....	2 hours

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



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

Dr. Barbara Stanley, Head  
Room 87, Education Building

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The Department of Middle, Secondary, Reading, and Deaf Education is a multidisciplinary department offering the Master of Education (M. Ed.) degree in middle grades education, secondary education, reading education, and deaf education. An Educational Specialist (Ed. S.) degree with a major in curriculum and instruction—Teaching and Learning Exemplary Teaching Track—is offered for certified professional personnel who hold teaching (T) and service (S) certificates. All of these accredited graduate programs are designed to build upon the professional base of knowledge developed from the undergraduate curriculum and are expected to develop abilities to deal with more of the intricate aspects of the teaching experiences. At both Master and Specialist graduate program levels, students acquire the knowledge, skills, and preparation for meeting the National Board for Professional Teaching Standards.

The department offers a M. Ed. program in middle grades education (grades 4-8) in two teaching concentrations selected from language arts, mathematics, science, reading, or social studies. The Department of Middle, Secondary, Reading and Deaf Education, in collaboration with the Department of Art, offers the M. Ed. degree with a major in secondary or middle grades education—Teaching Field Art. The programs promote professional development through a variety of experiences, including reflection and self-evaluation. VSU students with B. S. Ed. pre-professional degree in deaf and hard-of-hearing have the option to do a fifth-year master's program to earn initial certification. The department also offers a M. Ed. degree with a major in reading education, as well as the reading endorsement.

The Alternative Certification for Teachers (ACT) program is a track of the middle grades education and the secondary education master's programs and is available for individuals already having content degrees and who desire teacher certification. Secondary education programs (grades 6-12) at the post-bachelor's degree level are offered in English, mathematics, biology, chemistry, physics, earth science, history, or political science. The emphasis for this track is on the development of pedagogical, management, and curricular knowledge and skills needed to become effective teachers. Three options are available: initial certification, the M. Ed. degree, or the M. A. T. (Master of Arts in Teaching) degree.

Three Georgia ONMYLINE online degree options are available: Master of Education in Curriculum and Instruction with a major in accomplished teaching, Master of Education with a major in middle grades math and science, both of which emphasize the refinement of instructional skills and the advanced candidate's development as a master teacher. The Education Specialist in Curriculum and Instruction with a major in teaching and learning—Exemplary Teaching Track—emphasizes teacher leadership development and the application of action research skills in educational settings.

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

**Selected Educational Outcomes**

1. Candidates in advanced teacher education programs demonstrate an in-depth knowledge of the content that they teach.
2. Candidates in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning; they will clearly explain the choices they make in their practice.
3. Candidates identify their strengths and areas of needed improvement.
4. Candidates in advanced teacher education programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.
5. Candidates demonstrate comprehensive understanding of planning and preparation, classroom and school environment, instruction, and professional responsibilities.
6. Candidates demonstrate the competencies needed for recommendation for teacher certification.

**Examples of Outcome Assessments**

1. Candidates in advanced teacher education programs will demonstrate the level of their content knowledge through satisfactory completion of content coursework.
2. Candidates in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through a video self-analysis of instruction.
3. Candidates in advanced teacher education programs will document reflection and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. Candidates in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning through a Teacher Work Sample (TWS) in the advanced portfolio.
5. Candidates will be assessed by departmental faculty using a variety of instruments, such as the Accomplished Teacher Rubric, in the following areas: the candidates' abilities to demonstrate their competence in planning and preparation, establishing a positive classroom environment, instruction, and professional responsibilities. Additionally, their students' academic growth, school administrators' evaluations, and other class products will be assessed.
6. Candidates will be assessed using the Dewar College of Education Observation Instrument, a review of the academic growth of their students, and an evaluation of their unit and management plans.

Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official

test scores (GRE or MAT), completed application form, fee, and any additional program requirements (listed below) submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadlines: Summer Deadline: April 15**

The program considers applications for Summer term only.

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

and click on ACT (M.A.T or M.Ed. Track ) Program for information on:

- Specific ACT (M.A.T or M.Ed. Track ) Program Admission Requirements
- ACT (M.A.T or M.Ed. Track ) Program Retention, Dismissal, and Readmission Policies
- ACT (M.A.T or M.Ed. Track ) Program Graduation Requirements

**To Apply Online: <https://www.applyweb.com/apply/vsug/menu.html>**

**ALTERNATIVE CERTIFICATION TRACK (ACT)**

Two options exist for individuals seeking initial teacher certification in middle grades education or secondary education. The ACT is designed for working teachers and results in certification at the end of the first year and M.Ed. at the end of the second year. The M.A.T. track is designed for full-time students and results in the M.A.T. and certification in 14 months.

