JAMES L. AND DOROTHY H. DEWAR COLLEGE OF EDUCATION AND HUMAN SERVICES

Dr. Brian L. Gerber, Interim Dean Room 227, Education Center

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

ACCREDITATION

The Dewar College of Education and Human Services maintains accreditation with the National Council for Accreditation of Teacher Education, and all of its individual teacher preparation programs, including programs in Art Education and Music Education from the College of the Arts and Spanish Education and French Education from the College of Arts and Sciences, are approved by the Georgia Professional Standards Commission. Specific questions concerning teacher certification should be directed to the appropriate department.

The College of Education and Human Services includes the following undergraduate programs that are nationally recognized by specialized professional associations:

- Early Childhood Education (Association for Childhood Education International)
- Middle Grades Education (Association on Middle Level Education)
- French Education and Spanish Education from the College of Arts and Sciences (American Council on the Teaching of Foreign Languages)

TEACHING DEGREE PROGRAMS IN THE COLLEGE OF EDUCATION AND HUMAN SERVICES

Art Education	P-12
Business Education	6-12
Early Childhood Education	P-5
*Communication Disorders	P-12
*Deaf Education	P-12
Early Childhood Special Education General Curriculum	P-5
Foreign Language Education: French, Spanish	P-12
Health and Physical Education	P-12
Middle Grades Education	4-8
Music Education	P-12
Workforce Education and Development	6-12

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

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Students must be admitted to Teacher Education in order to enroll in professional education course work. To be admitted into Teacher Education, students must have:

- 1. a major leading to teacher certification.
- 2. earned at least 30 semester hours.
- 3. achieved at least an overall 2.5 GPA for all majors except communication disorders, which requires a 3.0 GPA; and art education, early childhood education, and special education–early childhood special education general curriculum, which require a 2.75 GPA.
- 4. earned a grade of "C" or higher in ENGL 1101 and ENGL 1102; credit by exam assumes a grade of "C" or higher.
- 5. passed Gace Basic Skills Assessment or exempted it (SAT, ACT, GRE, or CLAST exemption scores are available on the College of Education and Human Services website).
- 6. successfully completed appropriate "2999" course.
- 7. completed a criminal background check.
- 8. professional liability insurance.

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

CHECK-POINT COURSES AND RETENTION IN PROFESSIONAL PROGRAMS

Education majors are required to earn minimum grades of "C" in all professional education courses, in all courses in Area F of the Core Curriculum, and in those courses required in the major. Student progress will be monitored through (a) GPA, (b) observations, (c) faculty's and public school teachers' documented concerns, and (d) demonstration of appropriate dispositions. As a means of monitoring these retention requirements, each teacher education program has a check-point course. The status of students enrolled in these courses is monitored by the Dewar College of Education and Human Services Advising Center to ensure that all requirements for admission to teacher education have been maintained. Students who do not maintain these retention requirements will be prevented from continuing in professional education course work. The check-point courses for the teacher education programs are identified in the course descriptions within each program.

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

APPEALS PROCEDURE

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

ADVISING CENTER

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

PROMOTING DIVERSITY IN TEACHER EDUCATION

Diversity

The James L. and Dorothy H. Dewar College of Education and Human Services faculty recognizes the need to take proactive steps to enhance multicultural and global perspectives and to promote diversity. In order to meet this need, they support multicultural perspectives throughout educational programs and actively seek a diverse student and faculty population. The educator preparation unit has established comprehensive school partnerships with 14 area schools. These schools were recruited based on a number of factors, including opportunities they would provide to our candidates to work with diverse P-12 students and public school mentors.

Conceptual Framework

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

Professional Field Experiences

Valdosta State University's teacher preparation program places a strong emphasis upon professional field experiences in public school settings. Many of the major courses require that students be involved in field-based activities; these activities will be coordinated by the instructors responsible for the courses. With each of the field-based courses, students will be evaluated on their performances in the public school environment. Faculty members responsible for the courses will discuss any concerns with students and may report these concerns to the students' department head. Repeated concerns or serious singular offenses in any field experiences will jeopardize the students' continuation in professional education course work. Generally, students will not be placed beyond a 60-mile radius of VSU. The Dewar College of Education and Human Services reserves the right to make all final decisions about field placements.

