



## **COLLEGE OF EDUCATION**

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and Reading Education

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Dr. Robert E. L. Bauer, Head, Department of Psychology, Counseling, and Guidance

Dr. Catherine Price, Head, Department of Secondary Education, Curriculum,  
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Dr. Donnie McGahee, Head, Department of Vocational Education

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

### **MISSION**

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

## **VISION**

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

### **Preparing Professionals for Service**

The faculty members of the College of Education are dedicated to creating effective learning environments for students by designing programs based on professional standards, research, and knowledge bases organized into a conceptual framework.

### **Conceptual Framework**

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

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

1. Graduates are committed to their roles as helping professionals.
2. Graduates are capable of excellence in their professional practice.
3. Graduates think systematically about their practice, use research, and contribute to the knowledge base.
4. Graduates are members of learning communities.

## **ACCREDITATION AND CERTIFICATION**

The College of Education maintains accreditation with the National Council for Accreditation of Teacher Education (NCATE), and each of its individual teacher preparation programs is accredited by the Georgia Professional Standards Commission (GPSC). The Dean of the College of Education is the official certification officer and recommends students for all initial certification and upgrades in certification. Specific questions concerning teacher certification should be directed to the appropriate department. In addition, the Sports Medicine Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the Speech and Language Program is accredited by the American Speech and Hearing Association (ASHA), and the graduate program in School Psychology is accredited by the National Association of School Psychologists (NASP).

## **DIVERSITY**

The College of Education recognizes the need for taking proactive steps to enhance multicultural and global perspectives and promote diversity. In addition to supporting multicultural perspectives throughout educational programs, the College of Education actively seeks a diverse student and faculty population.

## **ADVISING**

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

## **STUDENT RESPONSIBILITIES**

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

## **GRADUATE DEGREE PROGRAMS**

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

### **College of Education Requirements in addition to University Requirements for Admission**

1. Admission to graduate programs in the College of Education is granted by the Graduate School, in consultation with the department concerned. Students are urged to contact the department in which the major portion of the work will be taken before making formal application for admission.
2. Formal applications are obtained from, and must be submitted directly to, the Graduate School for initial evaluation.
3. The Graduate School will contact the department head for the department in which the student wishes to pursue graduate work to obtain approval for the

student's entry into a graduate program within that department.

4. A student who is admitted to a graduate program will be notified by the Graduate School of his/her acceptance.
5. A student who is denied admission to a graduate program will be notified by the Graduate School and apprised of the procedure to follow if he/she wishes to appeal the denial.

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

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

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

M.Ed. Early Childhood Education  
(P-3 Option)  
(Content Option)

M.Ed. Reading Education

### **Department of Educational Leadership**

M.Ed. Educational Leadership  
(Building Option)  
(System Option)  
(Higher Education Option)

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

M.Ed. Health and Physical Education  
(Certification Option)  
(Non-Certification Option)

Department of Middle Grades Education

M.Ed. Middle Grades Education

### **Department of Secondary Education, Curriculum, and Instructional Technology**

M.Ed. Secondary Education  
(English, Mathematics, Science, and Social Studies)

M.Ed. Instructional Technology  
(Library/Media Technology Option)  
(Technology Applications Option)  
(Technology Leadership Option)

### **Department of Special Education and Communication Disorders**

M.Ed. Severe Disabilities  
M.Ed. Mild Disabilities  
M.Ed. Communication Disorders  
M.Ed. Early Intervention

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

M.Ed. School Counseling  
M.S. Clinical/Counseling Psychology

M.S. Psychology Industrial/Organizational Psychology

**Department of Vocational Education**

M.Ed. Business Education

M.Ed. Adult and Vocational Education

(Technical, Trade and Industrial Education Option)

(Training & Development Option)

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

1. The applicant must hold an undergraduate degree from a regionally accredited college or university with, in all applicable cases, an undergraduate major in, or prerequisites for, the planned graduate field of study.
2. A student will not be admitted with an undergraduate grade point average of less than 2.5 on all previous undergraduate work attempted.
3. A student will not be admitted with a Graduate Record Examination (GRE) score of less than 750 (verbal portion plus either quantitative or analytical portion). The score on the verbal portion of the GRE may not be less than 350.
4. New graduate students are admitted to the M.Ed. program in Speech and Language Pathology only for fall and spring semesters.

**Probationary Status**

An applicant failing to meet one or more of the requirements for admission to a master's degree program as a "regular" student **may be** "admitted by exception" as a "probationary" student through his/her respective department's appeals process.

**Undergraduate Grade Point Average**

**Standardized Test Scores**

			GPA	3.5+	= 35 points
GRE	950+	= 35 points		3.25 - 3.49	= 30 points
	900 - 949	= 30 points		3.0 - 3.24	= 25 points
	850 - 899	= 25 points		2.75 - 2.99	= 20 points
	800 - 849	= 20 points		2.5 - 2.74	= 15 points
	750 - 799	= 15 points	Subtotal		_____
Subtotal	_____				
TOTAL	_____				

**Recommendation Guidelines for Admission**

40+ points = Regular Admission

30 - 39 = Admit by Exception

below 30 = Reject

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

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

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

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

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

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

Ed.S. Early Childhood Education

Ed.S. Reading Education

### **Department of Educational Leadership**

Ed.S. Educational Leadership

(Building Option)

(System Level Option)

### **Department of Middle Grades Education**

Ed.S. Middle Grades Education

### **Department of Secondary Education, Curriculum, and Instructional Technology**

Ed.S. Secondary Education

(English, Mathematics, Science, & Social Studies)

Ed. S. Instructional Technology

**Department of Special Education and Communication Disorders**

Ed.S. Special Education

(Communication Disorders Option)

(General Special Education Option)

**Department of Psychology and Counseling**

Ed.S. School Counseling

Ed.S. School Psychology

**Department of Vocational Education**

Ed.S. Vocational Education

(Business Education Option)

(General Vocational Education Option)

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

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

**Graduate Grade Point Average**

**Standardized Test Scores**

			GGPA	4.0	= 35 points
GRE	1050+	= 35 points		3.75 - 3.99	= 30 points
	1000 - 1049	= 30 points		3.5 - 3.74	= 25 points
	950 - 999	= 25 points		3.25 - 3.49	= 20 points
	900 - 949	= 20 points		3.0 - 3.24	= 15 points
	850 - 899	= 15 points	Subtotal		_____
Subtotal		_____			
TOTAL	_____				

## **Recommendation Guidelines for Admission**

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

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

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

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

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

### **Department of Educational Leadership**

Ed.D. Educational Leadership

### **Department of Secondary Education, Curriculum, and Instructional Technology**

Ed.D. Curriculum and Instruction

### **Department of Vocational Education**

Ed.D. Adult and Vocational Education

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

1. Students are urged to contact the department in which the major portion
2. of the work will be taken before making formal application for admission. Students may not apply for more than one program area.
3. Formal applications are obtained from, and submitted directly to, the Graduate School for initial evaluation.
4. A Program Area Admissions Committee of at least three faculty members housed in each department participating in the program will review the credentials of each applicant seeking an emphasis from that department. This committee will make recommendations concerning acceptance or rejection



- on the basis of the minimum general admission requirements.
5. The recommendation of the program area admissions committees will be
  6. sent to the Doctoral Admissions Committee which will make the final decisions concerning admission to the program. Candidates considered for admission by this Committee will be required to appear before the Committee for an oral interview before final decisions are made.
  7. Applicants will be notified by letter by the Graduate School of the decision of the Doctoral Admissions Committee.
  8. If a student is admitted to the program, enrolls, and subsequently withdraws during the coursework, then the student must apply for readmission to begin in the next cohort at the same point as the initial withdrawal.

