Special Education Program Handbook

- Minor
- Endorsement
- Certification-only
- Bachelor’s
- Masters of Teaching (MAT)
- Masters of Education (MED)
- Doctorate (PhD)

http://esc.education.gsu.edu/academics-and-admissions/special-education/

Updated Fall 2016
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Special Education Overview

Special Education Mission
The special education program unit is housed in a public university and is anchored within an interdisciplinary partnership between faculty, students, and educational entities whereby we provide innovative, scientifically-sound, integrated, and applied, competency-based science and pedagogy in our research, teaching, and service to positively impact students, practitioners, providers, and families serving children, youth, and adults with disabilities or who are struggling learners in urban contexts.

Location
We are housed on the 8th floor of the College of Education and Human Development in the Department of Educational Psychology, Special Education, and Communication Disorders. Our office is open Monday through Friday from 8:30 am – 5:15 pm. The main Department office phone number is 404-413-8040.

Admissions Timeline
We accept new admissions for each summer and fall. Please visit the Office of Academic Assistance (OAA) for specific guidelines. http://education.gsu.edu/student-services/office-of-academic-assistance/

Special Education Offerings
We offer a variety of undergraduate, graduate, and doctoral level special education programs. For each program and concentration, this handbook contains the overview, admission criteria, related faculty, required courses, planned program, and course sequences. The handbook is a source of detailed information, but cannot replace meeting with an advisor to meet individual needs. It is the responsibility of the student to schedule regular meetings with their advisor, and contact them quickly when program questions arise.

Planned Program with Proposed Course Sequences
These planned programs are provided as part of a student’s initial orientation to the specific program, is reviewed by the student, signed by the student in all the indicated areas, signed by the student’s advisor, and signed by the Department Chair during the first semester of a student’s enrollment. On the back of the program plan are suggested course sequences and offerings per semester. Such course offerings are subject to change per enrollment numbers and other factors, and may be offered at times other than those indicated. If a student must take a leave from coursework, or alter their planned program in any manner, they must work with their adviser and provide a written plan to ensure they can proceed through the remaining coursework in a timely fashion.
Who We Are
The special education faculty is comprised of concentration experts across disability eligibilities who have rich experiences working with children and youth with disabilities who have active research and service foci. We include:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Concentration</th>
<th>Contact Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lauren Boden, PhD</td>
<td>Clinical Assistant Professor</td>
<td>Intellectual Disabilities</td>
<td>Lboden1 X8099</td>
</tr>
<tr>
<td>Damita Boyd, MIP, CI/CT</td>
<td>Certified Interpreter, Certified Translator</td>
<td>Sign Language Interpreting for the Deaf</td>
<td>Dboyd15 X8048</td>
</tr>
<tr>
<td>Judith Emerson, PhD</td>
<td>Clinical Assistant Professor</td>
<td>Deaf Education</td>
<td>jemerson X8444</td>
</tr>
<tr>
<td>Sarah Hansen, PhD</td>
<td>Assistant Professor</td>
<td>Early Childhood Special Education</td>
<td></td>
</tr>
<tr>
<td>David Houchins, PhD</td>
<td>Professor</td>
<td>Behavior and Learning Disabilities</td>
<td>Dhouchins X8338</td>
</tr>
<tr>
<td>Eliseo Jimenez, PhD</td>
<td>Assistant Professor</td>
<td>Intellectual Disabilities</td>
<td>Ejimenez7 X8098</td>
</tr>
<tr>
<td>Debra McKeown, PhD</td>
<td>Assistant Professor</td>
<td>Behavior and Learning Disabilities</td>
<td>Dmckeown X8319</td>
</tr>
<tr>
<td>Tracy McKinney, PhD</td>
<td>Clinical Assistant Professor</td>
<td>Behavior and Learning Disabilities</td>
<td>Tmckinney X8455</td>
</tr>
<tr>
<td>Julie Owens, M.Ed.</td>
<td>Limited Term Clinical Faculty</td>
<td>Behavior and Learning Disabilities</td>
<td>Jowens12 X8330</td>
</tr>
<tr>
<td>DaShaunda Patterson, PhD</td>
<td>Clinical Assistant Professor</td>
<td>Behavior and Learning Disabilities</td>
<td>Dspatterson X8328</td>
</tr>
<tr>
<td>Jessica Scott, EdD</td>
<td>Assistant Professor</td>
<td>Deaf Education</td>
<td></td>
</tr>
<tr>
<td>Nicole Patton-Terry, PhD</td>
<td>Associate Professor</td>
<td>Behavior and Learning Disabilities</td>
<td>Npterry X8335</td>
</tr>
<tr>
<td>Christopher Tullis, PhD</td>
<td>Assistant Professor</td>
<td>Autism Spectrum Disorders</td>
<td>Ctullis2 X8540</td>
</tr>
</tbody>
</table>