STUDENT TEACHING

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

Student teachers are required to take the appropriate GACE Content Assessment (Praxis II exam for Communication Disorders majors) for their major by the completion of student teaching. Students do not have to pass the exams in order to complete student teaching successfully, but they do have to provide evidence that they have taken the exams. Students who do not meet this requirement will receive an Incomplete ("I") in student teaching for the semester and will not graduate.

A student who receives a grade of Unsatisfactory ("U") for student teaching or who has been withdrawn from the student location at the request of the school may apply for student teaching only one additional time. At any time a student is removed at the request of a school, a College of Education and Human Services Concern Form must be completed along with an action plan. The action plan will describe criteria for successful completion of the remediation. The student will be required to complete a prescribed program of remediation before being permitted to attempt student teaching a second time. During this second semester of enrollment in student teaching, a student who receives a grade of Unsatisfactory ("U") or who is requested to be removed from the student teaching location by the school will be permanently dismissed from all teacher education programs in the Dewar College of Education and Human Services and will not be recommended for teacher certification by Valdosta State University. This action will result in a review by the Undergraduate and Initial Teacher Preparation Policies Committee.

GRADUATION AND TEACHER CERTIFICATION REQUIREMENTS

HEALTH AND PHYSICAL EDUCATION

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

GEORGIA TEACHER CERTIFICATION TESTING PROGRAM

The Georgia Professional Standards Commission requires applicants seeking initial certification to demonstrate proficiency in their certification area by passing the tests appropriate to their program of study. These certification tests are the GACE Content Assessments (Praxis II Assessment for Communication Disorders majors), and registration applications are available online at the following website: www.gace.nesinc.com. For Praxis II, the website is www.ets.org.

A passing score must be obtained on these tests before a student may be recommended to the Georgia Professional Standards Commission for a clear/renewable Georgia certificate. The GACE Basic Skills Assessment (or exemption) test is also required for certification, but it is met through the admission requirements for Teacher Education.

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

CERTIFICATION PROGRAMS FOR STUDENTS WITH DEGREES

Students who already have a degree and are coming to Valdosta State University to obtain a teaching certificate must meet admission to teacher education requirements. If the student qualifies for Teacher Education, he or she should complete a "certification evaluation" request, which may be obtained from the Dean's Office. The completed form will be sent to the appropriate department where the student's transcripts will be reviewed and a certification program developed. A certification evaluation fee of \$35 will be charged for the development of this individualized plan. Certification is conditional upon a student's being accepted into a certification-only program. Students must satisfy departmental standards for certification through whatever mechanisms are recommended by that department. However, a portion of the certification requirements, as determined by each department for individual students, must be completed at VSU. The College of Education and Human Services reserves the right to refuse to recommend an individual for professional certification to the Georgia Professional Standards Commission who has not completed part of his or her coursework at VSU.

OTHER UNDERGRADUATE DEGREE PROGRAMS IN THE COLLEGE OF EDUCATION AND HUMAN SERVICES

Major	Department	Degrees
Office Administration and Technology	Adult and Career Education	B.S.
Human Capital Performance	Adult and Career Education	B.A.S.
Psychology	Psychology and Counseling	B.A., B.S.

Department of Adult and Career Education

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

The Department of Adult and Career Education offers several undergraduate programs of study. The department offers the Bachelor of Science in Education degree (B.S.Ed.) with a major in Workforce Education (WED) that has options in Career-Technical Education and Workforce Training and Development. The Bachelor of Science degree with a major in Office Administration and Technology (OAT) and the Bachelor of Applied Science (B.A.S.) in Human Capital Performance are offered on campus for traditional students and online for post-traditional adult students as bachelor completion programs. The B.A.S. degree is specifically designed for A.A.S. graduates from technical colleges and post-traditional students who are military veterans and/or working adults with professional certificates, licenses, and/or prior learning/work experience. The OAT online option is designed for working office professionals who wish to complete the bachelor degree in the field.

