

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

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

The James L. and Dorothy H. Dewar College of Education and Human Services prepares professionals for a variety of roles in educational settings and community agencies; fosters a culture of reflective practice and inquiry within a diverse community of students, faculty, and staff; provides leadership in the improvement of the education, health, and well being of citizens in this region, the nation, and the world; and develops effective, responsive scholars and practitioners who use theory and research to enhance their work in a global, diverse, and technological society. Course descriptions and programs of study leading to these degrees are listed by department. For detailed information about program majors and concentrations, visit the COEHS website:

<http://www.valdosta.edu/colleges/education/deans-office/degrees%20and%20programs.php>

ACCREDITATION

The Dewar College of Education and Human Services maintains accreditation with the National Council for Accreditation of Teacher Education (NCATE), and all of its individual teacher preparation programs, including programs in Art 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.

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)
- Special Education-Deaf Education (Council for Exceptional Children)
- Middle Grades Education (Association on Middle Level Education)
- Spanish Education from the College of Arts and Sciences
(American Council on the Teaching of Foreign Languages)

DIVERSITY

Diversity is a foundational element in the mission and vision of the Dewar College of Education and Human Services. As defined, diversity refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, geographic region, and more. The Dewar College of Education and Human Services recognizes and embraces the critical role of diversity and concurs with the Valdosta State University Diversity Council that “effective management of Valdosta State University’s unique cultural characteristics will provide benefits to students, faculty, and staff in the form of enhanced educational opportunities, respectful workplaces and classrooms, reduced workforce turnover, reduced rates of poverty and low socioeconomic status and stronger strategic approaches to long term planning.”

TEACHING DEGREE PROGRAMS IN THE COLLEGE OF EDUCATION AND HUMAN SERVICES

Art Education	P-12
Early Childhood Education	P-5
*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
Workforce Education and Development6-12

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

OTHER DEGREE PROGRAMS IN THE COLLEGE OF EDUCATION AND HUMAN SERVICES

B.S.Ed.	American Sign Language/English Interpreting
B.S.Ed.	Communication Disorders
B.A.S.	Human Capital Performance
B.S.	Office Administration and Technology
B.A., B.S.	Psychology
B.S.Ed.	Workforce Education

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Students must be admitted to Teacher Education in order to enroll in professional education course work. The date of admission to teacher education is the first day of the semester in which the student enrolls in a professional education course. For admission to Teacher Education and enrollment in professional education courses, students must have:

1. declared a major leading to teacher certification.
2. earned at least 45 semester hours.
3. earned a grade of "C" or higher in ENGL 1101 and ENGL 1102; credit by exam assumes a grade of "C" or higher.
4. achieved a grade of "S" in the appropriate 2999 course.
5. maintained at least an overall 2.75 GPA.
6. passed GACE Basic Program Admission Assessment (or exempted it--SAT, ACT, GRE, or CLAST exemption scores are available on the College of Education and Human Services' website: <http://www.valdosta.edu/colleges/education/advising/admission-criteria.php>).
7. achieved a passing score on the Ethics Quiz and signed the Georgia Code of Ethics for Educators Affirmation Statement.
8. completed a criminal background check.
9. maintained professional liability insurance.

Each teacher education program has a "2999" course (ACED 2999, ARED 2999, DEAF 2999, ECED 2999, ECSE 2999, FLED 2999, KSPE 2999, MGED 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 45 hours. Students should continue to enroll in the appropriate "2999" course each semester until an "S" grade is achieved.

Students who have not maintained an overall 2.7 GPA will not be permitted to enroll in professional education courses.

PROGRESSION/RETENTION IN PROFESSIONAL P-12 EDUCATION 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. Students must also maintain a minimum 2.75 GPA, update criminal background checks as requested, and assure professional liability insurance is current. Student progress will be monitored through (a) GPA, (b) observations, (c) faculty’s and public school teachers’ documented feedback, and (d) demonstration of appropriate dispositions. The status of students enrolled in these courses is monitored by the COEHS Advising Center to ensure that all requirements for program retention have been maintained. Students who do not maintain these requirements will be prevented from continuing in professional education course work, may be placed on a Professional Improvement Plan, and may be dismissed from the program.