**Department Chair:** Laura Frederick, PhD (lfrederick@gsu.edu)

**Support Personnel:**
- Ms. April Smith, Senior Administrative Coordinator, (aprilsmith@gsu.edu; X8320)
- Ms. Sanquinette (Sandy) Vaughn, Administrative Coordinator, (svaughn@gsu.edu; X8318)
Undergraduate Offerings in Special Education

Bachelor of Science (B.S.)
- B. S. in Special Education with a concentration in:
  - Adapted Curriculum (beginning Fall 2017)
  - General Curriculum (beginning Fall 2017)
  - Deaf Education (currently offering)

B.A. Sign Language Interpretation

Minor in Special Education – High Incidence Disabilities

Undergraduate in Partnership with Other Departments

Bachelor of Interdisciplinary Sciences (B.I.S.) with a concentration in:
- Behavior and Learning Disabilities
- Deaf Studies

Bachelor of Early Childhood and Special Education (Dual Enrollment Early Childhood Education and Special Education with a concentration in Behavior and Learning Disabilities - BLD)

Bachelor of Middle and Secondary Education and Special Education (Dual Enrollment Middle Grades Education and Special Education with a concentration in Behavior and Learning Disabilities - BLD)

Post-Baccalaureate
(For those who already hold a Bachelor’s degree and do not wish to pursue another degree; Initial Certification Only; non-degree seeking)

- Behavior and Learning Disabilities
- Special Education with a concentration in
  - Autism (AUT; 2 options)
  - Behavior and Learning Disabilities (BLD)
  - Deaf Education (DE)
  - Early Childhood and Special Education (ECSE)
  - Intellectual Disabilities (ID)
  - Orthopedic Impairments (inactive)
Graduate Offerings in Special Education

Master of Teaching (MAT; teaching certification and a Masters degree)
Concentrations we offer:
- Autism (AUT)
- Behavior and Learning Disabilities (BLD)
- Deaf Education (DE)
- Early Childhood and Special Education (ECSE)
- Intellectual Disabilities (ID)

Master of Education (M.Ed.)
Concentrations we offer:
- Autism (AUT)
- Behavior and Learning Disabilities (BLD)
- Deaf Education (DE)
- Early Childhood and Special Education (ECSE)
- Intellectual Disabilities (ID)

Preschool Special Education Endorsement
(for those already holding a valid teaching certification in early childhood education, special education, or speech and language pathology)

Doctor of Philosophy (Ph.D.) – Education of Students with Exceptionalities
Standards, Accrediting, & Certifying Entities

Several accrediting bodies and the standards of the broader field of special education influence the special education program. Below we provide the names of these entities with their website.

GSU Professional Education Faculty (PEF)

The vision of the Georgia State University (GSU) Professional Education Faculty (PEF) is to provide international leadership in educational research and to create and implement exemplary educational programs in metropolitan areas. The PEF envisions a world that embraces diversity; where social justice, democratic ideals, and equal opportunity can be increasingly enacted; and where technology is used to enhance opportunities for human development. The PEF believes that all people should be lifelong learners. Please see the PEF conceptual framework below for details on the competences required of GSU teaching candidates.