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

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

BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN WORKFORCE EDUCATION AND DEVELOPMENT

Secondary Career-Technical Education Option

SELECTED EDUCATIONAL OUTCOMES

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

EXAMPLES OF OUTCOME ASSESSMENTS

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

REQUIREMENTS FOR THE B.S.ED. DEGREE WITH A MAJOR IN WORKFORCE EDUCATION AND DEVELOPMENT (SECONDARY CAREER-TECHNICAL EDUCATION OPTION)

Core Areas A-E (See VSU Core Curriculum)	
Area F Requirements.	18 hours
EDUC 2110, EDUC 2120, EDUC 2130	9 hours
ACED 2900, ACED 2950, ACED 2960.	9 hours
All courses in Area F must be completed with a grade of "C" or better.	
College of Education and Human Services Health and Physical Education Requirement	nts 6 hours
(Required in Secondary Option)	
KSPE 2000, KSPE 2150	4 hours

KSPE 2000, KSPE 2150	4 hours
Two KSPE Fitness/Activity Courses	2 hours
Major Course Requirements	60 hours
PSYC 3130, ACED 2400	6 hours
ACED 4410, ACED 4430	6 hours
ACED 3600, ACED 4710, ACED 4670, ACED 4810	12 hours
ACED 3650, SPEC 3000, ACED 4560, ACED 3850	12 hours
ACED 3500, ACED 3510, ACED 3520	9 hours
ACED 4780	12 hours
Guided Electives	3 hours

BACHELOR OF SCIENCE IN EDUCATION DEGREE WITH A MAJOR IN WORKFORCE EDUCATION AND DEVELOPMENT

Workforce Training and Development Option

SELECTED EDUCATIONAL OUTCOMES

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

EXAMPLES OF OUTCOME ASSESSMENTS

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

REQUIREMENTS FOR THE B.S.ED. DEGREE WITH A MAJOR IN WORKFORCE EDUCATION AND DEVELOPMENT (WORKFORCE TRAINING AND DEVELOPMENT OPTION)

ACED 2050, ACED 2400	6 hours
ACED 2900, ACED 2950, ACED 2960	9 hours
Elective from Areas A-E.	3 hours
All courses in Area F must be completed with a grade of "C" or better.	
Major Course Requirements	60 hours
ACED 4820, ACED 4690, ACED 4510	9 hours
ACED 3600, ACED 4670, ACED 4680, ACED 4810	12 hours
ACED 3650, ACED 4560, ACED 3850, ACED 3860	12 hours
ACED 3500, ACED 3510, ACED 3520	9 hours
ACED 4300, ACED 4310, ACED 4320, ACED 4600	12 hours
Guided Electives	6 hours

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN OFFICE ADMINISTRATION AND TECHNOLOGY

SELECTED EDUCATIONAL OUTCOMES

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

EXAMPLES OF OUTCOME ASSESSMENTS

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

REQUIREMENTS FOR THE B.S. DEGREE WITH A MAJOR IN OFFICE ADMINISTRATION AND TECHNOLOGY

Core Areas A-E (See VSU Core Curriculum)	42 hours
Area F Requirements	18 hours
ACED 1100, ACED 2000	6 hours
ACED 2400 or CS 1000	3 hours
ACCT 2101	3 hours
BUSA 2106	3 hours
ECON 1500 or ECON 2106	3 hours
All courses in Area F must be completed with a grade of "C" or better.	
Major Course Requirements	60 hours
ACED 2050, ACED 2300, ACED 2700	9 hours
ACED 3101, ACED 3150	6 hours
ACED 3400, ACED 3610, ACED 4020	
MKTG 3050	3 hours
ACED 4050, ACED 4070, ACED 4160	9 hours
ACED 4300, ACED 4550, ACED 4820.	
Guided Electives (Choose 15 hours-at least 6 hours must be at the 3000- or 4	000-level):
ACED 2940, ACED 3940, ACED 3600, ACED 4810, ACCT 2102, AFAM 2	2020,
BUSA 2100, BUSA 3200, COMM 1100, COMM 1110, COMM 2300, CS 10	010,
CS 1301, ECON 1500, ECON 2105, ECON 2106, ENGL 2080, ENGL 3010	•
ENGL 3020, ENGL 3080, FIN 2380, FIN 3350, KSPE 2000, KSPE 2800, L	EAS 1100,
LEAS 3200, LIBS 1000, MGNT 3250, MGNT 3910, MGNT 4000, MGNT	
MKTG 4680, MKTG 4750, PERS 2110, PERS 2485, PERS 2660, PERS 268	0,
PERS 2700, PERS 2730, PERS 2750, PHIL 3150, SPAN 1001, SPAN 1002,	
THEA 1000, or other advisor-approved electives	15 hours

BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN OFFICE ADMINISTRATION AND TECHNOLOGY

Online Bachelor Completion Option

SELECTED EDUCATIONAL OUTCOMES

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

EXAMPLES OF OUTCOME ASSESSMENTS

- Students will be assessed through an e-portfolio that will be submitted before the end of their final semester.
- 2. Students will be assessed on their performance of simulated activities in ACED 4160 (Administrative Office Procedures).
- 3. Students will respond to a survey relating to their perceptions about their preparation for using a variety of computer/technology applications.

ADMISSION TO ONLINE BACHELOR COMPLETION OPTION

Students must be admitted to the Online Bachelor Completion (OBC) Option in order to enroll in junior- and senior-level OAT-OBC course work. The requirements for admission into the OBC Option are that the student will have:

- 1. met University System of Georgia core curriculum requirements (or equivalent).
- 2. achieved at least an overall 2.3 GPA.
- 3. successfully completed all Area F courses (or exemptions) with a grade of "C" or better.
- 4. successfully qualified for 3 experiential credits in ACED 2940 with a minimum of 3 years of valid, verifiable work experience.
- 5. provided evidence of online readiness through an assessment tool such as the University System of Georgia's Student Online Readiness Tool (SORT).

REQUIREMENTS FOR THE B.S. DEGREE WITH A MAJOR IN OFFICE ADMINISTRATION AND TECHNOLOGY—ONLINE BACHELOR COMPLETION (OBC) OPTION

Core Areas A-E (See VSU Core Curriculum)	42 hours
Area F Requirements	18 hours
ACED 1100, ACED 2000	6 hours
ACED 2400 or CS 1000	3 hours
ACCT 2101	6 hours
BUSA 2106	3 hours
ECON 1500 or ECON 2106	3 hours
Major Course Requirements	60 hours
Major Course Requirements	
·	9 hours
ACED 2050, ACED 2300, ACED 2700	
ACED 2050, ACED 2300, ACED 2700	9 hours9 hours9 hours
ACED 2050, ACED 2300, ACED 2700	9 hours 9 hours 9 hours 3 hours

BACHELOR OF APPLIED SCIENCE DEGREE WITH A MAJOR IN HUMAN CAPITAL PERFORMANCE

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

SELECTED EDUCATIONAL OUTCOMES

- 1. Program graduates will demonstrate an acceptable level of technical competency in job skills.
- 2. Program graduates will demonstrate career planning skills.
- 3. Program graduates will demonstrate project management skills.

EXAMPLES OF OUTCOME ASSESSMENTS

- Program graduates will be assessed on their practicum experience through direct observation
 on a rating scale by the university supervisor and the job-site supervisor. Program graduates
 and job-site supervisors will complete a post-practicum survey designed to identify program
 strengths and weaknesses.
- Program graduates will be assessed on their ability to develop a career plan directly related to their occupational area of specialization in ACED 4810.
- Program graduates will develop a project management plan in their occupational area of specialization in ACED 4820.

REQUIREMENTS FOR THE B. A. S. DEGREE WITH A MAJOR IN HUMAN CAPITAL PERFORMANCE

prior learning/technical work experience.

