




**FORT VALLEY
STATE UNIVERSITY**

COLLEGE *of*
EDUCATION AND
PROFESSIONAL STUDIES



Letter from the *Dean*

Dear Wildcats,

Fifteen months ago, I joined the Wildcats Family as its newest member. Since that time, I have witnessed the college's commitment to the preparation of "proficient educators" who are competent in content, pedagogy, and technology. Equally obvious is the college's dedication to preparing educators who possess a caring disposition and who understand, exemplify, and embrace diversity.

Faculty and staff in the College of Education and Professional Studies (CoEPS) are instrumental to the success of our education and counseling graduates. Their efforts resulted in the employment of over 95% of our graduates prior to graduation. When students are admitted to FVSU, they are embarking on a unique collegiate experience at a university that has a proven reputation for developing excellent rapport with students, maintaining a favorable teacher-to-student ratio, mentoring candidates during matriculation, providing diverse field experiences and internships that yield high performance ratings from supervisors, demonstrating high impact practices, and creating a personalized learning environment. These are but some of the experiences that lead to outstanding measurable outcomes by our graduates once they enter the field as new professionals.

Although it is always an exciting time to be in the Valley, spring is an especially delightful time for us. Our candidates are completing their respective programs of study, seeking professional opportunities, and preparing for graduation. We are poised to support them as they leave collegiate life and become the competent professionals for which they have been aptly prepared.

To our alumni and friends, we here in the College of Education and Professional Studies are delighted to share an update on selected activities and initiatives. We rely on your participation in and support of our efforts. It would be impossible for us to meet our goals without you. We aspire to continue our tradition of preparing quality Fort Valley State University alumni who serve as educators and counselors in our state and beyond. Achieving outstanding goals requires a collective effort, and we are pleased to have you as partners in these initiatives.



The articles in this newsletter will provide you a snapshot of some the countless activities in which our current students and faculty are engaged. This comes at a time when our students are preparing to join the ranks of FVSU graduates who have distinguished themselves as contributing members and leaders within their respective communities. Unlike in prior years, the current pandemic has intensified the critical need for quality educators and counselors who can meet the needs of students who learn in-person and virtually, who have experienced long periods of isolation from their teachers and peers, and who live in home and community environments that present a plethora of conditions never experienced or imagined. With support from alumni and friends, your alma mater will continue to meet the challenges of an ever-changing environment and play a critical role in filling present voids and meeting societal demands. We are dedicated to promoting academic excellence, providing engaging teaching practices, establishing collaborative partnerships, addressing the emotional and mental health needs of students, promoting social justice, and making a difference by "empowering the possible."

We invite you to become an Ambassador for the College of Education and Professional Studies to assist us in recruiting, welcoming, and mentoring students in our Education and Counseling programs. As ambassadors, you

will have the opportunity to join us in sharing the good news about how we make a substantial and measurable difference in the preparation of our candidates. Your efforts will go a long way toward encouraging new students to enroll in the CoEPS. Your identification of promising students will help ensure our ability to prepare and graduate candidates worthy of wearing the name of Fort Valley State University alumni. Our candidates hold our alumni in high esteem, and we desire that they emulate you in professionalism, deportment, support, and love for our beloved Fort Valley State University. You can assist us greatly by helping increase our candidate pool. Expect a call or message from us soon inviting you to collaborate with us in identifying opportunities to recruit, mentor, and provide financial support to our students. We believe that working together we can produce results of which we can collectively be proud.

Thank for your contributions and for what we as partners will be able to accomplish together in maintaining those unique qualities, attributes, and traditions that make this such a special and revered place.

Cordially,

Beth Day-Hairston, Dean and Professor
College of Education and Professional Studies

IN THIS ISSUE

pg. 3
THE COUNSELING SPOT

pg. 5
IN THEIR OWN WORDS

pg. 7
MIDDLE GRADES EDUCATION
PROGRAM OVERVIEW

pg. 9
PROJECT NURTURE

pg. 11
STARBASE ROBINS

pg. 12
WILDCAT ARMY ROTC
BATTALION





THE COUNSELING SPOT



The Counseling Department consists of graduate-level, CACREP- accredited programs: **Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and School Counseling Education (M.S. and Ed.S.)**

Clinical Mental Health Counseling is a 60 credit-hour program that prepares students academically to complete the National Counseling Exam (NCE) in order to obtain licensure as a licensed professional counselor.