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

1. The applicant must have completed a Master's Degree at an accredited or approved institution.
2. The applicant must have completed three years or more of acceptable school or related agency experience.
3. The applicant must have a 3.50 grade-point average (on a 4.0 scale) on all graduate work attempted. The applicant must submit GRE scores, with a minimum score of 1000 combined on the verbal and either the quantitative or analytical section of the GRE general test.
4. The applicant must submit a detailed biographical/ career goals statement.
5. The applicant must submit three recommendations from individuals assessing the applicant's potential for successfully completing the program.
6. The applicant must submit a detailed statement of professional preparation and experience.
7. The applicant must submit a letter of support from his or her school district or institution.
8. Official transcripts from all colleges previously attended must be presented.
9. The applicant must complete a full set of application forms as required by the Graduate School.
10. Exceptionally motivated students who have GRE scores of 900 to 999 combined on the verbal and either the quantitative or analytical section of the GRE general test, and/or a 3.25 to a 3.49 grade-point average (on a 4.0 scale) on all graduate work attempted may petition the Dean of the Graduate School for admission by exception. The petition must indicate any extenuating circumstances the applicant wishes to have considered and must state why the applicant feels that he or she will be successful if admitted to the program. The Graduate Dean will review the petition and make a recommendation to the full Doctoral Admissions Committee, which will make a final determination concerning admission. Applicants with GRE scores below 900 or with a grade-point average on all graduate work attempted below 3.25 will not be considered for admission.

## **Doctoral Program Degree Requirements for Graduation**

The Doctor of Education degree program is a cohort program requiring a minimum of 45 semester hours of coursework over a two-year cycle, with an additional requirement of a minimum of 9 semester hours of dissertation work. A comprehensive examination over all coursework must be successfully completed at the end of the second year for a student to continue in the program. The academic residency requirements are satisfied upon completion of two consecutive semesters of full-time coursework and additional requirements determined for each major by the department

## **GRADUATE ADMISSION APPEALS PROCESS (M.Ed. & Ed.S.)**

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

### **Departmental Appeal**

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

### **College-Wide Appeal**

The College of Education maintains a Graduate Policies Committee. One of the primary functions of this committee is to hear appeals of students who have been denied admission to a College of Education graduate program through the initial application process and through a departmental appeals process. This Committee will only hear the appeals of students who have been rejected by the departmental appeals committee. The Committee is comprised of one representative from each of the eight departments within the College of Education. The Committee meets once a semester to consider the appeals of students. The Graduate School can supply dates of the Committee's meetings and can tell the student who chairs this committee within the College of Education.

If a student wishes to appeal to the College of Education Graduate Policies Committee, he/she should follow the steps outlined below. The Graduate Policies Committee will meet once a semester to consider appeals of students. The Graduate School can supply dates of the committee's meetings.

## **Appeal Procedures**

1. Student must have been rejected by the departmental appeals committee.
2. Student must obtain and complete the appeals form. The form is available from the Graduate School and should be returned to the Graduate School when it is completed.
3. Student must report scores from at least two attempts to post acceptable scores on the GRE. The scores must be stated on the appeal form and must be verified by the Graduate School.
4. Student must submit three letters of recommendation for graduate study. One letter should come from the student's immediate supervisor, and at least one other letter should come from a former instructor who can attest to the student's academic ability. The letters should be submitted with the appeal form.
5. Student must write a letter to the Graduate Policies Committee stating reasons why the committee should favorably consider his/her request for admission and outlining reasons why he/she wishes to pursue graduate study. This letter should also be submitted with the appeal form.
6. All appeals materials must be submitted to the Graduate School at least one week before the scheduled meeting of the Graduate Policies Committee.
7. All students who wish to appeal have the right to appear before the Graduate Policies Committee and state their cases in person. Students must contact the Chairperson of the Graduate Policies Committee to make an appointment with the committee if they wish to appear in person.
8. The decision of the committee concerning each student's appeal will be communicated to the Dean of the College of Education and to the Dean of the Graduate School by the Chairperson of the Graduate Policies Committee.
9. The Dean of the Graduate School will notify each student, in writing, of the decision of the Graduate Policies Committee within approximately one week following the committee's meeting.

## **ADDITIONAL EDUCATION DEGREES**

Education degrees offered in cooperation with departments outside the COE include the following:

### **Department of Art, College of The Arts**

M.A.E. major in Art Education

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

M.M.E. major in Music Education

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

M.Ed. major in Spanish Education

Endorsement for English as a Second Language

Information related to these degrees may be found in the bulletin section of the respective departments.



**DEPARTMENT OF EARLY CHILDHOOD  
AND READING EDUCATION**

Dr. Brenda Dixey, Head  
Room 161, Education Center

### **Degrees**

The Department of Early Childhood and Reading Education offers the Master of Education and Education Specialist degrees in Early Childhood and Reading Education

### **Description**

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

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

#### **Selected Educational Outcomes**

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

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

**Outcome Assessments**

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

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

<b>College of Education Core Courses .....</b>	<b>10 hours</b>
LEAD 7210 Ethics and Law .....	1 hour
ECED 7330 Issues and Trends in Early Childhood Educ ..	3 hours
PSYC 7010 Learning and Assessment .....	3 hours
RSCH 7100 Research Methodology in Education.....	3 hours

<b>Early Childhood Education Core .....</b>	<b>8 hours</b>
BVED 7400* Applied Computer Technology .....	3 hours
ECED 7210 Assessment in Early Childhood Education ..	2 hours
ECED 7320 Early Childhood Curriculum .....	3 hours

\*If students have not taken BVED 2400 or an equivalent, they must enroll in BVED 7500.

<b>Academic Concentration—Grades P-3 Emphasis .....</b>	<b>18 hours</b>
ECED 7220 Early Childhood Environments .....	3 hours
ECED 7430 Integrating Math, Science, and Technology ..	3 hours
ECED 7410 Social Sciences in Early Childhood Educ .....	3 hours
ECED 7420 Child, Family, and Society .....	2 hours
READ 7040 Emergent Literacy .....	3 hours
Electives/Specialization .....	4 hours

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

<b>Total Required for the Degree .....</b>	<b>36 hours</b>
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## **MASTER OF EDUCATION WITH A MAJOR IN EARLY CHILDHOOD EDUCATION, (CONTENT OPTION)**

### **Selected Educational Outcomes**

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

### **Outcome Assessments**

Using a variety of techniques, faculty members in the Department of Early Childhood and Reading Education assess the extent to which the program requirements address the desired outcomes.