GSU Professional Education Faculty Mission

The GSU PEF represents a joint enterprise within an urban research university between the College of Arts and Sciences and the College of Education, working in collaboration with P-16 faculty from diverse metropolitan schools. Grounded in these collaborations, our mission is to prepare educators (i.e., teachers and other professional school personnel) who are:

• informed by research, knowledge and reflective practice;
• empowered to serve as change agents;
• committed to and respectful of all learners; and
• engaged with learners, their families, schools, and local and global communities.

Professional Standards Commission (PSC)

The Professional Standards Commission is the accrediting entity for tiered certification (e.g., initial, provisional) for the state of Georgia. Questions related to all aspects of certification should be addressed to them.


InTASC Model for Core Teaching

This is a set of model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today’s world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement.


Teacher Keys Effectiveness System/Teacher Assessment on Performance Standards (TKES-TAPS)

Teacher Keys Effectiveness System is comprised of three components which contribute to an overall Teacher Effectiveness Measure: Teacher Assessment on Performance Standards, Surveys of Instructional Practice (student perception surveys), and Student Growth (SGP and SLO).

https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-
Keys-Effectiveness-System.aspx

Council for the Accreditation of Educator Preparation (CAEP)

CAEP’s mission is to advance excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.  http://www.caepnet.org/

edTPA – Teacher Performance Assessment

(Required practice-based assessment for teacher certification in Georgia). For information on which tests are required for your program, see Graduation requirements for your program in this handbook.

In 2014, the state of Georgia adopted the edTPA, a teaching performance assessment that is a requirement for initial teacher certification. This assessment was created and developed by SCALE (Stanford Center for Assessment, Learning, and Equity) and is administered by Pearson Evaluation Systems. Each teacher candidate in the state is required to complete the edTPA portfolio and submit it for official scoring during the semester of their student teaching. Results are "consequential." That is, teacher candidates must receive a passing score on the assessment to be eligible for the state’s teacher certification. The edTPA is an educative endeavor that supports teacher candidate development of the knowledge, skills, and dispositions needed for an effective teacher from their first day of teaching. Educational faculty imbed all components relative for edTPA preparation in course content to assure learning experiences are infused throughout the teacher education programs. The fee for submitting the required assessment is $300 during the student teaching semester. This fee is included in the tuition bill and may be covered by financial aid package. Candidates who do not pass edTPA will be required to retake the exam and additional fees will be required.  http://edtpa.aacte.org/

NOTE: For students who are working towards teacher certification in the concentrations of autism, behavior and learning disabilities, deaf education, and intellectual disabilities in the initial certification and MAT programs will use the special education edTPA handbook. Please see Dr. Judith Emerson.

<table>
<thead>
<tr>
<th>FALL 2016 edTPA SEMINAR SCHEDULE</th>
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<tbody>
<tr>
<td><strong>Date</strong></td>
</tr>
<tr>
<td>August 24, 2016</td>
</tr>
<tr>
<td>September 7, 2016</td>
</tr>
<tr>
<td>September 21, 2016</td>
</tr>
</tbody>
</table>
NOTE: For students who are working towards teacher certification in the concentration of early childhood special education in the initial certification and MAT programs will use the elementary education edTPA handbook. Please see Dr. Tanguay.

**edTPA Elementary Education Candidate Program Seminars: FALL 2016**
*(for students seeking dual certification of ECE and SPED)*