Most Affordable

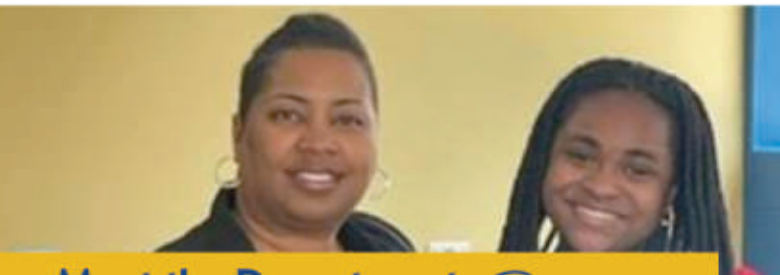
Counseling Program in the Nation

Clinical Rehabilitation Counseling is a 60 credit-hour fully-online program that prepares students academically to take both the Certified Rehabilitation Counseling Exam for becoming a Certified Rehabilitation Counselor (CRC) and the National Counselor Examination (NCE) for licensure.

Among Top 50

Counseling Program in the Nation

School Counselor Education is a fully-online program that prepares students academically to complete the Georgia Assessment for the Certification of Educators (GACE), which is required for becoming a Certified School Counselor.



Meet the Department Chair

Dr. Tamara Brown Payne was appointed Chair of the Counseling Department on August 1, 2021. Dr. Payne is an Associate Professor in the Clinical Rehabilitation Counseling program. She has 17 years experience in higher education and 20 years as a clinician and in training and development. She was formerly the Director of the Center for Teaching and Learning at Fort Valley State University. She will continue overseeing professional development within the CoEPS. She is a Licensed Professional Counselor (LPC), a Certified Rehabilitation Counselor (CRC), a National Certified Counselor (NCC), and an Approved Clinical Supervisor (ACS).

SPOTLIGHTS



Faculty

Dr. Bridget Holyfield-Moss is an Assistant Professor in the Clinical Mental Health program. She has worked in the counseling field for over 15 years. Dr. Moss specializes in trauma and serves as a board member on the International Association of Trauma Professionals (IATP). She is a Licensed Professional Counselor (LPC), National Certified Counselor (NCC), Certified Professional Clinical Supervisor (CPCS), and Approved Clinical Supervisor (ACS).

Alumni

Ms. Kimberle Monroe is a 1997 Rehabilitation Counseling graduate. During her matriculation in the program, she interned at Goodwill Industries of North Georgia in Atlanta, where she was later hired as a Vocational Evaluator. Afterwards, she was employed as a Vocational Evaluator at WorkTec, which merged with Bobby Dobb Institute. Currently, Ms. Monroe is a Manager of Workforce Resources, where she oversees training and job placement services for individuals with disabilities seeking employment. She is a Certified Rehabilitation Counselor.



Newsworthy

Dr. Amanda Faucher, Assistant Professor of School Counselor Education, presented at the Association for Counselor Education and Supervision (ACES) conference. Her research presentation was entitled "The Role of Gatekeeping in Online Education: Best Practices to Facilitate Non-Traditional Learning." Dr. Faucher was the lead presenter for the session, along with Dr. Ajitha Chandrika Prasanna Kumaran from Texas A&M University-Commerce and Dr. Wannigar Ratanavivan from Texas A&M University-Corpus Christi. The research focused on the asynchronous modality and how to utilize available technology to properly structure course discussions/assignments to be able to adequately complete ethical and legal responsibilities.

IN THEIR OWN WORDS

Student Corner

Colleen Pinto is a part of the 2022 Master of Science in Education (MSEd) School Counselor Education cohort. She began the program in summer 2020 and will graduate in May 2022. Colleen is currently in her first internship semester with the Houston County School System. She is also the graduate assistant for the School Counselor Education (SCE) program, and she is a competitive gymnastics coach.