**Master of Education Program–Middle Grades or Secondary Education (ACT)**

MGED 2999 or SEED 2999 .....	0 hours
PSYC 7010 and RSCH 7100 .....	6 hours
MSED 7000, MSED 7010, MSED 7650, MSED 7800 .....	12 hours
MSED 7001, MSED 7002, MSED 7003, .....	9 hours
MSED 7004, MSED 7005, MSED 7006 .....	9 hours

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

There are requirements in addition to the above that candidates must complete before being recommended for certification, including SPEC 3000 (or equivalent). Technology knowledge and skills are demonstrated through coursework because technology requirements are embedded throughout the program of study. Additional technology coursework may be recommended through SEED 4010, ACED 3400, or ACED 7600.

**MASTER OF ARTS IN TEACHING (MAT)  
IN MIDDLE GRADES AND SECONDARY EDUCATION**

MGED 2999 or SEED 2999 .....	0 hours
PSYC 7010 and RSCH 7100 .....	6 hours
MSED 7000, MSED 7010, MSED 7650, MSED 7800 .....	12 hours
MSED 7001, MSED 7002, MSED 7003, .....	9 hours
MSED 7020 (2 hrs), MSED 7021 (1 hr) .....	3 hours
MSED 7004 .....	3 hours
MSED 7040 (2 hrs), MSED 7041 (1 hr) .....	3 hours

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

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

**Selected Educational Outcomes**

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

**Examples of Outcome Assessments**

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

Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements (listed below) submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadlines:**                      Fall Deadline: July 15  
     Spring Deadline: November 15  
     Summer Deadline: April 15

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

and click on M.Ed. Middle Grades or Secondary Education Program for information on:

- Specific M.Ed. Middle Grades or Secondary Education Program Admission Requirements
- M.Ed. Middle Grades or Secondary Education Program Retention, Dismissal and Readmission Policies
- M.Ed. Middle Grades or Secondary Education Program Graduation Requirements

**To Apply Online:**                      **<https://www.applyweb.com/apply/vsug/menu.html>**

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

**College of Education Core Courses. .... 6 hours**

PSYC 7010 and RSCH 7100 ..... 6 hours

**MSED Specialization Courses. .... 12 hours**

MSED 7000 and MSED 7010 ..... 6 hours

MSED 7650 ..... 3 hours

MSED 7800 ..... 3 hours

**Content Courses ..... 18 hours**

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

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

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

<b>Professional Education Courses</b> .....	<b>9 hours</b>
MSED 7010, PSYC 7010, RSCH 7100 .....	9 hours
<b>Area of Concentration</b> .....	<b>27 hours</b>
MSED 7000 .....	3 hours
MSED 7650 .....	3 hours
MSED 7800 .....	3 hours
Content Courses .....	18 hours
Appropriate graduate language arts, math, science, or social studies courses from College of Arts and Sciences, appropriate courses from the College of the Arts, or READ courses.	
<b>Total Hours Required for the Degree</b> .....	<b>36- 37 semester hours</b>

**GEORGIA ONMYLINE MASTER OF EDUCATION PROGRAMS IN MIDDLE GRADES MATH AND SCIENCE AND CURRICULUM AND INSTRUCTION IN ACCOMPLISHED TEACHING**

**Selected Educational Outcomes**

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

**Selected Program Assessments**

1. Candidates in advanced teacher education programs will demonstrate the level of their content knowledge through performance on comprehensive examinations or completion of capstone project.
2. Candidates in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode.
3. Candidates in advanced teacher education programs will document reflection and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. Candidates in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning through documentation of student performance and achievement in an electronic portfolio.

The Georgia ONMYLINE M.Ed. programs in Middle Grades Math and Science (MGMS) and Curriculum and Instruction in Accomplished Teaching (ACTE) utilize a sequenced, two-semester admission process. To be reviewed for semester one quick admission, applicants must submit the Georgia ONMYLINE application and application fee prior to the deadline for that term. Admission to the first semester is a provisional admission based on verification of teacher certification status. To be fully admitted to the program for “semester two,” applicants must complete all admission requirements in full prior to the deadline for that term.

