

JAMES L. AND DOROTHY H. DEWAR

COLLEGE OF EDUCATION & HUMAN SERVICES

*Dr. Brian Gerber, Interim Dean
Room 2041, Education Center*

- Dr. Reynaldo Martínez Head, Department of Adult and Career Education
- Dr. Corine Myers-Jennings. Head, Department of Communication Sciences and Disorders
- Dr. James L. Pate. Interim Head, Department of Curriculum, Leadership, and Technology
- Dr. Shirley E. Thompson Interim Head, Department of Early Childhood and Special Education
- Dr. Mike Griffin Head, Department of Kinesiology and Physical Education
- Dr. Kate Warner Head, Department of Marriage and Family Therapy
- Dr. Barbara Radcliffe Interim Head, Department of Middle,
Secondary, Reading, and Deaf Education
- Dr. Jackson Rainer Head, Department of Psychology and Counseling
- Dr. Richard Vodde Interim Head, Department of Social Work

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

MISSION

The Dewar College of Education and Human Services 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 and Human Services 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 and Human Services 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 and Human Services dedicates its resources and expertise to:

“Positively Impacting Learning Through Evidence-Based Practices”

The Valdosta State University Dewar College of Education and Human Services’ Conceptual Framework is the underlying structure that gives conceptual guidance to the operation of the College of Education and Human Services 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's Conceptual Framework through close alignment with the respective standards.

ACCREDITATION AND CERTIFICATION

The Dewar College of Education and Human Services 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 and Human Services 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 Marriage and Family Therapy Program is accredited by the Commission on Accreditation for Marriage and Family Therapy Training and Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT).

DIVERSITY

The Dewar College of Education and Human Services 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 and Human Services 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 and Human Services 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 Human Services 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 and Human Services 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 or in Marriage and Family Therapy], and Master of Social Work); 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 Marriage and Family Therapy

M.S. Marriage and Family Therapy

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

Department of Social Work

D.S.W. Social Work

EDUCATION SPECIALIST DEGREE PROGRAMS

The Education Specialist (Ed.S.) 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 in Physical Education

Department of Middle, Secondary, Reading, and Deaf Education

Ed.S. Teaching and Learning

Department of Psychology and Counseling

Ed.S. School Counseling

DOCTOR OF EDUCATION 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 at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then 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 and Human Services (except the collaborative online education programs listed below), go to <https://www.applyweb.com/apply/vsug/menu.html>

Additionally, the Dewar College of Education and Human Services provides several fully online programs through the collaborative online education 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 collaborative online education 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 collaborative online education programs, go to <http://www.valdosta.edu/colleges/education/deans-office/online-programs>.

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 and Human Services 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 appeals process is to download the appeal form: <http://www.valdosta.edu/gradschool/documentsAdmissionDenialAppealFormJan09.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 and Human Services Advanced Preparation Policies Committee (M.Ed., M.S., and Ed.S. programs) or the Dewar College of Education and Human Services 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 and Human Services. 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 and Human Services 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 and Human Services Advanced Preparation Policies Committee (M.Ed., M.S., and Ed.S. programs) or the Dewar College of Education and Human Services Initial Preparation Policies Committee (M.A.T. programs) should follow the steps outlined:

Appeal Procedure

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 head.

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 and Human Services Advanced Preparation Policies Committee (M.Ed., M.S., and Ed.S. programs) or the Dewar College of Education and Human Services Initial Preparation Policies Committee (M.A.T. programs) 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 and Human Services 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 and Human Services 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 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 and Human Services 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 Secondary Education - Teaching Field Spanish

Department of Adult and Career Education

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

The Department of Adult and Career Education offers graduate programs of study at the master's and doctoral levels. The department offers a Master of Education (M.Ed.) degree program with a major in 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 at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then 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
Area C – Adult and Career Education.	21 hours
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.	
Dissertation – ACED 9999	9 hours
Total Hours Required for the Degree	54 semester hours

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 project 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 in all core classes.
3. Program graduates will successfully research a topic including a relevant literature review as part of the requirements of the capstone project.

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

MASTER OF EDUCATION WITH A MAJOR IN ADULT AND CAREER EDUCATION BUSINESS EDUCATION AND INFORMATION TECHNOLOGY 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 project 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 in all core classes.
3. Candidates will successfully research a topic and successfully complete a relevant literature review as part of the requirements of the capstone 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:	May 1

Go to the Graduate School Website at at <http://www.valdosta.edu/gradschool/programs.shtml> and click on ACED M.Ed. Program for information on:

- Specific ACED M.Ed. Program Admission Requirements
- ACED M.Ed. Program Retention, Dismissal, and Readmission Policies
- ACED 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 ADULT AND CAREER EDUCATION
WORKFORCE EDUCATION AND DEVELOPMENT OPTION**

Core Courses.	15 hours
RSCH 7100.....	3 hours
PSYC 7010 or PSYC 7040	3 hours
ACED 7640, ACED 7990, ACED 7620	9 hours
Area of Concentration.	21 hours
ACED 7100, ACED 7110, ACED 7150, and ACED 7530	12 hours
ACED 7680 or ACED 7350	3 hours
Capstone Option A.....	6 hours
Comprehensive Exam	
Guided Electives.....	6 hours
Capstone Option B.....	6 hours
ACED 7950	3 hours
Guided Elective.....	3 hours
Recommended Guided Electives: ACED 7020, ACED 7120, PSYC 7610, PSYC 8360	
Total Hours Required for the Degree	36 semester hours

**REQUIREMENTS FOR THE M.ED. DEGREE WITH A MAJOR IN ADULT AND CAREER EDUCATION
CAREER AND TECHNICAL EDUCATION OPTION**

Core Courses.	15 hours
RSCH 7100.....	3 hours
PSYC 7010 or PSYC 7040	3 hours
ACED 7620, ACED 7640, ACED 7990	9 hours
Area of Concentration.	21 hours
EDUC 5999	0 hours
ACED 7020, ACED 7530	6 hours
ACED 7410 or ACED 7680	3 hours
ACED 7120, ACED 7430, or ACED 8450.....	3 hours
ACED 7150 or ACED 7710	3 hours
ACED 7590.....	3 hours
Guided Elective.....	3 hours
Recommended Guided Electives: ACED 7600, ACED 7810, PADM 7000, PADM 7110, PADM 7170, ITED 7400, ITED 7500	
Total Hours Required for the Degree	36 semester hours

**REQUIREMENTS FOR THE M.ED. DEGREE WITH A MAJOR IN ADULT AND CAREER EDUCATION
BUSINESS EDUCATION AND INFORMATION TECHNOLOGY OPTION**

Core Courses.	15 hours
RSCH 7100.....	3 hours
PSYC 7010 or PSYC 7040	3 hours
ACED 7620, ACED 7640, ACED 7990	9 hours
Area of Concentration.	21 hours
ACED 7070, ACED 7220, ACED 7510, ACED 7610, ACED 8450	18 hours
Guided Elective.....	3 hours
Total Hours Required for the Degree	36 semester hours

Department of Communication Sciences and Disorders

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

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 and Human Services 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.