BACHELOR OF APPLIED SCIENCE DEGREE WITH A MAJOR IN HUMAN CAPITAL PERFORMANCE

Online Bachelor Completion Option

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

SELECTED EDUCATIONAL OUTCOMES

- 1. Program graduates will demonstrate an acceptable level of technical competency in job skills.
- 2. Program graduates will demonstrate career planning skills.
- 3. Program graduates will demonstrate project management skills.

EXAMPLES OF OUTCOME ASSESSMENTS

- 1. Program graduates will be assessed through an e-portfolio that will provide evidence of technical competency via professional certifications or licenses, military training, prior learning, and/or satisfactory employment experience.
- 2. Program graduates will be assessed on their ability to develop a career plan directly related to their occupational area of specialization in ACED 4810.
- Program graduates will develop a project management plan in their occupational area of specialization in ACED 4820.

REQUIREMENTS FOR THE B. A. S. DEGREE WITH A MAJOR IN HUMAN CAPITAL PERFORMANCE—ONLINE BACHELOR COMPLETION OPTION (OBC)

Core Areas A-E (See VSU Core Curriculum)
Major Course Requirements
ACED 2400, ACED 4550, ACED 4810
ACED 4050, ACED 4820, ACED 35209 hours
PSYC 3800, ACED 3800, ACED 4830
ACED 3400, ACED 3500
Guided Upper Division Electives
Approved Electives: ORGL 3000, ORGL 3050, ORGL 4000, POLS 4860, ACED 3150,
ACED 3101, ACED 4030, or other advisor-approved electives.
Supporting Courses

Department of Communication Sciences and Disorders

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

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

SELECTED EDUCATIONAL OUTCOMES

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

EXAMPLES OF OUTCOME ASSESSMENTS

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

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

Students admitted to the Communication Disorders program must have a 3.00 GPA. All courses in Area F and major courses must be completed with a grade of "C" or higher.

Core Areas A-E (See VSU Core Curriculum)
For CSD majors, both a biological science and a physical science are required in Area D
to meet ASHA certification requirements. Students are strongly encouraged to take
PSYC 2500 in Area E of the Core Curriculum. This course is a prerequisite for all upper
division courses in Psychology.
College of Education and Human Services Health and Physical Education Requirements 6 hours
KSPE 2000, KSPE 2150
Two KSPE Fitness/Activity Courses
Area F Requirements
EDUC 2110, EDUC 2120, EDUC 2130
Language Arts (Selected from any 2000-level course) 3 hours
MATH 2620
ACED 2400 3 hours
CSD 2999
Professional Education
CSD 3010, CSD 3020, CSD 30409 hours
CSD 3060, CSD 3070, CSD 3080
DEAF 4050, CSD 4020, CSD 4040
CSD 4050
CSD 4070, CSD 4120, CSD 4130
CSD 4110
CSD 4140, CSD 4151
SPEC 3000, SPEC 3020 or PSYC 3300
PSYC 3120, PSYC 3200, PSYC 3210, PSYC 3220, PSYC 3500, or PSYC 3710 3 hours
Electives
All Area F courses and CSD major course requirements must be completed with a grade of "C"
or higher.

Department of Early Childhood and Special Education

Dr. Shirley E. Thompson, Interim Head Room 1160, Education Center

The Department of Early Childhood and Special Education is a diverse department with programs that lead to a Bachelor of Science in Education (B.S.Ed.) degree. The major in early childhood education results in initial GaPSC certification in Early Childhood (P-5), and the major in early childhood special education results in initial GaPSC certification in both Early Childhood and Special Education-General Curriculum (P-5).

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

SELECTED EDUCATIONAL OUTCOMES

- 1. Program graduates will demonstrate an acceptable level of content knowledge.
- 2. Program graduates will demonstrate an acceptable level of teaching competency for an extended period of time during the student teaching experience by planning, delivering, and assessing appropriate instruction for pupils who represent a diverse population and who are in public school settings.
- Program graduates will integrate technology into instruction, assessment, and communication.
- 4. Program graduates will demonstrate characteristics of reflective practitioners by evaluating the effects of choices and actions on others (pupils, families, and other professionals in the learning community).