The educational progress of all students is a major concern for the COEHS. Students who achieve at high levels are awarded commendations by the department of their major and the COEHS Scholarship and Honors Committee. Students who experience difficulty may be placed on a Professional Improvement Plan. The college and university provide many opportunities for students to ensure a successful academic career.

ADVISING CENTER

The Advising Center in the Dewar College of Education and Human Services was created specifically to be an advocate for students who are majoring in COEHS degree programs. The Center assists students in planning their program of study and provides a strong support system for addressing individual concerns.

PROFESSIONAL P-12 EDUCATION 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 student and may report these concerns to the student’s 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 refuse to place a student at any particular school or within any particular school system. The COEHS reserves the right to make all final decisions about field placements. For additional information, consult with the Office of Field Experiences and Clinical Practice: <http://www.valdosta.edu/colleges/education/student-teaching-and-field-experiences/welcome.php>.

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 Program Admission Assessment; (2) overall GPA of at least 2.75; (3) completion of all coursework; (4) a grade of “C” or higher in all Area F courses, all professional education courses, and all major courses; (5) completion of criminal background check; and (6) current liability insurance. Except for Special Education majors, students are not permitted to take any coursework concurrently with student teaching except the student teaching seminar. Student teaching applications and submission deadlines are available on the COEHS Office of Field Experiences and Clinical Practice website: <http://www.valdosta.edu/colleges/education/student-teaching-and-field-experiences/welcome.php>.

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 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 COEHS Professional Improvement Plan must be completed. The Professional Improvement Plan will describe criteria for successful completion of the remediation. The student will be required to complete a prescribed plan 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 COEHS teacher education programs and will not be recommended for teacher certification by Valdosta State University. The student may appeal this action through the COEHS appeals procedure. Generally, student teachers will not be placed beyond a 60-mile radius of VSU. The COEHS reserves the right to refuse to place a student teacher at any particular school or within any particular school system. Every effort is made to place student teachers at one of their preferred schools or systems; however, the COEHS reserves the right to make all final decisions about student teacher placements. For additional information, consult with the Office of Field Experiences and Clinical Practice: <http://www.valdosta.edu/colleges/education/student-teaching-and-field-experiences/welcome.php>.

APPEALS PROCEDURE

The COEHS has an appeals process in place to help students and faculty resolve academic issues. The process endeavors to protect both faculty and students by assuring a process that allows dialogue at each step. In general, students who wish to appeal must first discuss the problem with their instructor/staff member or advisor. While the initial appeal may be informal, such as a conversation between the faculty/staff member and the student, if the situation is not resolved, the formal appeals process is initiated. The appeals process is student driven, so students may decide at each stage if they wish to go to the next stage. The student must initiate this process within 10 instructional days after notification of the decision. The following links outline the appeals process for all academic matters and other concerns: <http://www.valdosta.edu/colleges/education/deans-office/appeals-process/welcome.php>.

TEACHER CERTIFICATION

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, and registration applications are available on-line at the following website: **www.gace.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 Program Admission Assessment (or exemption) test is also required for certification, but it is met through the admission requirements for Teacher Education.

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 and be accepted into a certification-only program. The student's prior academic course work will be used to design a plan of study to satisfy the standards for certification through the approved GaPSC program. A part 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.

Specific questions regarding certification should be directed to the department.

Department of Adult and Career Education

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

The Department of Adult and Career Education offers 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

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 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) 42 hours

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 Requirements. . . 6 hours

(Required in Secondary Option)

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

Total hours required for the degree. 126 semester 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 majors will demonstrate an acceptable level of content knowledge.
2. Program majors will demonstrate an acceptable level of teaching competency in their major areas by planning, delivering, and assessing appropriate instruction for adult learners.
3. Program majors will demonstrate the ability to develop appropriate curriculum/training programs as needed in the work environment.