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, 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:	March 1
Spring Deadline:	July 1
Summer Deadline:	October 1

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on CSD Program for information on:

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

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

MASTER OF EDUCATION WITH A MAJOR IN COMMUNICATION DISORDERS

REQUIREMENTS FOR THE M. ED. DEGREE WITH A MAJOR IN COMMUNICATION DISORDERS

College of Education and Human Services Core.	4 hours
CSD 5110 or RSCH 7100	3 hours
LEAD 7210	1 hour
Major Curriculum.	56 hours
CSD 5010, CSD 5030, CSD 5040	9 hours
CSD 5050	2 hours
CSD 5060, CSD 5080	6 hours
CSD 5090	3 hours
CSD 5100, CSD 5120, CSD 5130.	9 hours
CSD 5140, CSD 5160	6 hours
CSD 5190	9 hours
CSD 5210	9 hours
CSD 5200 or CSD 5230 Thesis	3 hours
Total Hours Required for the Degree	60 semester hours

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

Department of Curriculum, Leadership, and Technology

Dr. James L. Pate, Interim Head

Room 202, Communication Disorders Building

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. To accomplish its mission, the department offers programs in curriculum and instruction at the doctoral level; leadership at the doctoral level, educational leadership at the 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 have distance education components and 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 program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate).

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. The program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate).

Programs offered in educational leadership lead to an Education Specialist degree (Ed. S.) in educational leadership (performance-based building- or system-level GaPSC PL-6 certificate options), and to a Master of Education degree (M.Ed.) with a major in educational leadership (higher education leadership or student affairs options). The department also offers a GaPSC PL-6/7 certification program in performance-based building- or system-level educational leadership. The educational leadership programs provide quality instruction, research, and service to prospective and practicing educational leaders. 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 in higher education and student affairs. 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 three concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology application. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare 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. The program accepts qualified graduates from all disciplines and has three concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology application. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare candidates to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools.

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 an online portfolio.
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 an online portfolio. Portfolios 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 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 Deadline

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

Fall Deadline: March 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then 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
WITH A CONCENTRATION IN P-12 CURRICULUM AND INSTRUCTION**

Area A: Disciplinary Studies	9 hours
CIED 9100	3 hours
Choose two from the following: ACED 9400, LEAD 9030, EDUC 9000	6 hours
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 Courses	21 hours
Curriculum and Instruction Core.....	9 hours
CIED 9200, CIED 9300, and CIED 9400, PSYC 8020	3 hours
*GaPSC Certification Area Electives	9 hours
Area D: Dissertation	9 hours
CIED 9999	9 hours
Total Hours Required for the Degree	54 semester hours

An approved portfolio is required before Admission to Candidacy.

Please note that all students who hold or are seeking a GaPSC educator certificate must successfully complete EDUC 5999. According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certification in Curriculum and Instruction are required to present passing scores on the GACE Content Assessments for Curriculum and Instruction. The Dewar College of Education and Human Services requires all candidates to take the appropriate GACE Content Assessment(s) for their program. Candidates are not required to pass GACE Content Assessments in order graduate from our programs but will not be recommended for certification until they pass. All course work and assessments must be completed successfully before a candidate can be recommended for GaPSC certification in Curriculum and Instruction.

*9 hours of electives and/or dissertation in the candidate’s area of previous certification is required in GaPSC Rule 505-3.55 for Curriculum and Instruction Certification.

**REQUIREMENTS FOR THE ED.D. WITH A MAJOR IN CURRICULUM AND INSTRUCTION WITH A
CONCENTRATION IN GENERAL CURRICULUM AND INSTRUCTION**

Area A: Disciplinary Studies	9 hours
CIED 9100	3 hours
Choose two from the following: ACED 9400, LEAD 9030, EDUC 9000	6 hours
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 Courses	21 hours
Curriculum and Instruction Core.....	9 hours
CIED 9200, CIED 9300, and CIED 9400	
Electives	12 hours
The advisor and student will jointly design a program of study based on the selected concentration.	
Area D: Dissertation	9 hours
CIED 9999	9 hours
Total Hours Required for the Degree	54 semester hours

An approved portfolio is required before Admission to Candidacy.

DOCTOR OF EDUCATION WITH A MAJOR IN LEADERSHIP

The Leadership major develops effective, ethical, and diverse leaders who can lead organizations in a rapidly changing world. Skill applications serve as the connection between knowledge and inquiry. The skills developed in the core leadership, interdisciplinary, and research curricula contribute to the development of a culture of continuous organizational improvement.

The program is designed for professionals serving in a variety of organizations including P-12 schools, colleges and universities, non-profits, social service agencies, and other businesses. Students may earn concentrations in Organizational Leadership, Higher Education, Student Affairs, Curriculum Leadership, Technology Leadership, or P-12 Performance-based Leadership (initial P-12 GaPSC leadership certification). Advanced P-12 GaPSC certification in school leadership can be earned by completing any concentration except Higher Education. Concentrations may be customized with the permission of the advisor.

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 an online portfolio.
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 an online portfolio. Portfolios 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 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 Deadline

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

Fall Deadline: March 15

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php>

and click on Our Programs, then 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 Courses	12 hours
The student and advisor will jointly design a program of study based on the selected concentration.	
Area D: Dissertation	9 hours
LEAD 9999	9 hours
Total Hours Required for the Degree	54 semester hours

Please note that all students who hold or are seeking a GaPSC educator certificate must successfully complete EDUC 5999.

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, 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 at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then 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 Activities18 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 GaPSC 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:

- holding a master’s degree in educational leadership; or
- completing LEAD 7020 and LEAD 7420 or their equivalent as determined by a review of all past graduate-level work.
- At some point before completing the degree requirements, candidates must 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).

Please note that all students who hold or are seeking a GaPSC educator certificate must successfully complete EDUC 5999.

ADDITIONAL CERTIFICATION REQUIREMENTS

Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC 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).

MASTER OF EDUCATION WITH A MAJOR IN EDUCATIONAL LEADERSHIP

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

- The Higher Education Leadership Track prepares candidates to be administrators in institutions of higher education.
- The Student Affairs Track prepares candidates to serve as student affairs personnel in higher education.

SELECTED EDUCATIONAL OUTCOMES

1. Candidates will demonstrate knowledge of ethical leadership practices in higher education settings.
2. Candidates will establish operational plans and processes to accomplish strategic goals, utilizing practical applications of theory.
3. Candidates will describe the processes of educational leadership and relate them to programs in higher education.
4. Candidates will interact effectively with internal and external audiences.