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

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

#### **College of Education Core Courses ..... 10 hours**

LEAD 7210 Ethics and Law .....	1 hour
ECED 7330 Issues and Trends in Early Childhood Educ .	3 hours
PSYC 7010 Learning and Assessment .....	3 hours
RSCH 7100 Research Methodology in Education .....	3 hours

#### **Early Childhood Education Core ..... 8 hours**

BVED 7400* Applied Computer Technology .....	3 hours
ECED 7210 Assessment in Early Childhood Education ...	2 hours

ECED 7320 Early Childhood Curriculum ..... 3 hours

\*If students have taken BVED 2400 or an equivalent, they must enroll in BVED 7500.

**Academic Concentration ..... 12 hours**

One course in each of the following content areas:

English ..... 3 hours

Mathematics ..... 3 hours

Science ..... 3 hours

Social Sciences ..... 3 hours

**Electives/Specialization ..... 6 hours**

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

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

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

### **Selected Educational Outcomes**

Each program in this department has numerous desired outcomes. Examples of these include:

1. Graduates will demonstrate the ability to engage in focused inquiry by re-searching a topic, evaluating relevant literature, writing a comprehensive thesis, and presenting the results of the study.
2. Graduates will demonstrate mentoring skills and leadership skills in the field of Early Childhood Education.

### **Examples of Outcome Assessments**

Using a variety of techniques, faculty members in the Department of Early Childhood and Reading Education assess the extent to which program requirements address the desired outcomes.

1. The process of developing the thesis and the results of the thesis are assessed by a faculty committee using criteria approved at the program level. Students are required to complete a questionnaire to determine how well coursework prepared students for the thesis process. On a regular basis, a random sample of completed thesis will be rated by faculty member external to the Department of Early Childhood and Reading Education.
2. Students will maintain professional portfolios which include evidence of mentoring skills and leadership responsibilities. In addition, students enrolled in ECED 8230 will serve as mentors to preservice or induction-level inservice teachers. Portfolios will be reviewed and evaluated by faculty committees throughout the program and at the completion of the program.

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

**College of Education Core Course ..... 3 hours**  
RSCH 8000 Advanced Research Methodology ..... 3 hours

**Early Childhood Education Core and Academic Concentration ..... 13 hours**  
ECED 8200 Theoretical Models in Early Childhood Ed. ... 3 hours  
ECED 8230 Mentoring & Advocacy in Early Childhood.. 2 hours  
ECED 8300 Area Studies in ...Curriculum and Instruction3 hours  
ECED 8330 Design and Evaluation of Quality Programs . 3 hours  
Elective Technology ..... 2 hours

**Electives/Specialization ..... 6 hours**  
Courses may come from within Department of Early Childhood and Reading Education or outside the Department.

**Capstone Experiences ..... 5 hours**  
ECED 8998 Applied Research Project ..... 2 hours  
RSCH 8730 Mixed Methodology ..... 3 hours

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

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

### **Selected Educational Outcomes**

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

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

### **Outcome Assessments**

Using a variety of techniques, faculty members in the Department of Early Childhood and Reading Education assess the extent to which program requirements address the desired outcomes.

1. Graduates will develop written responses to questions that require the application of information gained from a series of courses. Written responses will be graded by teams of faculty members. Successful completion of the comprehensive examination is required.
2. Graduates will successfully complete the College of Education masters-level



- core curriculum with a grade of “B” or above.
3. Graduates will submit evidence of assessment plans and results in portfolios which will be assessed by teams of faculty members.
  4. Graduates will present evidence of diagnostically determined pupil-oriented instruction in a case study/portfolio format in appropriate courses. Students must successfully complete READ 7010 and READ 7090 or READ 7095 with a grade of “B” or above.

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

**College of Education Core ..... 10 hours**

- LEAD 7210 Ethics and Law ..... 1 hour
- PSYC 7010 Learning and Assessment ..... 3 hours
- READ 7000 Trends & Issues in the Teaching of Reading.. 3 hours
- RSCH 7100 Research Methodology in Education..... 3 hours

**Reading Education Core ..... 11 hours**

- READ 6020 Reading in the Content Areas ..... 3 hours
- READ 7010 Diagnosis/Correction of Reading Difficulties 3 hours
- READ 7020 Psychology of Reading ..... 2 hours
- READ 7030 Research in the Teaching of Reading ..... 3 hours

**Guided Electives ..... 12 hours**

- READ 6010 Teaching of Reading in Middle/Secondary .... 3 hours
- READ 6030 Directed Study in Reading ..... 1-3 hours
- READ 7040 Emergent Literacy ..... 3 hours
- READ 7045 Teaching Writing to Young Children ..... 3 hours
- READ 7050 Reading/Writing Connection ..... 3 hours
- READ 7060 Trends in Contemporary Literature for  
Children and Pre Adolescents ..... 3 hours
- READ 7070 Balanced Reading Approach ..... 3 hours
- READ 7080 Teaching Basic Reading to Adults ..... 3 hours

**Capstone Experience ..... 3 hours**

- READ 7090 Internship in Reading or
- READ 7095 Practicum in Corrective Reading ..... 3 hours

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

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

**Selected Educational Outcomes**

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

1. Graduates will demonstrate competence in using specific teaching proce-

dures with individual pupils in order to support continuous progress in reading.

2. Graduates will demonstrate knowledge of reading education/programs and skill in designing and implementing effective reading programs.

### **Outcome Assessments**

Using a variety of techniques, faculty members in the Department of Early Childhood and Reading Education assess the extent to which program requirements address the desired outcomes.

1. Graduates will submit portfolios containing documentation of specific teaching procedures designed to enhance the reading progress of pupils. Pre- and post-assessment measures will be used to determine pupils' reading progress. Portfolios will be assessed by teams of faculty members.
2. Graduates will design and implement an effective reading program during an internship experience. Portfolios will be submitted that document the analysis, design, and implementation of an effective reading program for individual or small groups of pupils. Portfolios will be assessed by teams of faculty members. In addition, students will be observed by university faculty.

### **Requirements for the Ed.S. Degree in Reading Education**

<b>Research and Theory .....</b>	<b>3 hours</b>
PSYC 8600 Theories of Learning .....	3 hours
RSCH 8000 Advanced Research Methodology .....	3 hours
<b>Curriculum Courses .....</b>	<b>12 hours</b>
READ 8000 Clinical Diagnosis in Reading .....	3 hours
READ 8010 Correction of Reading Difficulties .....	3 hours
READ 8020 Seminar: Analysis of Problems in Reading ....	3 hours
READ 8040 Organization/Supervision of Reading Prgm ...	3 hours
<b>Guided Electives .....</b>	<b>6 hours</b>
<b>Capstone Experience -----</b>	<b>3hours</b>
READ 8030 Internship in Reading -----	3 hours
<b>Total Required for the Degree .....</b>	<b>27 hours</b>



## **DEPARTMENT OF MIDDLE GRADES EDUCATION**

Dr. Adele Ducharme, Head  
Room 87, Education Building

### **Degrees**

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

### **Description**

The common thread throughout the Middle Grades program is that effective teachers must meet students' needs both academically and affectively to prepare them for success in the technological world of the future. Students enter the master's program with prior professional preparation and experiences and extend the depth and breath of their knowledge of the theoretical base and exemplary practices in middle level education. Students enter the educational specialist program to further extend knowledge of developmentally appropriate pedagogy and instructional design to implement with early adolescents. Curricular emphasis is on specialized preparation for instructional and programmatic leadership in a school-based site. Both the undergraduate and graduate programs are endorsed by the National Middle School Association.