Why are you choosing the education field even though so many people, educators, support staff, administration, etc., are leaving the field?



I honestly had never considered a career in education. My undergrad is in Mass Communication, and I have worked in Journalism and Marketing for most of my adult life. Once I had kids, and with my husband being an educator, having a similar schedule to them was a huge incentive to look toward the education field. Also, it took me a long time to recognize I want to have a career and a calling that helps shape the next generation of thinkers and leaders. I began working as a paraprofessional in 2020, and I really loved being in the school system, but realized I wanted to have a bigger impact outside of the classroom, so I started looking into counseling and psychology degrees that I could use in the school setting. I hadn't planned on applying to anything until I had a few more years in my school system, but when COVID hit and everything shut down, I found myself with a lot of time on my hands. One of my best friends is the school counselor at my daughter's school, and she is a FVSU graduate of the SCE Master's and Specialist programs. She spoke so highly of the programs, the staff, and her experience with FVSU, so I applied, kind of on a whim. Now, I am kind of sad that my time in the program is almost up! I have forged amazing relationships and connections with my cohort and our instructors. I'm excited to apply to the Education Specialist program for August 2022.

I don't have a background in education, but I think that's why I want to go into the field. I want to be the person I needed in school. Plus, I recognize the need for more than just warm bodies in school buildings. I want to be a person in the school whom students, staff, administration, and parents know wants to be there and wants to help everyone achieve success.

What did any educator, past or present, pour into you that you will share with future students?

I was diagnosed with ADHD in elementary school and struggled a lot with self-esteem and learning to like learning. My fourth-grade teacher, Mrs. Marietta, was a life changer. She took away limitations to learning and let me – and other students – learn in my own way and at my own pace. She taught me to advocate for myself and what I needed from her and other teachers, and she taught me that even though my mind was different, it was still powerful.

Currently, the instructors in the SCE program all really stress self-care and knowing when to say “no.” It goes along with advocating for myself, but also knowing I can't pour from an empty cup.

How do you maintain and balance your work/home/school life?

To be honest, the struggle is very, very real trying to maintain a good balance between all my duties and obligations. I'm a wife and a mom first, so I try to make sure to have time for my family above all else – even if it's just a few minutes where we can talk about the best parts or the worst parts of our days. We don't always get that time, which is frustrating, but we try.

I do well with routine and organization, so I have a weekly and a monthly planner to help organize my thoughts and commitments. We keep a monthly calendar on our fridge, every person is assigned a different color, so we know quickly who has what and when. I do the same for my personal weekly agenda and planner. Each person and class has an assigned color. It's a coping strategy I developed to help manage my ADHD and it's become a little bit of an obsession, but it works!

I also try to have quiet time for myself – whether that's waking up 30 minutes early to work out on my own, stay up a little later at night with a glass of wine to unwind, or just sitting alone in my car for a few extra minutes in the driveway to simply have some quiet time.

Why do you feel school counselors are needed, more than ever, as we continue to navigate through the COVID-19 pandemic?

The things students and educators are having to manage right now with the COVID pandemic are truly remarkable. It's been less than two years and we're already seeing startling effects from remote learning and social isolation. In the counseling office at which I am currently interning, we can tell almost 100% of the time which students were virtual learners last year and which had face-to-face instruction. We are seeing more kids with stress, anxiety, and depressive issues, and educators dealing with the same. Kids are worried about passing classes when they haven't received consistent instruction for the past 20 months; and teachers are worried about kids passing, test scores showing improvement, hitting expected benchmarks, and having to provide options for both in-person and virtual learning. Because the stress and anxiety levels are so high, we are seeing a lot of teacher burnout and behavioral issues in classrooms. As school counselors, we need to be in the building to help mediate and alleviate tensions and come up with effective strategies to help facilitate learning both academically and social-emotionally. I think we're going to be seeing the effects this pandemic has had on education for a very long time, and school counselors will be needed to help work through and process the grief and trauma that both students and faculty have been exposed to.

What advice do you have for those applying to the School Counselor Education program?