EXAMPLES OF OUTCOME ASSESSMENTS

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

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 Higher Education Leadership Website at <http://www.valdosta.edu/academics/graduate-school/our-programs/higher-education-leadership.php> for information on:

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

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

**REQUIREMENTS FOR THE M.ED. DEGREE
STUDENT AFFAIRS TRACK**

Core Courses.	9 hours
LEAD 7840, RSCH 7100, LEAD 7850	
Academic Concentration.	27 hours
LEAD 7810, LEAD 7820, LEAD 7830..... 9 hours	
SAHE 7860, SAHE 7870, SAHE 7880..... 9 hours	
SAHE 7890 or ACED 7110 3 hours	
LEAD 8710 Directed Study I and II..... 6 hours	
Guided Elective.	3 hours
Field Experience LEAD 7921	3 hours
Total Hours Required for the Degree	42 semester hours

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 at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Certification in Educational Leadership Program for information 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>

REQUIREMENTS FOR CERTIFICATION IN EDUCATIONAL LEADERSHIP

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 GaPSC 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

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 GaPSC 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).

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. By completing this degree and passing the Georgia Content Assessment for the field that aligns to the candidate’s program of study, the candidate will be able to add either the area of instructional technology or media specialist to the candidate’s certificate and upgrade to the 6th-year level. Nine hours of advanced level course work focused on the content or content pedagogy in the candidate’s area of previous certification is required by GaPSC Rule 505-3.54 for Instructional Technology Certification. These hours may be satisfied through work on a thesis, research project, or dissertation directly focused on a content field held by the educator.

There are three concentrations in the Instructional Technology Program: P-12 Technology Applications (for P-12 public school personnel), Technology Applications (for non P-12 public school personnel), and Library Media. The Technology Applications Concentration prepares candidates to be technology coaches, technology coordinators, or instructional technologists in a variety of contexts: public schools, business, industry, government, the military, health fields, and higher education. The Library Media Concentration prepares candidates to be school media specialists.

The online program offers participants the opportunity to complete all coursework and field experiences at a distance using the Internet and the VSU Course Management System. 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. Experiential learning and application of knowledge are vital components of each class.

EDUCATION SPECIALIST DEGREE 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 while simultaneously demonstrating professional growth and development.
2. Candidates will use data and current research to inform their practices and enhance their leadership role in designing, developing, utilizing, managing, and evaluating instructional technology.
3. Candidates will demonstrate the knowledge, skills, and dispositions to create positive environments for teaching and 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 as they model and facilitate best practices, digital citizenship, and informative program evaluation.

EXAMPLES OF OUTCOME ASSESSMENTS

1. Candidates will demonstrate content knowledge through course-based content assessments, a state-based content exam, and a portfolio.
2. Candidates will demonstrate their ability to use data and current research to inform their practice through completion of a review of literature and an action research project.
3. Candidates will demonstrate their ability to create positive environments for student learning during field-based projects related to digital learning environments.
4. Candidates will demonstrate their ability to professionally build upon their knowledge of students, learning, diversity, evaluation, and instruction by completing a program evaluation and proposed plan of action.

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 as listed on the Graduate School website, 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: March 15
- Spring Deadline: November 15
- No summer admission

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Instructional Technology—Technology Applications Option-Ed.S. Program for information on:

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

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

REQUIREMENTS FOR THE ED.S. WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY TECHNOLOGY APPLICATIONS CONCENTRATION (P-12 PUBLIC SCHOOL PERSONNEL)

Professional Education.	3 hours
EDUC 5999	0 hours
ITED 8100	3 hours
Instructional Technology Core	15 hours
ITED 8200, ITED 8300, ITED 8400, ITED 8500, ITED 8600	
Research ITED 8960, ITED 8970 and ITED 8999.	9 hours
(in area of professional educator certification)	
Elective	3 hours
 Total Hours Required for the Degree	 30 semester hours

Prior to recommendation for instructional technology certification, applicant must pass GACE Instructional Technology tests. All course work in the research sequence must be completed in the area of the candidate’s prior certification.

REQUIREMENTS FOR THE ED.S. WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY TECHNOLOGY APPLICATIONS CONCENTRATION (NON P-12 PUBLIC SCHOOL PERSONNEL)

Professional Education ITED 8100.....	3 hours
Instructional Technology Core	15 hours
ITED 8200, ITED 8300, ITED 8400, ITED 8500, ITED 8600	
Research	9 hours
ITED 8960, ITED 8970 and ITED 8999	
Guided Elective	3 hours
Total Hours Required for the Degree	30 semester hours

ED.S. IN INSTRUCTIONAL TECHNOLOGY LIBRARY MEDIA CONCENTRATION

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 course-based content assessments, a state-based content exam, and a portfolio.
2. Candidates will demonstrate the use of data and current research through the development of a literature review and course-based assignments.
3. Candidates will demonstrate effect on student learning through field experience, development of a portfolio, and course-based assessments.
4. Candidates will demonstrate understanding of developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work through field-based internships, a portfolio, and course-based assessments.

**REQUIREMENTS FOR THE ED.S. WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY
LIBRARY MEDIA CONCENTRATION**

Corequisites: P-12 Children’s Literature Course and Special Education Course for the Exceptional Child

Professional Education	9 hours
EDUC 5999	0 hours
CIED 7060, ITED 8100, ITED 8960	9 hours
Instructional Technology Core	9 hours
ITED 7300, ITED 8400, ITED 8500	
Library Media Specialization	12 hours
ITED 7201, ITED 7202, ITED 7203, ITED 7400	
Guided Elective	3 hours
Internship/Capstone Presentation ITED 8299.....	3 hours
Total Hours Required for the Degree	36 semester hours

Prior to recommendation for library media certification, applicant must pass GACE Content Assessment Test for Media Specialist and complete an approved program for recommendation for certification.

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. By completing this degree and passing the GA content assessment for the field that aligns with the candidate’s program of study, the candidate will be able to add either the area of instructional technology or media specialist to a GA educator certificate and upgrade to the 5th year level. Twelve hours of advanced level course work focused on the content pedagogy in the candidate’s area of previous certification is required by GaPSC Rule 505-3.54 for Instructional Technology Certification.

There are three concentrations in the Instructional Technology Program:

P-12 Technology Applications (for P-12 public school personnel), Technology Applications (for non P-12 public school personnel), and Library Media. The Technology Applications Concentration prepares candidates to be technology coaches, technology coordinators, or instructional technologists in a variety of context: public schools, business, industry, government, the military, health fields, and higher education. The Library Media Concentration prepares candidates to be school media specialists.