EXAMPLES OF OUTCOME ASSESSMENTS

- Students in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment.
- Students in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.
- 3. Students in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.
- 4. Students in initial teacher education programs will demonstrate their ability to positively impact P-5 learning through a Teacher Work Sample (TWS).

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

REQUIREMENTS FOR THE B.S.ED. DEGREE WITH A MAJOR IN EARLY CHILDHOOD EDUCATION	
Core Areas A-E (See VSU Core Curriculum)	
EDUC 2110, EDUC 2120, EDUC 2130	
ISCI 2001, ISCI 2002, MATH 2008	
ECSE 2999	
All courses in Area F must be completed with a grade of "C" or better.	
College of Education and Human Services Health and Physical Education Requirements 6 hours	
KSPE 2000, KSPE 2150	
Two KSPE Fitness/Activity Courses	
Professional Program Requirements	
Professional Semester 1	
ECED 3109	
ECSE 3010, ECSE 3210	
LITR 3110	
MATH 3161	
SPEC 3000	
Professional Semester 2	
ECED 3300	
ECED 3690	
ECSE 3020, LITR 3120, LITR 3130	
MATH 3162	
Professional Semester 3	
ECED 4400, ECED 4500	
ECED 4690	
ECSE 4010, LITR 4120, MATH 4161	
Professional Semester 4	
ECED 4790	
ECSE 4420	
Total hours required for the degree	

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

Core Areas A-E (See VSU Core Curriculum) .42 hours Area F Requirements. 18 hours EDUC 2110, EDUC 2120, EDUC 2130 9 hours ISCI 2001, ISCI 2002 6 hours MATH 2008 3 hours ECSE 2999 0 hours
All courses in Area F must be completed with a grade of "C" or better.
College of Education and Human Services Health and Physical Education Requirements 6 hours KSPE 2000, KSPE 2150 4 hours Two KSPE Fitness/Activity Courses 2 hours Professional Education. 63 hours Professional Semester 1 17 hours ECSE 3010, ECSE 3210, LITR 3110, SPEC 3000, MATH 3161 15 hours ECSE 3390. 2 hours Professional Semester 2 17 hours ECSE 3020, ECSE 3220, LITR 3120, LITR 3130, MATH 3162 15 hours ECSE 3490 2 hours
Professional Semester 3
ECSE 4010, ECSE 4210, ECSE 4310, LITR 4120, MATH 4161 15 hours ECSE 4390 2 hours Professional Semester 4 12 hours ECSE 4420 3 hours ECSE 4490 9 hours
Total hours required for the degree

Department of Kinesiology and Physical Education

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

The Department of Kinesiology and Physical Education offers a program that leads to the Bachelor of Science in Education degree (B.S.Ed.) with a major in health and physical education.

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

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

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

SELECTED EDUCATIONAL OUTCOMES

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

EXAMPLES OF OUTCOME ASSESSMENTS

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

REQUIREMENTS FOR THE B.S.ED. DEGREE WITH A MAJOR IN HEALTH AND PHYSICAL EDUCATION

Core Areas A-E (See VSU Core Curriculum).42 hoursArea F Requirements18 hoursEDUC 2110, EDUC 2120, EDUC 21309 hoursBIOL 2651, BIOL 26528 hoursKSPE Physical Education Activity Course.1 hour
(Any physical education course requiring physical fitness or lifetime physical activity; participation and content approved by any departmental academic advisor.) KSPE 2999
All courses in Area F must be completed with a grade of "C" or better.
College of Education and Human Services Health and Physical Education Requirements 6 hours
KSPE 2010 and KSPE 2020
Professional Program Requirements
KSPE 3101, KSPE 3200, KSPE 3301, KSPE 3401
KSPE 34114 hours
SPEC 3000, KSPE 3420, KSPE 3911
KSPE 3450, KSPE 3460, KSPE 3700, KSPE 4710
KSPE 2000, KSPE 3141, KSPE 4220 8 hours
PSYC 2700 3 hours
KSPE 4800
KSPE 4790
Total hours required for the degree