### **MASTER OF EDUCATION WITH A MAJOR IN MIDDLE GRADES EDUCATION**

#### **Selected Educational Outcomes**

Each program in the department has numerous desired outcomes. Examples of these outcomes include:

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

**Outcome Assessments**

Using a variety of techniques, faculty members in MGE assess the extent to which the program requirements address desired outcomes.

1. Professors will assess students’ comprehensive understanding of the knowledge, research, reflective practices, and theories appropriate to middle grades education through exams, presentations and portfolios using departmental criteria.
2. Departmental faculty, using a rubric will assess students’ ability to demonstrate a sense of efficacy and cultivate genuine understanding of central ideas and processes through curriculum, instruction, and assessment via lesson plans, videos, evaluations, etc. in the professional development and instructional sections of the teaching portfolio .
3. Departmental faculty, using a rubric, will assess the students’ writing portfolio their ability to engage in focused inquiry.

**Requirements for the M.Ed. Degree with a Major in Middle Grades Education**

**College of Education Core Courses ..... 7 hours**

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

**Content Specialization ..... 20 hours**

- MGED 7020 Curriculum in Middle Grades ..... 3 hours
- Primary Content Area\* ..... 6 hours
- Secondary Content Area\* ..... 6 hours
- MGED 7650 Issues and Trends Field Based Project ..... 3 hours
- MGED 7660 Internship in Middle Grades Education ..... 2 hours

\*Primary and secondary content areas: language arts, math, science, or social studies Courses selected from appropriate graduate Arts & Sciences, READ, and MGED curriculum.

**Themes (select one theme) ..... 9 hours**

**Educational Leadership**

- LEAD 7100 Leadership in Ed Organizations ..... 3 hours
- LEAD 7400 Legal Issues of Ed Leaders ..... 3 hours
- LEAD 7620 Middle School Leadership ..... 3 hours

**Technology**

- ITED 7000 Technologies for Teaching and Learning ..... 3 hours
- ITED 7050 Distance Education ..... 3 hours
- BVED 7220 Improvement of ...in Computer Technology .. 3 hours
- BVED 7500 Applied Computer Technology ..... 3 hours

BVED 8450 Multimedia Authoring and Design ..... 3 hours

**Gifted Education**

SPEC 5610 Nature/Needs of ... Talented and Gifted ..... 3 hours

SPEC 6600 Methods/Materials for ...Talented and Gifted . 3 hours

SPEC 6620 Curriculum for ...Talented and Gifted ..... 3 hours

SPEC 7610 Assessment of ...Talented and Gifted..... 3 hours

**English as a Second Language**

ENGL 6000 Graduate Option: Elements of Linguistics ..... 3 hours

ENGL 6000 Graduate Option: Sociolinguistics ..... 3 hours

FLED 6800 Methods/Materials for Teaching ESL ..... 3 hours

**Eclectic (select from a variety of areas)**

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

**EDUCATION SPECIALIST DEGREE WITH A MAJOR IN  
MIDDLE GRADES EDUCATION**

**Selected Educational Outcomes**

Each program in the department has numerous desired outcomes. Examples of these outcomes include:

1. Students will demonstrate the ability to engage in focused inquiry by re-searching a topic, evaluating relevant literature and writing an action research paper.
2. Students will demonstrate the ability to disseminate information through manuscripts and presentations.
3. Students will demonstrate that their decisions and actions reflect a knowledge of the school reform/improvement process by creating and completing an action research project.

**Outcome Assessments**

Using a variety of techniques, faculty members in MGE assess the extent to which the program requirements address desired outcomes.

1. The process of developing the action research project and the results of the action research project, are assessed by a faculty committee using criteria approved at the program level.
2. Students will submit a manuscript for publication. They will also present the results of their action research project to various groups of professionals. Participants and professor using a departmental rubric will assess presentations.
3. Students' process and product of their action research projects will be assessed by a committee using departmental criteria.

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

<b>Research .....</b>	<b>10 hours</b>
RSCH 8000 Advanced Research Methodology .....	3 hours
MGED 8110 Review/Critique of MGED Literature .....	3 hours
MGED 8990 Middle Grades Education Research Project .	4 hours
 <b>Nature of the learner (select one) .....</b>	 <b>3 hours</b>
SCHC 7840 School Counseling in the Elementary Sch .....	3 hours
PSYC 7670 Social Psychology .....	3 hours
PSYC 5900 Tests and Measurements .....	3 hours
PSYC 8030 Humanistic Psychology .....	3 hours
PSYC 8350 Psychology of Motivation .....	3 hours
PSYC 8600 Theories of Learning .....	3 hours
 <b>Technology course (select one) .....</b>	 <b>3 hours</b>
ITED 7000 Technologies for Teaching and Learning .....	3 hours
ITED 7050 Distance Education .....	3 hours
BVED 7220 Improvement of Instruction in Computer Technology .....	3 hours
BVED 7500 Applied Computer Technology	3 hours
BVED 8450 Multimedia Authoring and Design .....	3 hours
 <b>Teaching Specialties .....</b>	 <b>5 hours</b>
MGED 8100 Applied MGED Program Development and Leadership .....	3 hours
MGED 8900 Symposium .....	2 hours
 <b>Two content courses .....</b>	 <b>6 hours</b>
Select from the following: Language Arts, Math, Science, Social Studies	
 <b>Total Required for the Degree .....</b>	 <b>27 hours</b>



## **DEPARTMENT OF EDUCATIONAL LEADERSHIP**

Dr. Gerald Siegrist, Head  
Room 220, Education Building

### **Degrees**

The Department of Educational Leadership offers programs that lead to a Master's degree (M. Ed.) in Educational Leadership with a major in either Building and System Level Leadership or in Higher Education Leadership; to an Educational Specialist degree (Ed.S.) in Educational Leadership; and to the Doctor of Education (Ed.D.) with a concentration in School Administration.

### **Description**

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

### **MASTER OF EDUCATION WITH A MAJOR IN BUILDING AND SYSTEM LEVEL LEADERSHIP**

#### **Selected Educational Outcomes**

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

1. The educational leader demonstrates the knowledge, skills, and attributes to design appropriate curricula and instructional programs.
2. The educational leader is technologically literate/competent.
3. The educational leader describes the processes of effective leadership and their relationship to the success of school programs at the school level.
4. The educational leader gathers data, facts, and impressions from a variety of sources about students, parents, staff members, administrators, and community members for the purpose of planning school improvement.