The SCE program here at FVSU is really amazing. I went into the program in 2020, not really knowing what to expect. My husband has a Master's and a Specialist [degree] in education, but his programs were nothing like this. School Counselor Education really is like getting a whole new undergraduate degree. Be prepared to work hard and be open to new experiences to learn more about yourself. We learn so much, so fast; sometimes it's kind of like standing in front of a firehose going full blast. It can be overwhelming at times, but it's so worth it. The faculty are incredible, and they want to see every person in the program succeed

Colleen lives in Kathleen, GA with her husband, Mike, who has been a middle school social studies teacher for 13 years. They have two children, Cynthia (7), and Timothy (3), and a dog, Dude (13).



MIDDLE GRAD

Program Overview

Middle Grades Education majors are focused on acquiring the requisite pedagogical and professional skills to be able to teach middle grade students effectively as they complete their later years of elementary school. They are committed to ensuring that these students gain essential knowledge, enhance their critical thinking and judgment skills, make informed decisions, develop wholesome lifestyles, and become contributing members of society. Their program of study is centered on instructional methods and delivery, mentoring, advisement, and career-related counseling to support middle grades students in building the foundation for success as they prepare for high school.

Within one month of graduating, 100 percent of the 2021 Middle Grades graduates were employed in teaching positions, enrolled in graduate school, or gainfully employed in careers related to education.

In addition to completing classroom and co-curricular assignments and activities, Middle Grades Education majors engage in field experiences at local public schools and work collaboratively with practicing teachers in their P-12 classrooms to plan, implement, assess, and reflect on instructional methods, procedures, and principles. Teacher candidates also receive one-on-one and group advisement and participate in cohort activities in which they complete assigned projects that require cooperation and teamwork. These relationships are essential to a wholesome Middle Grades Education experience.

MIDDLE GRADES EDUCATION

Program Spotlight

DEVANTAE SANDERS
Middle Grades Education Major
Fall 2021 Graduate

Devante Sanders is the first student to serve as an "Intern as Teacher" in the Middle Grades Education program. He is the Teacher of Record for a fourth-grade class at Bernd Elementary.

Student Narrative: Throughout my matriculation at Fort Valley State, I have become involved in various extracurricular activities that express my different talents such as acting, dancing, singing, drawing, and leadership. For example, I joined a couple of peer mentoring organizations, namely "Shepherds in the Valley" and "Boys to Men." Additionally, I served as a member of the Voices of Faith Gospel Choir, an inductee of the National Society of Leadership and Success organization, 2020-2021 SGA