EXAMPLES OF OUTCOME ASSESSMENTS

1. Program majors are required to meet minimum documented work experience requirements.
2. Program majors 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 majors 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)

Core Areas A-E (See VSU Core Curriculum)	42 hours
Area F Requirements.	18 hours
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
Total hours required for the degree.	120 semester 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.
2. Program graduates will demonstrate the ability to integrate into simulated activities such as 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

1. 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	9 hours
MKTG 3050	3 hours
ACED 4050, ACED 4070, ACED 4160.....	9 hours
ACED 4300, ACED 4550, ACED 4820.....	9 hours
Guided Electives	15 hours
Choose 15 hours; at least 6 hours must be at the 3000- or 4000- level:	
ACED 2940, ACED 3940, ACED 3600, ACED 4810, ACCT 2102, AFAM 2020,	
BUSA 2100, BUSA 3200, COMM 1100, COMM 1110, COMM 2300, CS 1010,	
CS 1301, ECON 1500, ECON 2105, ECON 2106, ENGL 2080, ENGL 3010,	
ENGL 3020, ENGL 3080, FIN 2380, FIN 3350, KSPE 2000, KSPE 2800, LEAS 1100,	
LEAS 3200, LIBS 1000, MGNT 3250, MGNT 3910, MGNT 4000, MGNT 4800,	
MKTG 4680, MKTG 4750, PERS 2110, PERS 2485, PERS 2660, PERS 2680,	
PERS 2700, PERS 2730, PERS 2750, PHIL 3150, SPAN 1001, SPAN 1002,	
THEA 1000, or other advisor-approved electives	15 hours
Total hours required for the degree	120 semester 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.
2. Program graduates will demonstrate the ability to integrate into simulated activities such as 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

1. 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

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 2940, ACED 3101, ACED 3150	9 hours
ACED 3400, ACED 3610, ACED 4020	9 hours
MKTG 3050	3 hours
ACED 4050, ACED 4070, ACED 4160.....	9 hours
ACED 4550, ACED 4820	6 hours

Guided Electives (Choose 15 hours; at least 6 hours must be at the 3000- or 4000- level):

ACED 3600, ACED 3940, ACED 4810, ACCT 2102, AFAM 2020, BUSA 2100, BUSA 3200, COMM 1100, COMM 1110, COMM 2300, CS 1010, CS 1301, ECON 1500, ECON 2105, ECON 2106, ENGL 2080, ENGL 3010, ENGL 3020, ENGL 3080, FIN 2380, FIN 3350, KSPE 2000, KSPE 2800, LEAS 1100, LEAS 3200, LIBS 1000, MGNT 3250, MGNT 3910, MGNT 4000, MGNT 4800, MKTG 4680, MKTG 4750, PERS 2110, PERS 2485, PERS 2660, PERS 2680, PERS 2700, PERS 2730, PERS 2750, PHIL 3150, SPAN 1001, SPAN 1002, THEA 1000, or other advisor-approved electives	15 hours
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Total hours required for the degree..... 120 semester 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

1. 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.
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.
3. 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

Core Areas A-E (See VSU Core Curriculum)	42 hours
Area F Requirements—Courses Appropriate to the Major	18 hours
Completion of an approved technical college applied associate degree or equivalent as evidenced by industry-granted certificates, credentials, licenses, military training, and/or prior learning/technical work experience.	
Major Course Requirements.	33 hours
ACED 2400, ACED 4550, ACED 4810	9 hours
ACED 4050, ACED 4820, ACED 3800	9 hours
PSYC 3800 or MGNT 3250	3 hours
ACED 3400, ACED 4830	6 hours
ACED 4300, ACED 4310	6 hours
Guided Upper Division Electives	9 hours
Supporting Courses	18 hours
Completion of an approved technical college applied associate degree or equivalent as evidenced by industry-granted certificates, credentials, licenses, military training, and/or prior learning/technical work experience.	
Total hours required for the degree.	120 semester hours

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.
3. 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)	42 hours
Area F Requirements-Courses Appropriate to the Major.	18 hours
Completion of an approved technical college applied associate degree or equivalent as evidenced by industry-granted certificates, credentials, licenses, military training, and/or prior learning/technical work experience.	
Major Course Requirements.	33 hours
ACED 2400, ACED 4550, ACED 4810.	9 hours
ACED 4050, ACED 4820, ACED 3520.	9 hours
PSYC 3800, ACED 3800, ACED 4830	9 hours
ACED 3400, ACED 3500	6 hours
Guided Upper Division Electives.	9 hours
Approved Electives: ORGL 3000, ORGL 3050, ORGL 4000, POLS 4860, ACED 3150, ACED 3101, ACED 4030, or other advisor-approved electives.	
Supporting Courses	18 hours
Completion of an approved technical college applied associate degree or equivalent as evidenced by industry-granted certificates, credentials, licenses, military training, and/or prior learning/technical work experience. Combined with Area F for a total of 36 hours of credit.	
Total hours required for the degree.	120 semester hours