**Outcome Assessments**

Using a variety of techniques, faculty members in the department assess the extent to which the program requirements address desired outcomes.

1. Students will write a paper in which they develop a curriculum in adherence with appropriate instructional principles. The paper will be graded by multiple faculty members.
2. Students will successfully complete ITED 7000 (Technologies for Teaching and Learning), or comparable course, with a grade of B or higher.
3. Students will write a narrative, as part of their professional portfolio, in which they address such areas as their leadership and teaching/learning philosophy, leadership responsibilities, accomplishments, and improvement activities. This narrative will be graded by a team of faculty members.
4. Students will, in paper form, report the results of a school improvement project which they developed and implemented. Multiple faculty members will grade students' written projects.

**Requirements for the M.Ed. Degree with a major in Building and System Level Leadership**

**College of Education Core Courses ..... 7 hours**

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

**Academic Concentration ..... 20 hours**

- LEAD 7010 Issues and Trends in Education ..... 2 hours
- LEAD 7200 Principles of Curriculum and Instruction ... .. 3 hours
- LEAD 7100 Leadership in Educational Organizations ..... 2 hours
- LEAD 7300 Fiscal & Facilities Management for ... .. 3 hours
- LEAD 7400 Legal Issues for Educational Leaders ..... 3 hours
- LEAD 7500 Human Resource Management/Development 2 hours
- ITED 7000 Technologies for Teaching and Learning ..... 3 hours
- LEAD 7000 Interpersonal Relationships for Ed. Leaders .. 2 hours

**Major Specialization Electives ..... 3 hours**

- LEAD 7610 Elementary School Leadership
- LEAD 7620 Middle School Leadership
- LEAD 7630 High School Leadership
- LEAD 7640 System Level Leadership

**Field Experiences ..... 6 hours**

- LEAD 7901 Internship Preparation in Building Level Leadership
- LEAD 7902 Internship in Building Level Leadership
- LEAD 7903 Advanced Internship in Building Level Leadership
- LEAD 7911 Internship Preparation in System Level Leadership
- LEAD 7912 Internship in System Level Leadership
- LEAD 7913 Advanced Internship in System Level Leadership



# MASTER OF EDUCATION WITH A MAJOR IN HIGHER EDUCATION LEADERSHIP

## Selected Educational Outcomes

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

1. The educational leader will apply sound business practices to the management of school organizations.
2. The educational leader will establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories.
3. The educational leader will describe the processes of effective leadership and their relationship of educational and educationally related programs in higher education.
4. The educational leader interacts effectively with internal and external publics.

## Outcome Assessments

Using a variety of techniques, faculty members in the department assess the extent to which the program requirements address desired outcomes.

1. Students will develop a written budget in response to criteria provided in a series of courses. Students' written budget will be graded by multiple faculty members.
2. Students will prepare a professional portfolio as evidence of their mastery of course content and ability to apply course content to real-world settings. Students' professional portfolio will be graded by a team of faculty members.
3. Students will write a narrative, as part of their professional portfolio, in which they establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories. Students' narrative will be graded by a team of faculty members.
4. Students will successfully complete the requirements for their internships (LEAD 7907, 7908, and 7909). Successful completion will be determined by a team of faculty members.

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

### Core Courses ..... 9 hours

- PSYC 7860 The College Student in Postsecondary Ed. .... 3 hours
- RSCH 7100 Research Methodology in Education..... 3 hours
- BVED 7400 Computer Technology for the Workplace **or**
- ITED 7500 Applied Computer Technology ..... 3 hours

### Academic Concentration ..... 15 hours

- LEAD 7800 Organization and Governance of Higher Ed. . 3 hours
- LEAD 7810 Finance and BUDgeting in Higher Ed. .... 3 hours
- LEAD 7820 Assessment and Evaluation in Higher Ed. .... 3 hours
- LEAD 7830 Law and policy in Higher Ed. .... 3 hours
- CIED 7440 Teaching and Curriculum in Higher Ed. .... 3 hours

<b>Electives choose two courses .....</b>	<b>6 hours</b>
VOED 7150 Adult Education .....	3 hours
CIED 7200 Curriculum Issues P-16 .....	3 hours
ITED 7200 Information Resources I .....	3 hours
PSYC 7040 Adult learning and Assessment .....	3 hours
SCHC 7870 Student Personnel Services in Higher Ed. ....	3 hours
Other courses approved by advisor	
<b>Field Experiences .....</b>	<b>6 hours</b>
LEAD 7921 Internship Preparation in Higher Education	
Leadership .....	2 hours
LEAD 7922 Internship in Higher Education Leadership ...	2 hours
<b>Total Required for the Degree .....</b>	<b>36 hours</b>

**EDUCATION SPECIALIST DEGREE WITH A MAJOR IN BUILDING AND SYSTEM LEVEL LEADERSHIP**

**Selected Educational Outcomes**

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

1. The educational leader collaborates with faculty and staff to identify professional needs.
2. The educational leader develops a school improvement project in which school staff are involved in an ongoing study of current best practices and relevant research and demographic data, with implications for school improvement noted.
3. The educational leader will apply consultation and mentoring skills, and utilize stress management and conflict resolution techniques
4. The educational leader will demonstrate appropriate organizational and time management skills at the school level.

**Outcome Assessments**

Using a variety of techniques, faculty members in the department assess the extent to which the program requirements address desired outcomes.

1. Students will report the results of a needs assessment which will be evaluated by multiple faculty members and school personnel.
2. Students will complete a school improvement project as evidence of their ability to place leadership skills into practice. Students’ school improvement project will be assessed by faculty and school personnel.
3. Students will successfully complete all course assignments for LEAD 8610 (School, Community, and Media Relations for Educational Leaders). Completed simulation activities will be evaluated by faculty members who teach this course.
4. Students will submit a list of activities, in written form, in their professional portfolio which will be evaluated by a team of faculty members.

**Requirements for the Ed.S. Degree with a Major in Building and System Level Leadership**

<b>Core .....</b>	<b>3 hours</b>
RSCH 8000 Advanced Research Methodology	
<b>Academic Concentration .....</b>	<b>12 hours</b>
LEAD 8200 School Reform and Change .....	3 hours
LEAD 8300 Social Context of Educational Leadership .....	3 hours
LEAD 8400 Organizational Theory for Educ. Leaders .....	3 hours
ITED 7402 Thinking and Learning with Computers .....	3 hours
<b>Major Specialization Electives .....</b>	<b>6 hours</b>
LEAD 8610 School, Community, and Media Relations for Educational Leaders .....	3 hours
LEAD 8650 Personnel Issues and Consideration .....	3 hours
LEAD 8660 Business and Finance .....	3 hours
LEAD 8670 Educational Facilities .....	3 hours
LEAD 8680 Site-Based Management .....	3 hours
RSCH 8730 Mixed Methodologies .....	3 hours
LEAD 8850 Directed Study in Educational Leadership .....	3 hours
<b>Capstone Experiences .....</b>	<b>6 hours</b>
LEAD 8901 Practicum .....	3 hours
LEAD 8999 Thesis .....	3 hours
<b>Total Required for the Degree .....</b>	<b>27 hours</b>

**DOCTOR OF EDUCATION WITH A CONCENTRATION IN SCHOOL ADMINISTRATION**

The Educational Leadership major emphasizes the development and application of leadership knowledge and skills essential for school administrators' expanded leadership roles in the pre-kindergarten through secondary school environment. 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 educational practice.