**Admission Deadlines:**

Georgia ONMYLINE deadlines are established each term. Check the website for admission deadlines and application forms

**[http://www.valdosta.edu/distance/GOML/goml\\_programs.shtml](http://www.valdosta.edu/distance/GOML/goml_programs.shtml)**

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

and click on M.Ed. MGMS and ACTE Program for information on:

- Specific M.Ed. MGMS and ACTE Program Admission Requirements
- M.Ed. MGMS and ACTE Program Retention, Dismissal, and Readmission Policies
- M.Ed. MGMS and ACTE Program Graduation Requirements

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

**Admission Requirements**

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

<b>Core Courses.</b> .....	<b>15 hours</b>
MGMS 7100, MGMS 7000 (VSU) .....	6 hours
MGMS 7200, MGMS 7240, MGMS 7400 (NGCSU) .	9 hours
<b>Content Courses.</b> .....	<b>18 hours</b>
MATH 5180, MATH 5190, MATH 6161 (VSU) .....	9 hours
MGMS 7400, MGMS 7401, MGMS 7402 (NGCSU) .	9 hours
<b>Capstone Course.</b> .....	<b>3 hours</b>
MGMS 7670 Teaching Practicum	
<b>Total Required for the Degree</b> .....	<b>36 semester hours</b>

**MASTER OF EDUCATION WITH A MAJOR IN  
CURRICULUM AND INSTRUCTION IN ACCOMPLISHED TEACHING**

**A Georgia ONMYLINE Program**

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

**Admission Requirements**

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

**Core Courses. .... 9 hours**

EDAT 7100, EDAT 7133, EDAT 6159 ..... 9 hours

**Georgia Framework Domains. .... 18 hours**

EDAT 6226, EDAT 6115, EDAT 7132 ..... 9 hours

EDAT 6001, EDAT 7131, EDAT 6000 ..... 9 hours

**Approved Electives ..... 9 hours**

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

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

**Selected Educational Outcomes**

1. Candidates will develop an electronic portfolio that requires the application of information gained from a series of courses.
2. Candidates 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.
3. Candidates will submit portfolios that include documentation of informal and formal assessment procedures and instruments used to measure pupils' knowledge of content. Portfolios are assessed by teams of faculty members.

**Examples of Outcome Assessments**

1. Candidates 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. Candidates will submit evidence of assessment plans and results in portfolios, which will be assessed by teams of faculty members.
3. Candidates will present evidence of diagnostically determined pupil-oriented instruction in a case study/portfolio format in appropriate courses. Candidates must successfully complete READ 7160 and READ 7170.

Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadlines:**                      Fall Deadline: July 15  
    Spring Deadline: November 15  
    Summer Deadline: April 15

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

and click on Reading Education M.Ed. Program for information on:

- Specific Reading Education M.Ed. Program Admission Requirements
- Reading Education M.Ed. Program Retention, Dismissal, and Readmission Policies
- Reading Education M.Ed. Program Graduation Requirements

**To Apply Online:**                      **<https://www.applyweb.com/apply/vsug/menu.html>**

**Requirements for the M.Ed. Degree in Reading Education**

**EDUC 59000 Professional Orientation .....0 credit hours**  
**(During first semester of the program)**

**Dewar College of Education Core ..... 9 hours**

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

**Reading Education Core . ..... 18 hours**

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

**Guided Elective. .... 3 hours**

**Capstone Experience (Practicum Courses) . ..... 6 hours**

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

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



### Examples of Outcome Assessments

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

To be considered for acceptance as a regular graduate student in the M.Ed. in Special Education–Deaf and Hard of Hearing program, an applicant must be currently enrolled or a recent graduate of the VSU undergraduate B.S.Ed. with a major in Special Education–Deaf and Hard of Hearing program (graduation from this B.S.Ed. program is required before admission to the program).

Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadlines:** Fall Deadline: July 15  
This program considers applications for Fall term only.

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

and click on Deaf and Hard of Hearing Education M.Ed. Special Education Program for information on:

- Specific Deaf and Hard of Hearing Education M.Ed. Special Education Program Admission Requirements
- Deaf and Hard of Hearing Education M.Ed. Special Education Program Retention, Dismissal, and Readmission Policies
- Deaf and Hard of Hearing Education M.Ed. Special Education Program Graduation Requirements

**To Apply Online:** **<https://www.applyweb.com/apply/vsug/menu.html>**

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

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

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

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

**Selected Educational Outcomes**

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



**Requirements for the M.A. T. in Special Education-Deaf Education**

**Core Courses. .... 19 hours**

DEAF 2999 ..... 0 hours  
DEAF 6000, ACED 7400 ..... 7 hours  
DEAF 6010, PSYC 7010 ..... 6 hours  
RSCH 7100, DEAF 6110 ..... 6 hours

**Area of Specialization - Deaf and Hard of Hearing ..... 17 hours**

DEAF 5370, DEAF 5380, DEAF 5450,  
DEAF 5310, DEAF 5320

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

**EDUCATION SPECIALIST DEGREE WITH A MAJOR IN CURRICULUM AND INSTRUCTION / TEACHING AND LEARNING—EXEMPLARY TEACHING TRACK**

**A Georgia ONMYLINE Program**

**Selected Educational Outcomes**

1. Candidates will 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 an action research project designed to improve the learning environment in schools.
3. Candidates will compile an electronic portfolio, including work samples and artifacts that document mastery of program objectives.