**STUDENT TEACHING SEMINARS:** *(14 weeks - Field begins August 23rd - everyday)*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TIME</th>
<th>TOPIC</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>September 2nd</td>
<td>1:00 – 3:30 p.m.</td>
<td>edTPA MATH TASK 4</td>
<td>CEHD 150</td>
</tr>
<tr>
<td>3</td>
<td>September 9th</td>
<td>1:00 – 3:30 p.m.</td>
<td>edTPA LITERACY TASKS 1 &amp; 3 Planning &amp; Assessment</td>
<td>CEHD 1030</td>
</tr>
<tr>
<td>4</td>
<td>September 16th</td>
<td>1:00 – 3:30 p.m.</td>
<td>edTPA LITERACY TASK 3 Assessment Deep Dive</td>
<td>CEHD 1030</td>
</tr>
<tr>
<td>5</td>
<td>September 23rd</td>
<td>1:00 – 3:30 p.m.</td>
<td>edTPA LITERACY TASK 2 Tech/Instruction</td>
<td>CEHD 150</td>
</tr>
<tr>
<td>10</td>
<td>October 28th</td>
<td>1:00 – 3:30 p.m.</td>
<td>edTPA Self-Assessment &amp; Peer Review</td>
<td>CEHD 150</td>
</tr>
<tr>
<td>11</td>
<td>November 4th</td>
<td>9:00 a.m. – Noon</td>
<td>edTPA Upload and TKES &amp; Induction Plan</td>
<td>CEHD 150</td>
</tr>
</tbody>
</table>

NOTE – **EDTPA DUE OCTOBER 30th** to University Supervisor for Review

Upload completed by November 10th & Scores by December 1st

edTPA – Elementary Education Handbook *(Submitted on-line via Livetext for evaluation)*

**Project Overview**

The most important responsibility of a teacher is to ensure that all students reach higher levels of learning. Over the past three semesters, you have had the opportunity to obtain the knowledge, skills, and attitudes necessary to accomplish this objective. This semester you will provide evidence of your expertise in these areas through planning, implementation of instruction, assessment, and analysis of teaching through the edTPA Literacy and Mathematics assignments outlined in the edTPA Elementary Handbook and Rubrics (Copyright 2014) all rights reserved, Stanford Center for Assessment, Learning and Equity (SCALE). Additionally, your ability to meet the InTASC Model
Core Teaching Standards will be assessed, in part, through your successful completion of this program key assessment. Please refer to the edTPA Elementary Handbook – 2015 for detailed instructions.

**FALL Project Implementation Timeline**
*Note: Instructional seminars will be facilitated by the program coordinator as outlined on the Student Teaching course syllabus. Attendance at all seminars is mandatory.*

**Week 1: *Student Teaching Orientation & edTPA Overview Seminar***
August 22nd, 2016 – Aderhold Learning Center, Room 206;
9:00 – 11:50 a.m.
- Complete the edTPA Non-disclosure Agreement assignment in LiveText.
- Share timeline with your teacher.
- Get to know your students and talk to your teacher about individual learning student goals (e.g., as noted in IEPs, 504s, and for ELLs). Complete the Contexts for Learning Commentary for Literacy & Math.
- Familiarize yourself with the classroom routines, transitions, curriculum, and materials.
- **Send home Parental Permission Forms and plan to upload in LiveText Week 2.**
- Ask your teacher for permission to develop a Mathematics Learning Segment (4 math sequenced lesson plans and assessments) in line with curriculum goals to teach Weeks 3 and 4. Identify Math Curriculum Standard with your teacher.
- **DUE – TASK 1 CONTEXT: Literacy Context for Learning**
- **DUE – TASK 4 CONTEXT: Mathematics Context for Learning**

**Week 2: *edTPA Mathematics TASK 4 Seminar***
September 2nd; 1-3:30 p.m. – Location: CEHD 150
- Begin thinking about how you might teach and assess the Math Learning Segment.
- Following the seminar, complete the Math Learning Segment including the mathematics assessments - (TASK 4)
- Submit Math Learning Segment and mathematics assessments.
- Review with your teacher at the beginning of the following week.
- Secure parental permission forms by uploading in LiveText.

**Week 3: *edTPA Literacy TASKS 1 & 3 Planning & Assessment Seminar***
September 9th; 1-3:30 p.m. – Location: CEHD 1030
- Read edTPA Handbook, TASK 1: Planning for Literacy Instruction & Assessment.
- Ask your teacher for permission to develop a Literacy Learning Segment (4-5 literacy sequenced lesson plans and assessments) for students to comprehend and/or compose text in line with curriculum goals to teach Week 6.
- Begin thinking about plans for the Literacy Learning Segment - (TASK 1)
- Teach the Math Learning Segment – *you may continue teaching it the following week if an additional day or two is need* – (TASK 4) – with teacher approval.
• Collect and analyze students’ math work for whole class, groups, and individuals. Identify 3 focal students who you discovered had conceptual misunderstandings, and/or fluency/procedural errors, and/or difficulty with mathematical reasoning/problem solving. Save 3 focal students’ work samples as PDF file types. (TASK 4)
• Create a re-engagement mathematics lesson for the 3 focal students. This lesson will be included in the Mathematics Assessment Commentary.