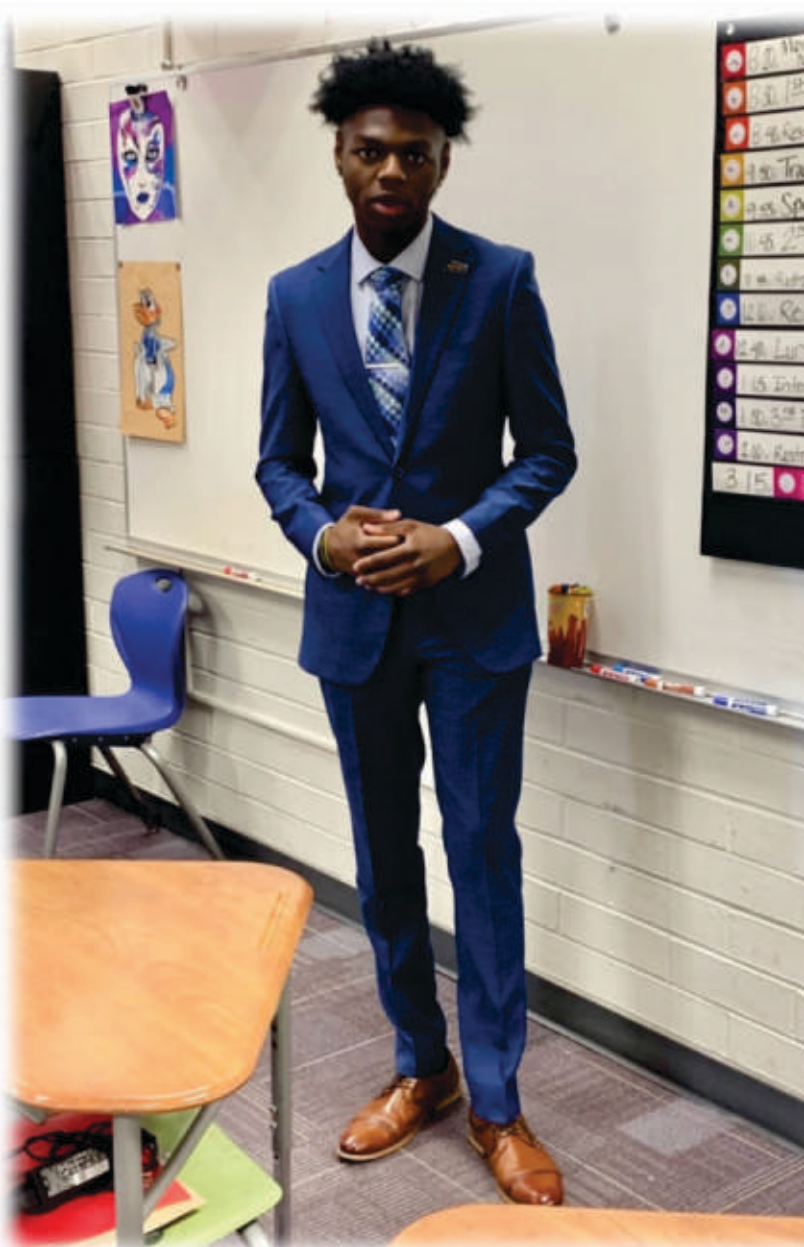
Chief Justice, and Chapter President/Assistant Area Director for Alpha Phi Alpha Fraternity, Incorporated. On Wednesdays, I volunteered as a tutor at Central Union Baptist Church, and in the summer of 2019 as an assistant counselor at Fort Valley State's Summer Kids University summer camp.

Since middle school, I have loved helping children. Every time a child is around, I manage to draw their attention and relate to them on their level; race nor gender has never been a factor in our relationship. These experiences made me realize that I can be a positive influence in a child's life. I would like to be that male role model that children need today. Today, positive role models are needed more than ever, especially African American males. There are many young men and women in the world who suffer from a variety of issues because they have no one positive in their life to lead them on the right path. My becoming a teacher and giving students a positive male figure to look up to would not only improve the community, but it would also improve the world. I will not only educate my students by what is required of me but also go above and

ES EDUCATION



beyond. I will educate them on how to be a better person and pillar in their community and on knowing what is deemed acceptable for a young man and young woman. In doing so, the children would then grow up and begin to teach children of their own. My goal is to educate and inspire. However, if only one child is inspired in the course of my career, then I would be satisfied. By me touching one heart, that heart could then turn around and touch another, and that could touch another, thus causing a domino effect that could never be broken. In order to change the world, we must first start with its communities. What better way to do that than through the young minds of the future?





PROJECT NURTURE

THE NETWORK FOR URBAN AND RURAL TEACHERS
UNITED FOR RESIDENCY ENGAGEMENT

Rebecca McMullen,

The Network for Urban and Rural Teachers United for Residency Engagement

The Network for Urban and Rural Teachers United for Residency Engagement (NURTURE) grant focuses on effective teacher preparation programs and graduate certification programs that lead to a master's degree. This grant, funded by the U.S. Department of Education Teacher Quality's Program in the amount of \$790,000, was awarded to the university in 2019 to (a) support teachers in high needs areas in rural and urban areas; (b) recruit those particularly in high needs, critical shortage areas; and (c) create pipelines for teacher certification for paraprofessionals, career changers and veterans. The project recruits participants (referred to as "residents" upon admission to the program) who collaborate with career educators to become proficient practitioners.