**Examples of Outcome Assessments**

1. Program graduates' Professional Development Plans are evaluated using a departmentally developed rubric.
2. Program graduates' Action Research Projects and presentations are evaluated using a departmentally developed rubric.
3. Program graduates' electronic portfolios will be presented and evaluated by faculty.

Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Admission Deadlines:**

Georgia ONMYLINE deadlines are established each term. Check the website for admission deadlines and application forms.

**[http://www.valdosta.edu/distance/GOML/goml\\_programs.shtml](http://www.valdosta.edu/distance/GOML/goml_programs.shtml)**

Go to the Graduate School Website

**<http://www.valdosta.edu/gradschool/programs.shtml>**

and click Ed.S. in Curriculum and Instruction with a Major in Teaching and Learning–Exemplary Teaching Track—for information on:

- Specific Program Admission Requirements
- Program Retention, Dismissal, and Readmission Policies
- Program Graduation Requirements

**Requirements for the Ed.S. Degree in Curriculum and Instruction with a Major in Teaching and Learning**

**Core Courses. .... 18 hours**

EDET 8010, EDET 8020, EDET 8030 ..... 9 hours

EDET 8040, EDET 8050, EDET 8880 ..... 9 hours

**Specialization Courses (numbered 5000 & above). .... 9 hours**

Themes to select from, in consultation with advisor:

Special Education	Reading	Technology
Content	Leadership	ESOL

Any combination of the above.

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



## DEPARTMENT OF PSYCHOLOGY AND COUNSELING

Interim Head, TBA

Psychology and Counseling Office Building

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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 with a concentration in clinical/counseling or in industrial/organizational psychology. Graduates are prepared to perform services in mental health settings, businesses, community colleges, government or industries that require graduate training in psychology at the subdoctoral level.

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

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

### **Admission Requirements for the Master of Science Degrees**

- A. Regular Admission. To be considered for admission, the applicant must submit the following:
  1. An appropriate undergraduate degree. Usually those holding either the B.S. or B.A. degree in psychology, or an undergraduate degree in a related field, with a minimum of 15 semester hours in psychology, would meet this requirement. Specific prerequisite courses will be determined by the department admissions committee.

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

#### B. Probationary Admission

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

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

or

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

#### **Departmental Requirements in addition to University Admission Requirements**

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

#### **Retention Policy**

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

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

### **MASTER OF SCIENCE WITH A CONCENTRATION IN CLINICAL/COUNSELING PSYCHOLOGY**

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

#### **Selected Educational Outcomes**

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

#### **Examples of Outcome Assessments**

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

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

<b>Required Classes.</b> .....	<b>33 hours</b>
PSYC 7100, PSYC 7110 .....	8 hours
PSYC 7200, PSYC 7400, PSYC 7450 .....	9 hours
PSYC 7470, PSYC 7900 .....	6 hours
PSYC 7971, PSYC 7972 .....	4 hours
PSYC 8000, PSYC 8800 .....	6 hours
<b>Guided electives.</b> .....	<b>12 hours</b>
<b>Total hours required for the degree</b> .....	<b>45 semester hours</b>

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

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

**Selected Educational Outcomes**

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

**Examples of Outcome Assessments**

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

**Requirements for Master of Science Degree with a Concentration in Industrial/Organizational Psychology**

<b>Required Courses.</b> .....	<b>34 hours</b>
PSYC 5800, PSYC 7600, PSYC 7610 .....	9 hours
PSYC 7690 .....	1 hour
PSYC 7670 .....	3 hours
PSYC 7961, PSYC 7962 .....	6 hours
PSYC 8000, PSYC 8350, PSYC 8360 .....	9 hours
PSYC 8370, PSYC 8610 .....	6 hours
<b>Guided Electives.</b> .....	<b>11 hours</b>
<b>Total hours required for the degree</b> .....	<b>45 semester hours</b>

**MASTER OF EDUCATION DEGREE WITH A MAJOR IN SCHOOL COUNSELING**

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

**Admission and Program Information**

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

To be considered for admission, the applicant must

1. hold an appropriate undergraduate degree from an accredited university
2. meet GPA and Aptitude Test Score requirements of other College of Education M.Ed. applicants
3. submit three letters of recommendation from professionals acquainted with the applicant’s academic or vocational background and interests. These letters must reflect the ability, interest, and motivation of the applicant to be successful in the program of study and the career field.
4. Complete an admission interview with faculty and members of the school counseling program advisory committee. This interview will focus on the assessment of factors such as emotional maturity, professional experience, readiness for the program, life experiences, dispositions, compatibility with department goals, and communication and interpersonal skills.