This online program offers participants the opportunity to complete all course work and field experiences at a distance using the Internet and the VSU Course Management System. Experiential learning and application of knowledge are vital components of each class.

MASTER OF EDUCATION DEGREE IN INSTRUCTIONAL TECHNOLOGY TECHNOLOGY APPLICATIONS CONCENTRATION (P-12 AND NON P-12)

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 while simultaneously demonstrating professional growth and development.
2. Candidates will use data and current research to inform their practices and enhance their leadership role in designing, developing, utilizing, managing, and evaluating instructional technology.
3. Candidates will demonstrate the knowledge, skills, and dispositions to create positive environments for teaching and 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 as they model and facilitate best practices, digital citizenship, and informative program evaluation.

EXAMPLES OF OUTCOME ASSESSMENTS

1. Candidates will demonstrate content knowledge through course-based content assessments, a state-based content exam, and a 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 field-based projects related to digital learning environments.
4. Candidates will demonstrate their ability to professionally build upon their knowledge of students, learning, diversity, evaluation, and instruction by completing a program evaluation and a proposed plan of action.

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

The Graduate School Website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) contains information on:

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

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

**REQUIREMENTS FOR THE M.ED. DEGREE WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY
P-12 TECHNOLOGY APPLICATIONS CONCENTRATION (FOR P-12 PUBLIC SCHOOL PERSONNEL)**

Professional Education.	6 hours
EDUC 5999	0 hours
ITED 7070, ITED 7100	6 hours
Instructional Technology Core.	15 hours
ITED 7200, ITED 7300	6 hours
ITED 7400, ITED 7500, ITED 7600	9 hours
Courses in Area of Professional Educator Certification	12 hours
Internship.	3 hours
 Total Hours Required for the Degree	 36 semester hours

Prior to recommendation for instructional technology certification, the applicant must pass GACE Instructional Technology Tests.

**REQUIREMENTS FOR THE M.ED. DEGREE WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY
TECHNOLOGY APPLICATIONS CONCENTRATION (FOR NON P-12 PUBLIC SCHOOL PERSONNEL)**

Professional Education.	6 hours
EDUC 5999	0 hours
ITED 7070, ITED 7100	6 hours
Instructional Technology Core.	15 hours
ITED 7200, ITED 7300	6 hours
ITED 7400, ITED 7500, ITED 7600	9 hours
Courses in Area of Specialization	12 hours
Internship.	3 hours
 Total Hours Required for the Degree	 36 semester hours

**MASTER OF EDUCATION DEGREE IN INSTRUCTIONAL TECHNOLOGY
LIBRARY MEDIA CONCENTRATION**

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 course-based content assessments, a state-based content exam, and a portfolio.
2. Candidates will demonstrate the use of data and current research through the development of a literature review and course-based assignments.

3. Candidates will demonstrate effect on student learning through field experience, development of a portfolio, and course-based assessments.
4. Candidates will demonstrate understanding of developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work through field-based internships, a portfolio, and course-based assessments.

REQUIREMENTS FOR THE M.ED. DEGREE WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY LIBRARY MEDIA CONCENTRATION

Corequisites: P-12 Children’s Literature Course and Special Education Course for the Exceptional Child

Professional Education.	6 hours
EDUC 5999	0 hours
RSCH 7100 or ITED 7070	3 hours
ITED 7100	3 hours
Instructional Technology Core.	12 hours
ITED 7200, ITED 7300, ITED 7400, ITED 7500	
Courses in Area of Specialization.	12 hours
ITED 7201, ITED 7202, ITED 7203.	9 hours
CIED 7060	3 hours
Guided Elective.	3 hours
Internship ITED 7299.	3 hours
 Total Hours Required for the Degree	 36 semester hours

Prior to recommendation for library media certification, the applicant must pass the GACE Content Assessment Test for Media Specialist and complete an approved program for recommendation for certification.

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 a master’s degree or 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 or S-6 levels.

Admission Deadlines

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

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then 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>

REQUIREMENTS FOR CERTIFICATION ONLY—LIBRARY MEDIA

Corequisites: P-12 Children’s Literature Course and Special Education Course for the Exceptional Child

A transcript evaluation is required to determine a program of study for non-degree/certification only applicants.

Instructional Technology Core	9 hours
EDUC 5999	0 hours
ITED 7200, ITED 7300, ITED 7400	9 hours
Courses in Area of Specialization	12 hours
ITED 7201, ITED 7202, ITED 7203, CIED 7060	
Guided Elective	3 hours
Internship ITED 7299	3 hours
Total Hours Required for the Degree	27 semester hours*

*Contingent on results of transcript evaluation

Prior to recommendation for library media certification, the applicant must pass the GACE Content Assessment Test for Media Specialist and complete an approved program for recommendation for certification.

**ONLINE TEACHING ENDORSEMENT
COLLABORATIVE ONLINE EDUCATION PROGRAM**

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/colleges/education/deans-office/online-programs>.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then 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 COLLABORATIVE ONLINE EDUCATION 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/colleges/education/deans-office/online-programs>.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then 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, CIED 7602, CIED 7603	9 hours

Department of Early Childhood and Special Education

*Dr. Shirley E. Thompson, Interim Head
Room 166, Education Center*

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. 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 also offers the Education Specialist (Ed.S.) program in Special Education for practicing educators who wish to pursue leadership positions as well as those who wish to upgrade their professional skills. The program focuses on the information and skills required of professionals in becoming effective leaders and problem solvers within a variety of settings.

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 through 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 if required), 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 at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then 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: <http://www.valdosta.edu/academics/graduate-school/graduate-admissions/>

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

College of Education and Human Services Core Courses	6 hours
EDUC 5999	0 hours
PSYC 7010 and RSCH 7100.	6 hours
Early Childhood Education Core	24 hours
ECED 7210, ECED 7220, ECED 7230	9 hours
ECED 7320, ECED 7330, ECED 7340	9 hours
ECED 7540, ECED 7550	6 hours
Electives*	6 hours
Total Hours Required for the Degree	36 semester hours

* Suggested Electives: ECED 6000 (3-6 credits), ENGL 8690A and B, 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 WITH A MAJOR IN SPECIAL EDUCATION
 Collaborative Online Education Programs

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 their principal and a university supervisor.
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 nonprofessional (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 the teachers' 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 to 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/colleges/education/deans-office/online-programs>

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then 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 ONLINE M.A.T. DEGREE WITH A MAJOR IN SPECIAL EDUCATION – GENERAL CURRICULUM

Core Courses	6 hours
SEGC 6000, SEGC 6040	6 hours
Area of Concentration	24 hours
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
Research Core	6 hours
SEGC 6100, SEGC 6110	
Total Hours Required for the Degree	36 semester hours

Prior to completion of the M.A.T. 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**

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

Prior to completion of the M.A.T. 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.