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

1. 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.
2. 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. If a student’s GPA falls below 2.75, the student will have one semester (fall or spring) to restore it to or above 2.75. If the GPA remains below 2.75 for two consecutive semesters (not including summer), the student will be required to select another major.

Core Areas A-E (See VSU Core Curriculum)	42 hours
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 1101 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	4 hours
Two KSPE Fitness/Activity Courses	2 hours
Area F Requirements.	18 hours
EDUC 2110, EDUC 2120, EDUC 2130	9 hours
Language Arts (Selected from any 2000-level course)	3 hours
MATH 2620	3 hours
ACED 2400 or CS 1000	3 hours
CSD 2998	0 hours
Professional Education.	60 hours
CSD 3010, CSD 3020, CSD 3040.	9 hours
CSD 3060, CSD 3070, CSD 3080	9 hours
DEAF 4050, CSD 4020, CSD 4040	9 hours
CSD 4050	2 hours
CSD 4070, CSD 4120, CSD 4130	9 hours
CSD 4110.	4 hours
CSD 4140, CSD 4151	6 hours
SPEC 3000, SPEC 3020 or PSYC 3300	6 hours
PSYC 3120, PSYC 3200, PSYC 3210, PSYC 3220, PSYC 3500, or PSYC 3710	3 hours
Electives.	6 hours

All Area F courses and CSD major course requirements must be completed with a grade of “C” or higher.

Total hours required for the degree. 126 semester hours

Department of Early Childhood and Special Education

Dr. Festus Obiakor, 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.
3. 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

1. Students in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment.
2. 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)	42 hours
Area F Requirements.	18 hours
EDUC 2110, EDUC 2120, EDUC 2130	9 hours
ISCI 2001, ISCI 2002, MATH 2008	9 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 Program Requirements.	63 hours
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Professional Semester 1

Professional Semester 1	17 hours
ECED 3109	2 hours
ECSE 3010, ECSE 3210	6 hours
LITR 3110	3 hours
MATH 3161	3 hours
SPEC 3000	3 hours

Professional Semester 2

Professional Semester 2	17 hours
ECED 3300	3 hours
ECED 3690	2 hours
ECSE 3020, LITR 3120, LITR 3130.....	9 hours
MATH 3162	3 hours

Professional Semester 3

Professional Semester 3	17 hours
ECED 4400, ECED 4500	6 hours
ECED 4690.....	2 hours
ECSE 4010, LITR 4120, MATH 4161	9 hours

Professional Semester 4

Professional Semester 4	12 hours
ECED 4790	9 hours
ECSE 4420	3 hours

Total hours required for the degree.	129 semester hours
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**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	17 hours
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.	129 semester hours

Department of Kinesiology and Physical Education

Dr. Mike Griffin, Head

Room 168, Physical Education Complex

The Department of Kinesiology and Physical Education offers a 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 hours
Area F Requirements.	18 hours
EDUC 2110, EDUC 2120, EDUC 2130	9 hours
BIOL 2651, BIOL 2652.	8 hours
KSPE 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.	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 2010 and KSPE 2020	6 hours
Professional Program Requirements.	60 hours
KSPE 3101, KSPE 3200, KSPE 3301, KSPE 3401	12 hours
KSPE 3411.	4 hours
SPEC 3000, KSPE 3420, KSPE 3911	9 hours
KSPE 3450, KSPE 3460, KSPE 3700, KSPE 4710	12 hours
KSPE 2000, KSPE 3141, KSPE 4220	8 hours
PSYC 2700.	3 hours
KSPE 4800.	2 hours
KSPE 4790	10 hours
Total hours required for the degree.	126 semester hours