- a. Only those applicants who have submitted all admission materials will be able to attend the interview.
- b. During this interview, applicants will be required to complete a written statement of 250-500 words describing their interest in this program and their plans post-degree. This statement must demonstrate articulation, writing skill, and aims consistent with the mission of the degree program.

### **Remediation Process**

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

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

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

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

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

### **Selected Educational Outcomes**

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

### Examples of Outcome Assessments

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

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

**Core. .... 9 hours**

LEAD 7210 ..... 1 hour  
SCHC 7800 ..... 2 hours  
RSCH 7100, PSYC 7020 ..... 6 hours

**Concentration. .... 39 hours**

PSYC 7030, \*SCHC 7400, \*SCHC 7420 ..... 9 hours  
\*SCHC 7450, \*SCHC 7820, \*SCHC 7900 ..... 9 hours  
PSYC 8250, \*SCHC 7470, SCHC 7820 ..... 9 hours

\*Cross-listed with PSYC courses

SCHC 7830 ..... 3 hours  
SCHC 7981, SCHC 7991, SCHC 7992 ..... 9 hours

**Total Hours for Required for the Degree ..... 48 semester hours**

### Competency Requirements

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

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

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

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

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

### **Admission Requirements**

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

### **Selected Educational Outcomes**

Program graduates will:

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

### Examples of Outcome Assessments

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

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

SCHC 8140, SCHC 8991, SCHC 8995 .....	9 hours
PSYC 7120, PSYC 8150, PSYC 8200 .....	9 hours
PSYC 8500, PSYC 8610, RSCH 8000 .....	9 hours

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

### EDUCATION SPECIALIST DEGREE WITH A MAJOR IN SCHOOL PSYCHOLOGY

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

#### Selected Educational Outcomes

Program graduates will

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

### Examples of Outcome Assessments

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

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

Foundation Courses .....	9 hours
PSYC 7000 .....	3 hours
PSYC 7020 or PSYC 8600 .....	3 hours
PSYC 8250 .....	3 hours
Assessment for Intervention .....	9 hours
PSYC 7100, PSYC 7120 .....	8 hours
PSYC 8140 .....	1 hour
Clinical Practice: Transition and Behavior Change .....	21 hours
PSYC 7400, PSYC 7420, PSYC 8200 .....	9 hours
PSYC 7500, PSYC 8150, PSYC 8610 .....	9 hours
Guided Elective .....	3 hours
Research Methodology .....	12 hours
PSYC 5500, RSCH 8000, PSYC 8500 .....	9 hours
PSYC 8999 Thesis or PSYC/SCHS 8895 .....	3 hours
Curriculum and Programs .....	6 hours
SPEC 5140 .....	3 hours
Guided Elective .....	3 hours
Practicum and Internship .....	9 hours
PSYC 7791, 7792, 7793, 7794, 7795 .....	5 hours
PSYC 8891, 8892, 8893, 8894 .....	4 hours
Cultural and Legal Aspects .....	6 hours
SCHC 7470 and PSYC 8800 .....	6 hours
<b>Total Hours Required for the Degree .....</b>	<b>72 semester hours*</b>

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

**ENDORSEMENT FOR TALENTED AND GIFTED (Georgia On My Line program)**

The Gifted In-Field Endorsement enables educators to provide “direct instruction” only in the grade levels and fields of the base certificate(s). Individuals with this endorsement may serve as a resource teacher for “indirect services” for gifted education in any content area or grade level P-12.

**Admission Deadlines:**

Check the VSU Georgia On My Line website for admission deadlines.

**Program Admission Requirements:**

To pursue the endorsement applicants must

1. submit a graduate application for admission as a non-degree seeking student;
2. hold an undergraduate degree from a regionally accredited college or university,
3. possess a current clear/renewable teaching certificate.

**Program Retention, Dismissal and Readmission Policies**

1. The maximum time allowed for completion of the endorsement is seven calendar years. No work completed more than seven years prior to endorsement completion will be considered.
2. Students must successfully complete the four endorsement courses with an average grade of “B” or better to be recommended for the endorsement.

**ENDORSEMENT FOR TALENTED AND GIFTED**

<b>Required Courses</b> .....	<b>12 hours</b>
PSYG 5610, PSYG 7600 .....	6 hours
PSYG 6600, PSYG 6620 .....	6 hours