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

SELECTED EDUCATIONAL OUTCOMES

1. Candidates demonstrate a strong knowledge of content area(s) appropriate to their certification levels.
2. Candidates use assessment and research to make data- / evidence-based decisions to ensure the continuous development of all learners.
3. Candidates create positive learning environments for all learners.
4. Candidates use their knowledge of students and their learning to design and plan appropriate learning experiences for all learners.

EXAMPLES OF OUTCOME ASSESSMENTS

1. Candidates demonstrate content knowledge through course-based content assessment.
2. Candidates demonstrate effective use of data and research to make data- / evidence-based decisions through completion of a review of current literature.
3. Candidates demonstrate positive learning environments through video-taped evidence.
4. Candidates demonstrate positive impact on learners through an applied research project.

Admission Deadlines

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

REQUIREMENTS FOR THE ED.S. DEGREE WITH A MAJOR IN SPECIAL EDUCATION

Core Courses	9 hours
EDUC 5999	0 hours
SPEC 8010	3 hours
SPEC 8110 and elective <i>or</i> SPEC 8999	6 hours
Approved Elective	3 hours
Required Specialization Courses	9 hours
SPEC 8020, SPEC 8030, SPEC 8040	
Research Requirements	6 hours
RSCH 8000, SPEC 8060	
Total Hours Required for Degree	27 semester hours

Department of Kinesiology and Physical Education

Dr. Mike Griffin, Head

Room 168, Physical Education Complex

The Department of Kinesiology and Physical Education offers a master's program (M. Ed.) with a major in health and physical education and an educational specialist program (Ed. S.) with a major in coaching pedagogy in physical education. Both programs are fully online and require candidates to research, design, develop, implement, evaluate, and disseminate innovative educational and/or coaching practices.

The Master of Education (M.Ed.) degree program in Health and Physical Education within the Department of Kinesiology and Physical Education is designed with the goal of improving teaching and offers candidates opportunities for integrated study and practice. Upon completion of the program, eligible candidates meeting appropriate criteria will have the opportunity to earn the T-5 certificate or its equivalent. The updated, fully online program employs profession-specific content aligned with the current NASPE advanced standards. The most recent technology applications will be used to better prepare graduates to apply today's knowledge to tomorrow's practice. The aim is to create changes in health and physical education programs through the development of master teachers in health and physical education in the state of Georgia, within the service region and beyond.

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. 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 to 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 youth.

SELECTED EDUCATIONAL OUTCOMES

Candidates in advanced teacher education programs will:

1. have an in-depth understanding of content knowledge that can be applied to their physical education programs and daily instruction.
2. use content knowledge and pedagogical content knowledge to design and conduct appropriate learning experiences that facilitate and enhance the growth of learners.
3. continuously and collaboratively learn, further their own professional development, and use their abilities to contribute to the profession.
4. 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

Candidates in advanced teacher education programs will demonstrate:

1. the level of their content knowledge through performance on comprehensive examinations or development and presentation of the electronic portfolio.
2. their use of instructional strategies and technologies through continuous planning, teaching, and self-evaluation of teaching episodes during a variety of field experience assignments.
3. their ability to identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. their ability to positively impact P-12 learners 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 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. Applicants are responsible for allowing adequate time for document submission and for ensuring receipt of documents.

Admission Deadlines

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

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then 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 M.ED. DEGREE WITH A MAJOR IN HEALTH AND PHYSICAL EDUCATION

EDUC 5999	0 hours
RSCH 7100.	3 hours
KSPE 7110, KSPE 7120, KSPE 7130, KSPE 7140	12 hours
KSPE 7150	4 hours
KSPE 7160, KSPE 7170, KSPE 7180, KSPE 7260	12 hours
Capstone Course KSPE 7910.	2 hours

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

The successful completion of a comprehensive exam or the successful 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

The Ed.S. in Coaching Pedagogy in Physical Education is a rigorous academic program of 27 semester hours of fully online course work. Graduates of the program who meet all criteria may be eligible for upgrade to T-6 certification in the state of Georgia or reciprocal states.

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 show 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 (MAT) 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

Candidates will:

1. develop a coaching philosophy that centers on ethical conduct and behavior while focusing on the safety and well being of the athlete.
2. develop the ability to recognize inherent risks of unsafe equipment, facilities, and conditions during high risk activities.
3. develop a capstone project 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

Candidates will:

1. Develop a coaching philosophy to be evaluated by faculty using a departmentally developed rubric.
2. Create an emergency action plan to be evaluated by faculty using a departmentally developed rubric.
3. Develop a capstone project on a unique coaching topic to 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 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 at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Coaching Pedagogy Ed.S. Program for information on:

- Specific Coaching Pedagogy 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>

**REQUIREMENTS FOR THE ED.S. DEGREE
WITH A MAJOR IN COACHING PEDAGOGY IN PHYSICAL EDUCATION**

EDUC 5999	0 hours
KSPE 8100, KSPE 8200, KSPE 8300	9 hours
KSPE 8500, KSPE 8600, KSPE 8700	9 hours
KSPE 8110, KSPE 8410	6 hours
KSPE 8900	3 hours

Total Hours Required for the Degree 27 semester hours

Department of Marriage and Family Therapy

Dr. Kate Warner, Head

Room 134 Continuing Education Building

The Marriage and Family Therapy Program is accredited by the Commission on Accreditation for Marriage and Family Therapy Training and Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT).

MASTER OF SCIENCE WITH A MAJOR IN MARRIAGE AND FAMILY THERAPY

Marriage and Family Therapy addresses the interpersonal and social context of mental health and emotional problems. To qualify students to practice MFT, the curriculum for the master's degree program in marriage and family therapy focuses on the knowledge and skills necessary to assess and intervene in the interactions among people. It prepares students to use an active, positive approach to therapy that will help individuals and their families build on their strengths, improve communication, and develop solutions to their problems.

The Master of Science degree with a Major in Marriage and Family Therapy prepares students for licensure in Georgia as Marriage and Family Therapists and for Associate membership in the American Association for Marriage and Family Therapy (AAMFT). The curriculum, developed to meet national accreditation standards, links theory and practice throughout training. A twelve-month clinical practicum is required. Students receive at least 600 hours of direct client contact and 100 hours of AAMFT-approved supervision. Practicum experience is provided at the on-site Marriage and Family Therapy Training Clinic and through community placements. Course work includes some assignments and activities that encourage self-exploration and personal growth.

MFT PROGRAM MISSION STATEMENT

The mission of the Valdosta State University Marriage and Family Therapy Program is to provide students the academic and clinical training required to practice relationally informed clinical work and to ready graduates for work in a variety of mental health settings.