The educator preparation program at Fort Valley State University provides effective pre-service teacher preparation through data-driven graduate degree programs that include a year-long apprenticeship. Prospective residents are recruited from a variety of occupations other than teacher education and from underrepresented ethnic groups who commit to fulfilling a three-year commitment. The list of occupations could potentially include all those whose preparation or background is similar or different from those required specifically for educators. High needs subjects are STEM subjects, and high-needs schools are defined as those often "hard-to-hire schools" that have limited numbers of qualified teachers in STEM areas. Residents are assigned to cohorts, which allows them to learn through collaboration and co-teaching with mentor teachers. Mentor teachers are defined as those who serve as models of teaching and who provide academic and affective support and monitor Interns as they begin an intensive and sustained period of learning to teach

within a context of practice.

The cohort model is expanded to include paraeducators who hold a four-year degree and who, unlike undergraduate preparation candidates, work as full-time residents. These teacher residents are enrolled in FSU's Pathway to Teach graduate program. This tripartite teacher-intern-professor model provides an avenue through which aspiring teachers work with university professors and graduate interns in designing and implementing an instructional unit on a topic related to the respective subject area.

In addition to forging a highly successful collaborative and co-teaching preparatory model, NURTURE supports district pre-service and practicing teachers who face challenges in passing the Georgia Assessments for the Certification of Educators



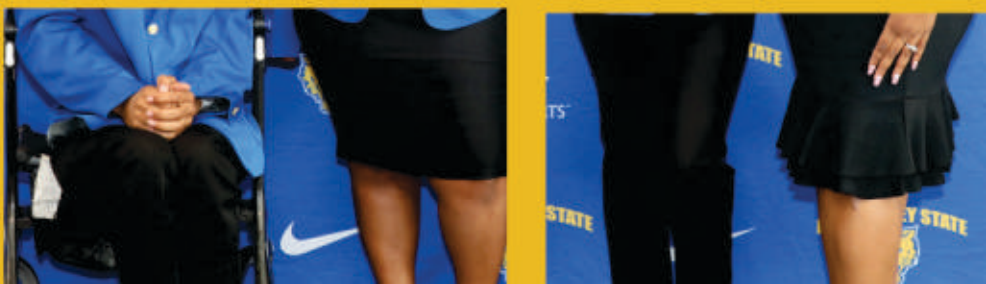


(GACE) Basic Skills assessment. (continued on page 11)

(continued from page 10) The Study Buddy Initiative is an intervention that builds test preparation skills by pairing students who have successfully completed GACE with novice test takers. This peer mentoring component elicits accountability measures that provide intrinsic motivation to candidates aiming to score successfully on the required basic skills assessment.

A third initiative of NURTURE is the Academy for Future Teachers, which focuses on the recruitment of high school students from 12 of Georgia's rural school districts. These districts are selected based on interest expressed by students and parents and their attendance at the informational summer session. Most students voiced that their districts had limited Computer Science programs, which is an issue the program addresses. The project's aim is to build students' competence in pedagogy and computer science. Participants attend a two-week virtual camp during which they engage in virtual experiments and coding workshops. Upon completion, they received a stipend and certificate. At the end of the 2021 camp, students committed to serving as ambassadors for the academy the following year and to recruiting candidates for the summer 2022 camp.

The successful outcomes of these three initiatives demonstrate the College of Education's commitment to the preparation of effective teachers through a field-based experiential learning program. Results from the program were presented at the July 2021 virtual Summer Research Symposium. The Educator Preparation Program's NURTURE team also presented program accomplishments at the American Association of Colleges of Teacher Education (AACTE) Day on the Hill in Washington, DC, where they also advocated for additional funding to support career changers, military personnel, and paraprofessionals who seek initial licensure and pursuit of a master's degree to fulfill their aspirations to become education professionals.