Week 4: *edTPA Literacy TASK 3 Assessment Deep Dive Seminar
September 16th; 1-3:30 p.m. – Location: CEHD 1030
• Finish teaching the Math Learning Segment, if needed, and teach the re-engagement mathematics lesson to the 3 focal students.
• Again, save the 3 focal students’ mathematics work samples from the re-engagement lesson as PDF file types. - (TASK 4)
• Complete Mathematics Assessment Commentary - (TASK 4)
• Self-assess using the Candidate Support: Probing Questions document – TASK 4
• DUE - TASK 4: Mathematics Assessment – Assessing Students’ Mathematics Learning

Week 5: *edTPA Literacy TASK 2 Instruction/Technology Seminar
September 23rd; 1-3:30 p.m. – Location: CEHD 150
• Read edTPA Handbook, TASK 2: Instructing & Engaging Students’ Literacy Learning.
• By the end of the week, complete plans for Literacy Learning Segment – (TASK 1)
• Complete Literacy Planning Commentary - (TASK 1)
• Self-assess using the Candidate Support: Probing Questions document – TASK 1
• DUE - TASK 1: Literacy Planning: Planning for Students’ Literacy Instruction and Assessment

Week 6:
• Teach and assess the Literacy Learning Segment- (TASK 2)
• Video record the Literacy Learning Segment (all lessons) - (TASK 2)
• Collect and save, as PDF file types, the 3 focal students’ literacy work samples; provide written feedback on their work and/or save 5 min. audio clip; provide student response to feedback –(TASK 3)
• Use the edTPA Video Selection Checklist to note time-stamp references in preparation to select two video clips, totaling no more than 20 minutes.
• Upload to LiveText the selected Video Clip from the Literacy Lesson Sequence (select two clips totaling up to 20 minutes, unedited – do not join the two. NOTE: The first clip should show you modelling the key literacy strategy; the second clip should show the students applying the key literacy strategy.) - (TASK 2)
• Complete Literacy Instruction Commentary - (TASK 2)
• Self-assess using the Candidate Support: Probing Questions document – TASK 2
• DUE – TASK 2: Literacy Instruction: Instructing and Engaging Students’ in Literacy Learning
**Week 7**: Prepare for Role Reversal – Week 8 or 9
- Analyze literacy work samples from the whole class AND the 3 focal students.
- Think about next steps for instruction.
- Complete **Literacy Assessment Commentary** - (TASK 3)
- **Self-assess using the Candidate Support: Probing Questions** document – TASK 3
- **DUE – TASK 3: Literacy Assessment : Assessing Students’ Literacy Learning**
- Role Reversal plans due by end of Week 7, if Role Reversal Week 8. Complete the following Week 8 assignments, if this is the case: **Prepare a second Mathematics Learning Segment & a Literacy Learning Segment to implement Week 8. Plan to video-record the Literacy segment.**

**Week 8**: Role Reversal – Week 8 or 9
- Role Reversal plans due by end of Week 8, if Role Reversal is Week 9.
- **Prepare a second Mathematics Learning Segment & a Literacy Learning Segment to implement Week 9. Plan to video-record the Literacy segment.**

**Week 9**: Role Reversal, if not Week 8
- **Use the Evidence Chart** to label documents appropriately beginning with TASK 1…, TASK 2…, etc.
- Use the **Evidence Chart** to review edTPA file types and formatting for ALL TASKS.
- **Save all FINAL DOCUMENTS BY TASK in folders on a jump drive.**
- Prepare for peer review and final submission for external scoring