MFT PROGRAM PHILOSOPHY

The philosophy of the Valdosta State University Marriage and Family Therapy Program is guided by a commitment to diversity and the belief that the differences that make up the weave of humanity must be embraced and cherished; a relational understanding that all human behavior and meaning-making are context-dependent, and so a deep appreciation of each client's context is a prerequisite of respectful treatment; and the belief that the students' uniqueness should be respected and developed through active, engaged learning with an accessible and supportive faculty.

SELECTED EDUCATIONAL OUTCOMES

Upon successful completion of the MFT program, students will:

- Practice from a culturally sensitive lens.
- Practice from a systemic lens.
- Be prepared to obtain entry-level employment in mental health agencies.
- Claim the professional identity of Marriage and Family Therapist.

EXAMPLES OF OUTCOME ASSESSMENTS

1. Faculty assessment of student performance in all courses includes requiring students to demonstrate their ability to integrate course content and translate their coursework to clinical practice.
2. The comprehensive exam taken by students prior to graduation evaluates the students' ability to integrate and apply information from the training program as a whole. It also measures effectiveness of the program in teaching essential concepts.

3. Practicum supervisors will evaluate the clinical performance of each student. Community practicum site directors will also complete a form evaluating their impressions of the training program.
4. The ability of graduates to pass the national MFTH exam and obtain licensure is another measure of outcome.

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

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Marriage & Family Therapy for information on:

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

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

REQUIRED COURSE WORK

Area I: Theoretical Foundations.	5 hours
MFTH 7101*	3 hours
MFTH 7103	2 hours
*Additional Theoretical Foundations included in MFTH 6800	
Area II: Clinical Practice.	15 hours
MFTH 7102, MFTH 7400, MFTH 7601	9 hours
MFTH 7602, MFTH 7700	6 hours
Area III: Individual Development & Family Relations.	9 hours
MFTH 6700, MFTH 7500, MFTH 7050	9 hours
Areas IV: Professional Identity & Ethics.	5 hours
MFTH 6800	3 hours
MFTH 7350, MFTH 7880	2 hours
Area V: Research.	3 hours
MFTH 7200	3 hours
Area VI: Electives.	minimum of 5 hours
MFTH 7900	6 hours
SOCI 7021	3 hours
MFTH 7510	3 hours
MFTH 7550	3 hours
MFTH 7650 Special Topics in MFTH	1 hour each
Other approved courses	
Area VII: Supervised Clinical Practice.	18 hours
(1 year, minimum 500 hours direct client contact)	
MFTH 7600 Practicum	18 hours
Total Required for the Degree	minimum of 60 semester hours

The degree requires a minimum of two years to complete and requires summer study. Three-year and four-year plans are also available.

Department of Middle, Secondary, Reading, and Deaf Education

*Dr. Barbara Radcliffe, Interim Head
Room 87, Education Building*

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 Teacher Leadership 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 profession. At both master and specialist graduate program levels, candidates acquire the knowledge, skills, and preparation for meeting the standards of the National Board for Professional Teaching Standards.

The department also offers a variety of Master of Arts in Teaching (M.A.T.) degrees resulting in clear/renewable initial certification. The M.A.T. program in middle grades and secondary education is designed for candidates who already have their undergraduate degree and who have satisfied content requirements in the area(s) in which they want to teach. This M.A.T. program offers initial certification to candidates in the fields of Middle Grades Education or Secondary Education. The emphasis for the degree is on the development of pedagogical, management, and curricular knowledge and skills needed to become effective teachers.

The M.A.T. with a major in special education-deaf and hard-of-hearing allows VSU students with a B.S.Ed. pre-professional degree in deaf and hard-of-hearing to complete a fifth-year master's program (M.A.T.) and earn initial certification.

Three collaborative online education program degree options are available: Master of Education in Curriculum and Instruction with a major in accomplished teaching and the 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 Teacher Leadership emphasizes teacher leadership development and the application of action research skills in educational settings.

MASTER OF ARTS IN TEACHING (M.A.T) IN MIDDLE GRADES AND SECONDARY EDUCATION

INITIAL CLEAR/RENEWABLE CERTIFICATION

The M.A.T. program is designed for candidates who already have their undergraduate degree and who have satisfied content requirements in the area(s) in which they want to teach. The M.A.T. program offers initial certification to candidates in Middle Grades Education. Candidates select two areas from the following: English, reading, mathematics, social studies, and science.

The M.A.T. is also offered for secondary education programs (grades 6-12) in English, mathematics, biology, chemistry, physics, earth science, history, or political science. Options are available for teachers currently employed with a temporary certificate and for prospective middle and secondary level teachers who do not currently hold certification.

SELECTED EDUCATIONAL OUTCOMES

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

EXAMPLES OF OUTCOME ASSESSMENTS

1. Students in initial teacher education programs demonstrate content knowledge through passing the state-required content assessment.
2. Students in initial teacher education programs 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 in initial teacher education programs demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and 4-12 mentor teacher.
4. Students in initial teacher education programs demonstrate their ability to positively impact P-12 learning through a Teacher Work Sample (TWS).

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.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Alternative Certification Track for information on:

- Specific M.A.T. (selected option) Program Admission Requirements
- M.A.T. (selected option) Program Retention, Dismissal, and Readmission Policies
- M.A.T. (selected option) Program Graduation Requirements

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

MASTER OF ARTS IN TEACHING (M.A.T.) IN MIDDLE GRADES AND SECONDARY EDUCATION EMPLOYED TEACHER OPTION

This option is designed for working teachers. It results in clear/renewable certification at the completion of MSED 7001, MSED 7002, MSED 7003, MSED 7004, MSED 7005, and MSED 7006. Candidates typically complete the certification requirements within the first three to four semesters. Candidates can earn an M.A.T. upon completion of the program.

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 semester 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 (M.A.T.) IN MIDDLE GRADES AND SECONDARY EDUCATION FULL-TIME STUDENT OPTION

This option is designed for full-time students who are not employed as teachers. It results in an M.A.T. and clear/renewable certification.