Student Observations

SYDNEY BOWDRY

Elementary Childhood/Special Education

The Educator Preparation Program at Fort Valley State University is the only higher education program in Georgia that has a STEM (Science, Technology, Engineering and Mathematics) partnership with STARBASE ROBINS. As a Department of Defense educational program, the goal of STARBASE ROBINS is to increase awareness of STEM in local schools. STEM education is a critical area of concern for K-12 schools in Georgia. Through this partnership with STARBASE, FVSU teacher candidates are engaged in an alternative teaching experience that includes a STEM curriculum and practicum. Embedded in this experience are observations, reflections, co-teaching with STARBASE ROBINS faculty, and instructing students from surrounding counties in the Middle Georgia area in STEM subjects. This partnership between FVSU and STARBASE ROBINS is designed to strengthen the preparation of minority STEM educators through opportunities for teacher candidates to experience direct STEM involvement with STEM educators in STEM classrooms. This partnership was identified as a "Strength" by evaluators of FVSU's Educator Preparation Program during the GaPSC Accreditation Process and during STARBASE ROBINS' Accreditation Process. The goal for our ongoing partnership is to continue to prepare "proficient educators" through interactive field experiences and internships focused on STEM pedagogy and practice. The partnership with STARBASE ROBINS helps ensure that teacher candidates are fully equipped with requisite skills to meet the needs of ALL students through revised pedagogical skills and practice.

MOOREA GATEWOOD

Elementary Childhood/Special Education

My personal experience at STARBASE was incredible. Seeing the students excited about learning new things and doing cool experiments was very exciting to see. Being a college student, it was exciting for me to participate in the experiments. Being at STARBASE was the best experience I have ever had. I always love seeing students enjoy what they are learning and having fun while doing it. I believe that STARBASE is the place to be!

During my time at STARBASE, I was able to learn in detail about the concepts and ideas behind STEM programs for young children. While I was doing my observations and teaching, I was able to see advanced students and other students developing new concepts that they didn't even know prior to coming to STARBASE.

I believe that STARBASE gives students a good opportunity to become creative thinkers in the small amount of time they are there, as well as giving them an opportunity to show strengths in subjects they possibly didn't like prior to attending. I enjoyed being able to experience STARBASE, and I hope that a program like this can continue making its way into our school systems.

WILDCAT

ARMY ROTC BATTALION

“Looking For a Few Good Men and Women”

Lieutenant Colonel Nicholas Kauffeld,
Chair of Military Studies

The Wildcat Battalion started strong in the Spring 2022 semester, with our focus on preparing juniors for this summer's Cadet Summer Training at Fort Knox, Kentucky. We also look forward to the seniors' completion of ROTC, their college graduation, and their commissioning to the rank of 2nd Lieutenant in May. We have several training events scheduled between Fort Valley and Fort Benning, as well as the highlight of our spring training, which is a combined exercise with eight other universities at Fort Gordon, Georgia during 24-27 February.

While we are proud of our cadets who have made the commitment to contract with ROTC and earn the associated stipend or scholarship, we need additional interest in our program, especially among the freshman and sophomore student populations. Army ROTC is far more than a class, or even an internship. We offer an immediate position, either active or reserves, as an Officer serving in the United States Army following graduation, provided the cadet meets all

requirements. What are we looking for? Great question. Following is a description of the qualities we are looking for in prospective cadets.

Character: The US Army is a values-based organization in which we expect our leaders to coach and mentor Soldiers from all parts of the US as well as immigrants from other nations. We have a set of Army Values: Loyalty, Duty, Respect, Selfless Service, Honor, Integrity and Personal Courage. Each of these has special meaning to service members. Our staff here at Fort Valley are here to help cadets understand the significance of these values and teach their importance. Solid citizenship goes along with our Army values, and Army Officers are revered as role model citizens of our nation, state, and community.

Physical Fitness: Here at Fort Valley, we conduct physical training (PT) Monday through Thursday at 6:00 a.m. at various locations on campus. The sessions are led by cadets



who are learning how to become leaders while ensuring a good workout. Physical rigor and toughness is part of the Army culture. Some may feel this requirement is intimidating, but our team works with cadets over the course of their years in ROTC to overcome challenges and get prepared. With determination and self-discipline, coupled with ROTC coaching, we can help prospective cadets achieve their goals if they are committed to the program. Medical qualification for Army service will eventually be determined through a physical examination, but interested students should inquire early about specific issues to see if service is possible.