**Week 10**: edTPA Self-Assessment & Peer Review Seminar
*October 28th; 1-3:30 p.m. – Location: CEHD 150*
- All final edTPA TASKS should be submitted to the university supervisor in LiveText by end of week 10 – OCTOBER 30**\(^{TH}\).**
- Teacher candidates will prepare to submit edTPAs for national scoring on: NOVEMBER 4**\(^{TH}\)**

**Week 11**: *edTPA National Submission; TKES & Induction Plan
*November 4**\(^{th}\); 9-Noon and 1-3:30 p.m. – Location: CEHD 150*
1) edTPA National Submission, 9:00 a.m. – 12:00 p.m. – Break for Lunch
2) TKES & Induction Plan, 1:00-3:30 p.m.

**GACE – Georgia Assessments for the Certification of Educators**
The Georgia Assessments for the Certification of Educators® (GACE®) is Georgia’s state-approved educator certification assessment program. These computer-delivered assessments have been developed by the GaPSC and Educational Testing Service (ETS). The purpose of the GACE assessments is to help the GaPSC ensure that candidates have the knowledge and skills needed to perform the job of an educator in Georgia’s public schools. There are varying GACE tests for different certifications, so be certain to check for the required GACE exams for your area before registering. For information on the required GACE assessments for your program, see the program requirements in this handbook. [http://gace.ets.org/](http://gace.ets.org/)
Professional Organizations

Council for Exceptional Children (CEC)
The Council for Exceptional Children is the primary special education organization in the nation and is comprised of division linked to the various disability eligibility categories per federal law. https://www.cec.sped.org/Standards

- Council for Children with Behavioral Disorders (CCBD): http://www.ccbd.net/home
- Division of Research (DR): http://www.cecdr.org/home
- Division for Communicative Disabilities and Deafness (DCDD): http://community.cec.sped.org/dcdd/home
- Division for Early Childhood: (DEC) http://www.dec-spced.org/
- Division for Learning Disabilities (DLD): http://teachingld.org/
- Teacher Education Division (TED): http://www.tedcec.org/

National Association for Education of Young Children (NAEYC)
This organization promotes the wellbeing and high-quality education of children birth to age 8 years. https://www.naeyc.org/caep/files/caep/NAEYC%20Initial%20and%20Advanced%20Standards%2010_2012.pdf

Definitions

Special Education General Curriculum (Consultative): Educators certified in Special Education General Curriculum are in-field to provide educational services for students with disabilities whose Individualized Education Program (IEP) indicates instruction using the general education curriculum and participation in the general statewide assessment in grades P-12. Refer to PSC Certification Rule 505-2-.107 available at http://www.gapsc.com Special Education

Adapted Curriculum (Consultative): Educators certified in Special Education Adapted Curriculum (P-12) are in-field to provide educational services for all students in grades P-12 with disabilities whose Individualized Education Program (IEP) indicates instruction in an adapted curriculum leading to participation in the Georgia alternate assessment. Refer to PSC Certification Rule 505-2-.104 available at http://www.gapsc.com