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, MSED 7021.	3 hours
MSED 7004	3 hours
MSED 7040, MSED 7041.	3 hours

Total Hours Required for the Degree 36 semester 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 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 at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then 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 and Human Services 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

Professional Education Courses	9 hours
MSED 7010, PSYC 7010, RSCH 7100	9 hours
Area of Concentration	27 hours
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.	
Total Hours Required for the Degree	36- 37 semester hours

ONLINE GRADUATE EDUCATION PROGRAMS AND COLLABORATIVES

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-driven 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 M.Ed. collaborative 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 collaborative online education programs 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

Collaborative online education programs deadlines are established each term. Check the website for admission deadlines and application forms: <http://www.valdosta.edu/colleges/education/deans-office/online-programs>.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then 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

Core Courses.	15 hours
MGMS 5999.	0 hours
MGMS 7100, MGMS 7000 (VSU)	6 hours
MGMS 7200, MGMS 7240, MGMS 7400 (NGCSU)	9 hours
Content Courses.	18 hours
MATH 5180, MATH 5190, MATH 6161 (VSU)	9 hours
MGMS 7400, MGMS 7401, MGMS 7402 (NGCSU)	9 hours
Capstone Course.	3 hours
MGMS 7670 Teaching Practicum	
Total Required for the Degree	36 semester hours

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

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 5999.	0 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 demonstrate the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Candidates use data and current research to inform their practices.
3. Candidates create positive environments for learning.
4. Candidates collect and analyze data related to student learning and apply strategies for improving student learning.

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 at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then 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 and Human Services 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

GEORGIA READING ENDORSEMENT

Individuals who hold the Reading Endorsement are in-field to teach reading at the grade level of their base certificate.

Admission Deadlines

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

PROGRAM ADMISSION REQUIREMENTS:

To pursue to Georgia Reading Endorsement, applicants must:

1. Submit a graduate application for admission as a non-degree seeking endorsement student;
2. Hold an undergraduate degree from a regionally accredited institution;
3. Hold a clear renewable certificate in any teaching field or the service field of communication disorders.

Go to the Graduate School Website at <http://www.valdosta.edu/gradschool/programs.shtml> and click on Georgia Reading Endorsement Program for information on:

- Reading Endorsement Program Graduation Requirements .

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

REQUIREMENTS FOR THE READING ENDORSEMENT

READ 7100	2-3 hours
READ 7010 and READ 7130	6 hours
Total Hours Required for the Endorsement	8-9 semester hours

MASTER OF EDUCATION WITH A MAJOR IN SPECIAL EDUCATION DEAF AND HARD-OF-HEARING EDUCATION

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.

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 at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then 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 *and***

**FOR CANDIDATES COMPLETING A VSU B.S.ED. DEGREE WITH A MAJOR IN SPECIAL
EDUCATION–DEAF AND HARD-OF-HEARING:**

College of Education and Human Services Core Courses	16 hours
RSCH 7100.....	3 hours
LEAD 7210.....	1 hour
DEAF 5010.....	10 hours
DEAF 5020.....	2 hours
Concentration for Deaf & Hard-of-Hearing Education	20 hours
DEAF 5310, DEAF 5370.....	6 hours
DEAF 5380.....	4 hours
DEAF 6000, DEAF 6010	6 hours
DEAF 6020.....	4 hours
Total Hours Required for the Degree	36 semester hours

**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.

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.

Candidates wishing to pursue the M.A.T. in Special Education—Deaf and Hard-of-Hearing must complete the Deaf Studies minor at VSU or have completed the equivalent of these courses at another institution.

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 at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Deaf & Hard-of-Hearing M.A.T. Special Education Program for information on:

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

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

REQUIREMENTS FOR THE M.A.T. IN SPECIAL EDUCATION—DEAF AND HARD-OF-HEARING

Core Courses	19 hours
DEAF 2999	0 hours
DEAF 6000, DEAF 6010, DEAF 6110	9 hours
ACED 7400, RSCH 7100, PSYC 7010	9 hours
LEAD 7210	1 hour
Area of Specialization - Deaf and Hard-of-Hearing	17 hours
DEAF 5310, DEAF 5370, DEAF 6030	9 hours
DEAF 5380, DEAF 6020	8 hours
Total Hours Required for the Degree	36 semester hours

EDUCATION SPECIALIST DEGREE WITH A MAJOR IN TEACHER LEADERSHIP

A VSU Online Program

SELECTED EDUCATIONAL OUTCOMES

1. Candidates will demonstrate knowledge of the content necessary to successfully meet the Teacher Leadership Program Standards.
2. Candidates will model best practices in pedagogy and serve as mentors and coaches for other educators.
3. Candidates will conduct research related to school culture, curriculum, and assessment, and apply the findings to improving those areas.
4. Candidates will design and implement professional learning based on student and teacher needs.

EXAMPLES OF OUTCOME ASSESSMENTS

1. Candidates will demonstrate the content knowledge by passing the state-required content assessment.
2. Candidates will demonstrate best practices in pedagogy, mentoring, and coaching through faculty and supervisor observation of those practices.
3. Candidates will demonstrate the ability to conduct and apply research through a review of literature and an associated action research project scored by a departmentally created rubric.
4. Candidates will demonstrate the ability to design and implement professional learning through faculty and supervisor observation of clinical practice.

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:

Collaborative online education program deadlines are established each term. Check the website for admission deadlines and application forms: <http://www.valdosta.edu/colleges/education/deans-office/online-programs>.

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on Ed.S. in Teacher Leadership for information on:

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

REQUIREMENTS FOR THE ED.S. DEGREE WITH A MAJOR IN TEACHER LEADERSHIP

Core Courses.	15 hours
EDET 5999.....	0 hours
EDET 8020*, EDET 8030.....	6 hours
EDET 8040*, EDET 8050*, EDET 8880	9 hours

All candidates must successfully complete EDET 5999, a zero credit hour professional orientation course, during the first semester of enrollment.

*Work in course must focus on content of candidate's certification field.

Teacher Leadership Residency Courses	3 hours
EDET 8001.....	1 hour
EDET 8002.....	1 hour
EDET 8003.....	1 hour

Specialization Courses (numbered 5000 & above).

Themes to select from, in consultation with advisor, include but are not limited to:

- Early Childhood Education,
- ESOL (endorsement)
- Career and Technical Education
- Gifted Education (endorsement)
- Instructional Technology
- Leadership (GaPSC pre-service courses)
- Online Teaching (endorsement)
- Physical Education
- Reading (endorsement)
- Special Education
- Any combination of above

Total Required for the Degree	27 semester hours
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Department of Psychology and Counseling

Dr. Jackson Rainer, Head

Room 2104 Psychology Building

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

At the graduate level, the department offers the M.S. degree with a concentration in clinical/counseling psychology 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. These programs train and endorse program graduates specifically for employment in the public school setting and community. 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 school counseling programs are approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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:

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 153 (62nd percentile) on the combined Verbal Reasoning section of the Graduate Record Examination (GRE) and a minimum score of 145 (32nd percentile) on the Quantitative Reasoning section of the GRE.
3. Three letters of recommendation from professionals (at least two of which should be from faculty, if possible) 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. For consideration for probationary admission, applicants should submit the three letters of recommendation (A-3) and the written statement (A-4) as set forth above, and meet 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.)