**Selected Educational Outcomes**

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

1. The educational leader will initiate, plan, manage, and articulate the change process in educational and educationally related settings.
2. The educational leader initiates needs assessments and plans and implements with staff a framework for change.

- The educational leader identifies and evaluates the important elements of a problem situation by analyzing relevant information, framing problems, identifying possible causes, seeking additional needed information, framing and reframing possible solutions, and by exhibiting conceptual flexibility. These outcomes are accomplished in a doctoral dissertation.

**Examples of Outcome Assessments**

Using a variety of techniques, faculty members in the department assess the extent to which the program requirements address desired outcomes.

- Students will include, in their leadership portfolio, a plan for change in educational and educationally related settings. Students’ leadership portfolio will be graded by a team of faculty members.
- Students will report the results of a needs assessment focusing on an appropriate leadership problem. Students’ needs assessment report will be graded by a team of faculty members.
- Students will orally defend a doctoral dissertation that is grounded in, and that expands upon the existing literature. A committee of faculty members will determine successful completion of this outcome.

**Requirements for the Ed.D. Degree with a Concentration in School Administration**

<b>Core .....</b>	<b>24 hours</b>
RSCH 9820 Qualitative Research Methods in Education ...	4 hours
RSCH 9840 Quantitative Research Methods in Education .	4 hours
RSCH 9860 Advanced Mixed Methodologies .....	4 hours
PHIL 9070 Advanced Philosophy of Education .....	3 hours
SOCI 9010 Sociological Analysis of Education .....	3 hours
PSYC 9710 Social Psychology and School Systems .....	3 hours
PADM 9090 Educational Policy Analysis .....	3 hours
<b>Leadership Requirements .....</b>	<b>13 hours</b>
LEAD 9010 Leadership Skill Development .....	2 hours
LEAD 9020 Leadership Skill Application .....	2 hours
LEAD 9030 Leadership Problems: Interdisciplinary Analysis .....	2 hours
LEAD 9870 School Organizational and Cultural Studies ..	3 hours
RSCH 9800 Educational Survey, Needs Assessment, and Program Evaluation .....	4 hours
<b>Major Specialization Electives .....</b>	<b>12 hours</b>
RSCH 9880 Meta-Analysis Techniques in Educational Research .....	3 hours
RSCH 9870 Dissertation Topic Conceptualization .....	3 hours
Guided Electives .....	6 hours
<b>Dissertation .....</b>	<b>9 hours</b>
RSCH 9999 Dissertation	
<b>Total Required for the Degree .....</b>	<b>54 hours</b>



**DEPARTMENT OF KINESIOLOGY AND PHYSICAL EDUCATION**

Dr. Hemming Atterbom  
Room 168, Physical Education Complex

The Department of Kinesiology and Physical Education offers the Master of Education degree with two options. Option I allows students to specialize in health and physical education and qualify for the Georgia T-5 (professional) teaching certificate. Option II allows students to concentrate their studies in the areas of exercise science, health fitness, sports medicine, and related fields without seeking teacher certification.

The Master of Education Degree program in the Department of Kinesiology and Physical Education is comprised of two options. Option I (the teacher certification option) leads to the Georgia T-5 (professional) teaching certificate. The program focuses on building advanced pedagogical concepts, exploring unique teaching skills, and enhancing professional practices in the area of health and physical education. This degree program is approved and accredited by the National Council on Accreditation for Teacher Education and the National Association of Sport and Physical Education.

Option II (the non-teacher certification option) allows students who do not seek to pursue teacher certification the opportunity to concentrate their studies in the areas of exercise science, health fitness, and/or sports medicine. This option allows greater graduate opportunities for students residing in the region served by Valdosta State University who may not be eligible to enter the teacher certification program. Through this option, students can prepare for careers in a variety of professional settings such as health fitness centers, cardiac rehabilitation clinics, sports medicine settings, YMCA and YWCA centers, fitness clubs, etc.

# MASTER OF EDUCATION DEGREE WITH A MAJOR IN HEALTH AND PHYSICAL EDUCATION (OPTION I - TEACHER CERTIFICATION)

## Selected Educational Outcomes (Option I)

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

1. Students seeking a Master's degree in a teaching field will demonstrate an understanding of the knowledge and skills appropriate to the areas of research, principles of learning, educational assessment, ethics, and law.
2. Students will demonstrate a comprehensive understanding of knowledge, research, and theories appropriate to the field of Health and Physical Education.
3. The student will develop a professional portfolio which may include selected writing samples, directed exercises from courses, professional presentations, professional development experiences, and/or other appropriate material.

## Outcome Assessments

Using a variety of techniques, faculty members in the department assess the extent to which the program requirements address desired outcomes.

1. The student will successfully complete the College of Education Master's level core curriculum with an average grade of **B** or above.
2. The student must post a passing score on the Master of Education written comprehensive examination in the area of Health and Physical Education during their last semester of course work.
3. The student will present and successfully defend the professional portfolio he/she has developed during the Master of Education program of study and submitted to a committee comprised of graduate faculty from the Department of Health and Physical Education.

## Requirements for the Master of Education Degree with a Major in Health and Physical Education (Option I - Teacher Certification)

### Professional Education Core ..... 10 hours

- RSCH 7100 Research Methodology in Education ..... 3 hours
- PSYC 7010 Learning and Assessment ..... 3 hours
- LEAD 7210 Ethics and Law ..... 1 hr.
- KSPE 7200 Contemporary Issues in Health and P.E. .... 3 hours

### Health and Physical Education Concentration ..... 15 hours

- KSPE 7240 Organization & Administration of P.E. .... 3 hours
- KSPE 7040 Motor Learning ..... 3 hours
- KSPE 7120 Physical Education Pedagogy ..... 3 hours
- KSPE 7130 Curriculum in Physical Education ..... 3 hours
- Select Three Hours from the Following: ..... 3 hours
  - KSPE 7070 Sports Nutrition
  - KSPE 7010 Exercise Physiology
  - KSPE 7020 Scientific Analysis of Human Movement
  - KSPE 7110 Adapted Developmental Physical Education

<b>Capstone Course</b> .....	<b>2 hours</b>
KSPE 7910 Professional Development Seminar	
<b>Guided Electives</b> .....	<b>9 hours</b>
<b>Total Required for the Degree</b> .....	<b>36 hours</b>

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

**MASTER OF EDUCATION DEGREE WITH A MAJOR IN HEALTH AND PHYSICAL EDUCATION(OPTION II NON- TEACHER CERTIFICATION)**

**Selected Educational Outcomes (Option II)**Each program in this department has numerous desired outcomes. Examples of these outcomes include:

1. The student will demonstrate an understanding of the knowledge and skills appropriate to the chosen program of study: exercise science, health fitness, or sports medicine.
2. The graduate will be able to perform job-related tasks that meet the appropriate and accepted recognized protocols for the student’s chosen area of exercise science, health fitness, or sports medicine.
3. The graduate will be able to demonstrate the applied use of technology in his/her chosen area.
4. Upon completion of the program of study, the student will demonstrate a comprehensive knowledge within the chosen field.