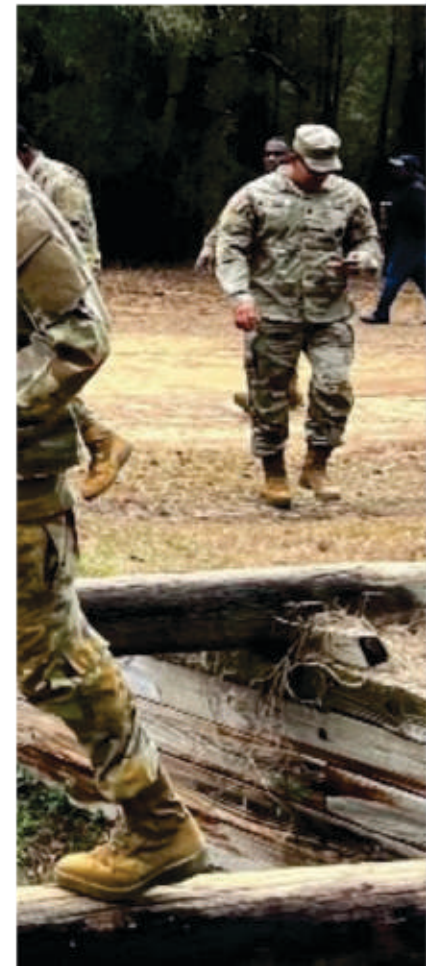
Academic Commitment:

One of the greatest benefits to ROTC is that the student has the flexibility to choose any major of interest that will culminate in the completion of a four-year degree. Future Army Officers are both leaders as well as scholars who embrace a lifetime learning commitment. We expect students of ROTC to attend class, earn passing grades, and stay on a

graduation path in order to become commissioned. Our staff reviews students' grades each semester, along with the progress of their academic path toward graduation to ensure we can prepare them appropriately once they graduate. We require a minimum 2.0 cumulative grade point average every semester but prefer a 3.0 cumulative GPA, which demonstrates the cadet's commitment to learning and shows respect to their professors.

If you have questions or seek additional information, please contact me or any of our instructors. My email is nicholas.kauffeld@fvsu.edu. You may drop by my office anytime. The Recruiting Officer is Mr. Darius White, and he may

be reached at whited@fvsu.edu for more information about scholarships and the requirements to join ROTC. Our offices are located on the 2nd floor of the Hubbard Building, and we welcome the opportunity to meet with you.



You Can Make Dreams Come True.



COLLEGE of EDUCATION AND PROFESSIONAL STUDIES

Make a gift today and help deserving Fort Valley State University
College of Education and Professional Studies Students
reach their full potential.

College of Education and Professional Studies
1005 State University Drive • Fort Valley, Georgia • 31030-4313

DONOR INFORMATION

Mr. Mrs. Ms. Dr. Name: First _____ Middle: _____ Last: _____

Address: _____ City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Email: _____

Employer: _____ Retired N/A

Does your employer match gifts? Yes, and I will have the form sent to you. No. Not sure

Your relationship to us is: Friend Parent Faculty Staff Student
 Alumnus (graduation year _____ major _____)

GIFT INFORMATION

*Note: Please visit www.fvsu.edu/give
to make a credit card, electronic funds transfer, recurring, or payroll deduction gift.*

Gift Amount: \$500 \$250 \$189.50 \$100 \$75 \$25 other(\$ _____)

Please make checks payable to Fort Valley State University CoEPS

I am interested in making a planned or estate gift. Please contact me.

Gift Designation: (Gifts are unrestricted and go to the areas where there is the greatest need unless specifically designated.)

- Unrestricted/greatest need
- Education
- Teacher Endowment Scholarship
- Education Department Scholarship
- Counseling Department Scholarship
- Other Designation: _____

Notes: _____

Thank you
www.fvsu.edu/donatefvsu



COLLEGE *of*
EDUCATION AND
PROFESSIONAL STUDIES

***“EVERY CHILD DESERVES A CHAMPION -
AN ADULT WHO WILL NEVER GIVE UP ON THEM,
WHO UNDERSTANDS THE POWER OF CONNECTION
AND INSISTS THAT THEY BECOME
THE BEST THAT THEY CAN POSSIBLY BE.”***

- Rita Pierson

Special Thanks to:

Bill Patterson

Editor

Dr. Francine Madrey

Photography

Kuumba Rashidi and Beth Day-Hairston

1895