- undergraduate GPA of 3.0 or above and scores of at least 145 on the Verbal Reasoning section of the GRE and 141 on the Quantitative Reasoning section of the GRE.*
- or*
- undergraduate GPA of 2.75 or above and scores of at least 153 on the Verbal Reasoning section of the GRE and 145 on the Quantitative Reasoning section of the GRE.*

*In addition to standardized test scores, letters of recommendation, personal statement, and GPA, the Admission Committee may consider the applicant's TOEFL score (where appropriate) and disaggregated characteristics of academic transcripts (with special attention to grades in the last two years of the applicant's undergraduate program and psychology coursework).

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

Required Classes.	33 hours
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
Guided electives.	12 hours
Total hours required for the degree	45 semester hours

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

Required Courses.	34 hours
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
Guided Electives.	11 hours
Total hours required for the degree	45 semester hours

MASTER OF EDUCATION 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 and Human Services 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.

REMEDATION 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 Courses	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

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

*Cross-listed with PSYC courses

SCHC 7830	3 hours
SCHC 7981, SCHC 7991, SCHC 7992	9 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) and Curriculum (CIED 7060).

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 the 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 Required for the Degree	27 semester hours

GIFTED IN-FIELD ENDORSEMENT

A Collaborative Online Education 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 collaborative online education program 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.

REQUIREMENTS FOR GIFTED IN-FIELD ENDORSEMENT

Required Courses	12 hours
PSYG 5610	3 hours
PSYG 6600	3 hours
PSYG 6620	3 hours
PSYG 7600	3 hours

Department of Social Work

*Dr. Richard Vodde, Interim Head
Room 213 Pine Hall*

The Department of Social Work offers a Master of Social Work degree. Social Work is a profession committed to improving the quality of life for all individuals. Social workers perform a variety of roles in many settings and are eligible for professional certification and state licensure. The Master of Social Work degree program at Valdosta State University is designed to prepare students for advanced generalist practice. Social workers in advanced generalist practice use their skills as direct service providers in interventions with individuals, families, groups, organizations, as well as in communities in the role of supervisors, managers, administrators, researchers, and social planners.

MASTER OF SOCIAL WORK DEGREE

SELECTED EDUCATIONAL OUTCOMES

1. Using the strengths perspective, graduates will practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences.
2. Graduates will demonstrate the ability to practice at increasing levels of complexity using specialized theories and practice methods.
3. Graduates will demonstrate elements of leadership and the ability to shape the professional environment.
4. Graduates will demonstrate an increasing ability to engage in informed and systematic self-directed practice.

EXAMPLES OF OUTCOME ASSESSMENTS

1. Students must complete all academic requirements to a satisfactory degree, including 1,000 clock hours of practicum.
2. Students must submit a portfolio to the faculty during the last semester in residence, which reflects the way in which they met all program objectives.

This program is accredited by the Council on Social Work Education (CSWE). VSU graduate students who are not enrolled in the M.S.W. program may take elective courses with the permission of the Head of the Department of Social Work, but required courses are restricted to M.S.W. students. The M.S.W. program is cohort-based, and the order of courses is strictly determined by selection of program. Academic credit will not be given for life experience or previous work experience.

Program cohort options and detailed programs of study are available at the Department of Social Work office and website: www.valdosta.edu/sowk. Students are admitted to one of the following cohort options:

- (1) On-campus option: Full-Time (2-year); Part-Time (3- or 4-year)
- (2) Web-based (3-year) including 5 weekends of on-campus classes each semester
- (3) Advanced Standing option: Full-Time On-Campus (1-year); Full-Time Web-Hybrid (1-year); Part-Time On-Campus (2-year); Part-Time Web-Hybrid (2-year)

Advanced Standing students may request either the on-campus or web-based option and may elect to attend classes full-time or part-time. The Advanced Standing option is available only to students who received a Bachelor of Social Work (B.S.W.) from a CSWE-accredited program in the last 5 years. Additional admission requirements apply. Enrollment in this option is extremely competitive, and space is limited.

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, 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.

Application Deadlines

Deadline for applications is March 15 of each year. Applications received after the deadline will be considered on a space-available basis. Classes start in May or August for regular M.S.W. students and in May for Advanced Standing students (B.S.W.).

Go to the Graduate School Website at <http://www.valdosta.edu/academics/graduate-school/welcome.php> and click on Our Programs, then click on MSW Program for information on:

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

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

REQUIREMENTS FOR THE MASTER OF SOCIAL WORK DEGREE

First Year - Foundation Courses.....	30 hours
SOWK 6000: Orientation to Adv. Generalist Practice (2 hours)*	
*Advanced Standing Only	
SOWK 6004: Social Work Practice with Groups	2 hours
SOWK 6100: Introto Professional Social Work Education	1 hour
SOWK 6201: Human Behavior in Social Environment I	3 hours
SOWK 6202: Human Behavior in Social Environment II.....	3 hours
SOWK 6301: Generalist Practice I.....	3 hours
SOWK 6302: Generalist Practice II.....	3 hours
SOWK 6303: Practice Skills Lab	1 hour
SOWK 6400: Social Welfare Policy, Problems, and Services	3 hours
SOWK 6500: Research and Eval. Methods in Social Work.....	3 hours
SOWK 6600: Practicum I	3 hours
SOWK 6610: Practicum Seminar I	1 hour
SOWK 6700: Practicum II	3 hours
SOWK 6710: Practicum Seminar II.....	1 hour
Second Year - Concentration Courses	30 hours
SOWK 7300: Adv. Practice with Individuals.....	3 hours
SOWK 7310: Adv. Practice with Families	3 hours
SOWK 7320: Adv. Practice in Organizations and Communities	3 hours
SOWK 7400: Adv. Social Work Policy & Practice	3 hours
SOWK 7500: Adv. Research & Program Evaluation	3 hours
SOWK 7611: Adv. Social Work Practicum I	4 hours
SOWK 7612: Adv. Social Work Practicum II	4 hours
SOWK 7630: Professional Seminar	2 hours
Select a minimum of 5 hours of General Practice Electives:	
SOWK 7000, SOWK 7700, SOWK 7810, SOWK 7820, SOWK 7840, SOWK 7860,	
SOWK 7870, SOWK 7880, or SOWK 7890	3 hours
SOWK 7750, SOWK 7770, SOWK 7800, SOWK 7830, or SOWK 7850	2 hours

*Some elective courses are available in summer semester.

Total Hours Required for the Degree..... 60 semester hours

FIELD PRACTICUM

Students in the M.S.W. program complete two separate year-long practicum experiences. These field placements in social service agencies run concurrently with coursework and allow students an opportunity to integrate classroom content with actual practice experiences. Students are required to complete 16 to 18 hours per week in practicum, depending on program cohort option. Practicum placements are geographically limited and determined by the Director of Field Instruction.