**Outcome Assessments**

Using a variety of techniques, faculty members in the department assess the extent to which the program requirements address desired outcomes.

1. The student is evaluated in each course of the program of study (according to the requirements for the individual course) by oral presentations, written and oral examinations, clinical experiences, and laboratory procedures.
2. The student will be assessed during the required professional practicum or internship as to job performance according to accepted practices in the student’s chosen field by the clinical supervisor.
3. The student will demonstrate the applied use of technology during the program of study by including samples within the professional portfolio which may include presentations, samples of word processing, and/or computer search procedures for research.
4. The student must present and successfully defend the professional portfolio he/she has developed during the program of study for the Master of Education degree to a committee comprised of graduate faculty from the Department of Health and Physical Education. Also, the student must post a passing

**Requirements for the Master of Education Degree with a Major in Health and Physical Education (Option II - Non-Teacher certification)**

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

- RSCH 7100 Research Methodology in Education ..... 3 hours
- PSYC 7010 Learning and Assessment ..... 3 hours
- LEAD 7210 Ethics and Law ..... 1 hour
- KSPE 7200 Contemporary Issues in Health and P.E. .... 3 hours

**Exercise Science Concentration ..... 15 hours**

- KSPE 7070 Sports Nutrition ..... 3 hours
- KSPE 7010 Exercise Physiology ..... 3 hours
- KSPE 7020 Scientific Analysis of Human Movement ..... 3 hours
- KSPE 7040 Motor Learning ..... 3 hours
- One course from the following ..... 3 hours
  - \*KSPE 7100 Exercise Cardiovascular Physiology
  - \*KSPE 7110 Adapted Developmental Physical Education
  - \*KSPE 7120 Physical Education Pedagogy
  - \*\*KSPE 7080 Sport Related Illnesses and Conditions
  - \*\*\*KSPE 7700 Advanced Organization and Management of Health, Fitness, and Sports Medicine Facilities
  - \*KSPE 7030 Applied Structural Anatomy and Kinesiology
  - \*\*KSPE 7220 Sociology of Sport
  - \*\*KSPE 7230 Psychology of Sport

- \* Recommended primarily for those concentrating in Health Fitness
- \*\* Recommended primarily for those concentrating in Sports Medicine
- \*\*\* Recommended for either Health Fitness or Sports Medicine

**Capstone KSPE 7910 Professional Development Seminar. .... 2 hours**

**Guided Electives ..... 9 hours**

Elective Courses Appropriate to the Student's Needs

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

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





## **DEPARTMENT OF PSYCHOLOGY AND COUNSELING**

Dr. Robert E. L. Bauer, Head  
Public Services and Continuing Education Building

This Department 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. Psychology is not only an exciting and popular undergraduate major or minor at Valdosta State University and around the country, but it is also one of the most useful. Undergraduate psychology training assists in preparing students for a number of career alternatives in government, business, industry, etc., that do not require more advanced training. It also assists in preparing students for professional or graduate school in psychology, law, physical or occupational therapy, social work, business, education, and other areas.

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

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

Department faculty instruct courses and serve on doctoral committees for students enrolled in the College of Education doctoral programs. An endorsement program leading to certification as Director of Pupil Personnel Services is also offered. 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.

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

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

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

Admission to the program requires 15 hours of undergraduate psychology courses appropriate to the graduate major.

### **Selected Educational Outcomes**

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

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

### **Outcome Assessments**

Using a variety of techniques, faculty members in the department assess the extent to which the program requirements address desired outcomes.

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

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

<b>Required Classes .....</b>	<b>33 hours</b>
PSYC 7100 Intellectual Assessment .....	4 hours
PSYC 7110 Personality Assessment .....	4 hours
PSYC 7200 Psychopathology .....	3 hours
PSYC 7400 Counseling Theory and Practice .....	3 hours
PSYC 7450 Group Counseling .....	3 hours

PSYC 7900 Pre-Practicum .....	3 hours
PSYC 7971 Clinical/Counseling Psychology Practicum ....	2 hours
PSYC 7972 Clinical/Counseling Psychology Practicum ....	2 hours
PSYC 8000 Research Design and Analysis .....	3 hours
PSYC 8600 Theories of Learning or PSYC 8610 Behavior Modification .....	3 hours
PSYC 8800 Legal and Ethical Issues in Psychology .....	3 hours

**Guided electives ..... 12 hours**

**Total Required for the Degree ..... 45 hours**

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

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

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

Admission to the program requires 15 hours of undergraduate psychology courses appropriate to the graduate major.

**Selected Educational Outcomes**

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

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

**Outcome Assessments**

Using a variety of techniques, faculty members in the department assess the extent to which the program requirements address desired outcomes.

1. Students will successfully develop data analyses in several courses, including research design, to be assessed by faculty members.
2. Students will successfully develop written responses to Comprehensive Examination questions that require the application of the knowledge gained from a series of courses. The written responses will be graded by a committee of faculty.

- Students will be assessed by their practicum and faculty supervisors on the assignments performed in their Industrial/Organizational Practicums.

**Requirements for Master of Science Degree with a Major in Psychology**

<b>Required Courses .....</b>	<b>34 hours</b>
PSYC 5800 Industrial/Organizational Psychology .....	3 hours
PSYC 7600 Personnel Selection .....	3 hours
PSYC 7610 Performance Appraisal .....	3 hours
PSYC 7690 Professional Issues in I/O Psychology .....	1 hour
PSYC 7670 Social Psychology .....	3 hours
PSYC 7961 I/O Psychology Practicum I .....	3 hours
PSYC 7962 I/O Psychology Practicum II .....	3 hours
PSYC 8000 Research Design and Analysis .....	3 hours
PSYC 8350 Psychology of Motivation .....	3 hours
PSYC 8360 Human Resource Development.....	3 hours
PSYC 8370 Human Factors Psychology .....	3 hours
PSYC 8610 Behavior Modification .....	3 hours

**Guided Electives .....** 11 hours

**Total Required for the Degree .....** 45 hours

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

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

**Selected Educational Outcomes**

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

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

**Outcome Assessments**

Using a variety of techniques, faculty members in the department assess the extent to which the program requirements address desired outcomes.

- Students will successfully develop written responses to Comprehensive Examination questions that require the application of the knowledge gained from a series of courses. The written responses will be graded by a committee of faculty.

2. Students will be assessed by successfully passing the PRAXIS II Examination.
3. Students will be assessed by a faculty member using a standard observation and evaluation form in the M.Ed. School Counseling Internship.

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

**Core ..... 8 hours**

SCHC 6900 Issues and Trends in School Counseling .....	1 hour
RSCH 7100 Research Methodology in Education .....	3 hours
LEAD 7210 Ethics and Law .....	1 hour
PSYC 7020 Conditions of Learning .....	3 hours

**Concentration ..... 36 hours**

PSYC 7030 Measurement & Evaluation .....	3 hours
PSYC 7400 Counseling Theory and Practice .....	3 hours
PSYC 7820 Career Counseling .....	3 hours
PSYC 7450 Group Counseling .....	3 hours
PSYC 7900 Pre-practicum .....	3 hours
SCHC 7981 School Counseling Practicum I .....	3 hours
SCHC 7840 School Counseling in the Elem. School or	
SCHC 7860 School Counseling in the Secondary School .	3 hours
PSYC 8250 Developmental Psychology .....	3 hours
PSYC 5400 Abnormal Psychology .....	3 hours
SCHC 7991 School Counseling Internship I .....	3 hours
SCHC 7992 School Counseling Internship II .....	3 hours
SCHC 7993 School Counseling Internship III .....	3 hours

**Guided Electives ..... 4 hours**

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

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

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

**Selected Educational Outcomes**

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

1. Students will build upon their previous knowledge, skills, attitudes, and experiences at the M.Ed. level and increase their competence in leadership, counseling, and research.
2. Students will develop mentoring and leadership skills in the supervision of

school counselors.

3. Students will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant research, writing a comprehensive thesis, and presenting the results.

### **Outcome Assessments**

Using a variety of techniques, faculty members in the department assess the extent to which the program requirements address desired outcomes.

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

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

#### **Core ..... 12 hours**

PSYC 5500 Statistical Methods in Psychology .....	3 hours
RSCH 8000 Advanced Research Methodology .....	3 hours
SCHC 8991 Practicum I.....	3 hours
PSYC 8999 Thesis .....	3 hours

#### **Area I Nature of Learner ..... 3 hours**

PSYC 7710 Social Psychology .....	3 hours
PSYC 8030 Humanistic Psychology .....	3 hours
PSYC 8150 Psychology of Motivation .....	3 hours
PSYC 8020 Advanced Educational Psychology .....	3 hours

#### **Area II Cognate Area ..... 6 hours**

*LEAD 7200 Leadership in Educational Organizations ....	2 hours
*LEAD 7905 System Level Leadership .....	2 hours
*PSYC 7795, LEAD 7795, SOWK 7850 Professional Seminar in Pupil Personnel (1 hour each) .....	3 hours
*PSYC 8360 Human Resource Development.....	3 hours
MFT 5700 Family Dynamics & Counseling .....	3 hours
MFT 8120 Family Development.....	3 hours
MFT 8130 Family Systems Theory .....	3 hours
LEAD 7910 School Law .....	3 hours
LEAD 8000 School and Society .....	3 hours

\*These ten hours are required to earn the Pupil Personnel Services Leadership Certificate issued by the Georgia Professional Standards Commission. Ed.S. students may take six hours of these as part of the Ed.S. Program.

#### **Area III Advanced Counseling Content ..... 6 hours**

PSYC 7420 Child Counseling .....	3 hours
PSYC 7630 Organizational Behavior.....	3 hours
PSYC 8050 Theories of Personality .....	3 hours
PSYC 8220 Behavior Modification .....	3 hours
PSYC 8800 Legal and Ethical Issues .....	3 hours

PSYC 8600 Theories of Learning .....	3 hours
SCHC 6900 Issues and Trends in School Counseling .....	1-3 hours
PSYC 7330 Human Development (0-8 yrs.) .....	3 hours

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

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

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

### **Selected Educational Outcomes**

Each program in this department has numerous desired outcomes. Examples of these outcomes include:

1. Students will demonstrate a comprehensive understanding of the knowledge, research and theories appropriate to basic clinical and school psychology training
2. Students will demonstrate content knowledge necessary to perform as a School Psychologist.
3. Students will demonstrate the implementation of pertinent, empirically-validated, and workable interventions based on assessment data. Individual and group methods employed may include but are not limited to: computer based remediation techniques, consultation, behavior management, counseling, and primary prevention.
4. Students will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant research, writing a comprehensive thesis, and presenting the results.

### **Outcome Assessments**

Using a variety of techniques, faculty members in the department assess the extent to which the program requirements address desired outcomes.

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

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

<b>Required Courses</b> .....	<b>52 hours</b>
PSYC 5500 Statistical Methods in Psychology .....	3 hours
SPEC 5040 Applied Research Project .....	1 hour
SPEC 5120 Issues & Trends in Special Education .....	2 hours
PSYC 6100 Physiological Psychology .....	3 hours
PSYC 7000 Methods in School Psychology .....	2 hours
PSYC 7100 Intellectual Assessment .....	4 hours
PSYC 7110 Personality Assessment .....	4 hours
PSYC 7200 Psychopathology .....	3 hours
PSYC 7791-5 School Psychology Practicum .....	5 hours
PSYC 7400 Counseling Theory and Practice .....	3 hours
RSCH 8000 Advanced Research Methodology .....	3 hours
PSYC 8100 Child and Adolescent Personality Assessment	3 hours
PSYC 8250 Developmental Psychology .....	3 hours
PSYC 8200 Child Psychopathology .....	3 hours
PSYC 8891-4 Internship .....	4 hours
PSYC 8800 Legal and Ethical Issues in Psychology .....	3 hours
PSYC 8999 Thesis .....	3 hours

**Guided Electives** ..... **20 hours**

**Total Required for the Degree** ..... **72 hours**

An appropriate master's degree of 45 hours serves as a platform for the Ed.S. of 27 hours. Total hours for the program add up to 72 hours.

### **ENDORSEMENT FOR DIRECTOR OF PUPIL PERSONNEL SERVICES**

**The Georgia Professional Standards Commission Endorsements definition:** The addition of a teaching, service, and/or leadership field to the initial professional certification.

#### **Director of Pupil Personnel Services** (page 505-3-.48-1)

1. Purpose
  - Prepares individual to direct, administer, or supervise pupil personnel programs.
2. Requirements
  - a. This program may be approved as a leadership endorsement to a professional license in the service fields of school counselor, school psychologist, or school social worker at the master's degree or higher level.
  - b. The program shall require demonstrated competence and knowledge in supervision, organizational leadership, and administration/supervision of pupil personnel services.



- c. The approved program may be specific to pupil personnel, leadership development or may have a more general focus.

**Required Courses ..... 10 hours**

LEAD 7100 Leadership in Educational Organizations .....	2 hours
LEAD 7905 Internship in System Level Leadership .....	2 hours
PSYC 8360 Human Resource Development .....	3 hours
LEAD 7995 and PSYC 7995 and SWK 7995 Professional Seminar in Pupil Personnel (1 hour each) .....	3 hours



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