Consultative Special Education Teacher: An educator who holds either a Special Education General Curriculum (Consultative) or Special Education Adapted Curriculum (Consultative) is “highly qualified” as a special education teacher in Georgia providing consultative special education services along with a “highly qualified” classroom content teacher who is instructing students in core academic content. The term incorporates references such as inclusion, collaborative or co-teacher.
<table>
<thead>
<tr>
<th>GSU PEF Conceptual Framework</th>
<th>InTASC Model Core Teaching Standards</th>
<th>TKES-TAPS</th>
<th>CEC</th>
<th>NAYEC</th>
<th>CED</th>
<th>PSC</th>
<th>edTPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Our candidates use their knowledge of child, adolescent, and adult development and theories of learning to design meaningful educational opportunities for all learners.</td>
<td>Standards: 1, 2, 7, 8 1a, 1b, 1d, 1e, 1f, 1h, 1j, 1k, 2e, 7i, 8f, 8i, 8j, 8k</td>
<td>Standards: 1, 4, 5, 10 1.7, 4.6, 5.6, 10.5</td>
<td>1, 2, 5</td>
<td>1.4</td>
<td>1.4</td>
<td>Standards: 1, 2, 5 1a, 1b, 1c, 1f, 1g, 1h, 2f, 5a, 5b, 5c, 5e, 5f, 5h, 5i, 5j, 5k</td>
<td>Task(s): 1, 2</td>
</tr>
<tr>
<td>1.2 Our candidates possess and use research-based, discipline-specific knowledge and pedagogy to facilitate learning for all.</td>
<td>Standards: 2, 4, 5, 7, 8 2c, 4a, 4c, 4d, 4e, 4h, 4i, 4j, 4k, 4l, 4m, 4o, 4r 5c, 5f, 5h, 5i, 5j, 5m, 5q, 5r, 7a, 7c, 7g, 7h, 8e, 8h, 8o</td>
<td>Standards: 1, 2, 3 1.1, 1.2, 1.4, 1.5, 1.6, 2.2, 2.3, 2.5, 2.6, 3.3, 3.4, 3.6, 3.7</td>
<td>1, 3, 5, 6</td>
<td>5</td>
<td>1.3, 4</td>
<td>Standards: 1, 3, 5, 6 Ti, 3b, 5a, 5c, 5e, 5h, 6a, 6b, 6c, 6d, 6f, 6g, 6j</td>
<td>Task: 1</td>
</tr>
<tr>
<td>1.3 Our candidates reflect critically upon data as part of a recursive process when planning, implementing and assessing teaching, learning, and development.</td>
<td>Standards: 2, 6, 7, 8 2a, 6a, 6b, 6c, 6e, 6f, 6g, 6h, 6i, 6j, 6l, 6m, 6o, 6q, 6r, 6s, 6t, 7d, 7f, 7l, 7n, 7p, 7q 8b, 8p, 9c, 9d</td>
<td>Standards: 2, 4, 5, 6 2.1, 2.4, 3.2, 4.4, 5.1, 5.3, 5.4, 5.5, 5.7, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</td>
<td>3, 4, 5</td>
<td>3</td>
<td>4, 5</td>
<td>Standards: 3, 4, 5 3a, 3b, 4a, 4b, 4c, 5a, 5c, 5e, 5l</td>
<td>Task: 3</td>
</tr>
<tr>
<td>1.4 Our candidates critically analyze educational policies and/or practices that affect learners in metropolitan contexts.</td>
<td>Standards: 5, 9, 10 5a, 5k, 9f, 9j, 9n, 9o, 10h, 10l</td>
<td>Standards: 9, 10 9.1, 9.3, 10.6</td>
<td>1.6</td>
<td>6</td>
<td>3.4</td>
<td>Standards: 1, 6 1b, 6a, 6b, 6f</td>
<td>Task: 1</td>
</tr>
<tr>
<td>2. Committed</td>
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<tr>
<td>2.1 Our candidates know and respect individual differences, establish productive and ethical relationships with students, and modify the learning environment to positively impact student learning.</td>
<td>Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 1i, 2b, 2g, 2h, 2i, 2j, 2l, 2m, 3q, 4f, 5s, 6d, 6k, 6n, 6p 6u, 6v, 7b, 7j, 7m, 8a, 8l, 9e, 10j, 10o, 10p</td>
<td>Standards: 4, 5, 6, 8 4.1, 4.2, 4.3, 5.2, 6.7, 8.2, 8.5, 8.6, 8.7</td>
<td>1, 2, 4, 5</td>
<td>2, 7</td>
<td>3</td>
<td>Standards: 1, 2, 4, 5 1c, 1d, 2a, 2f, 4c, 5a, 5b, 5c, 5f, 5h, 5i, 5j, 5k, 5l</td>
<td>Task(s): 1, 2</td>
</tr>
<tr>
<td>2.2 Our candidates create engaging learning communities where the diverse perspectives, opinions, and beliefs of others are acknowledged and respected.</td>
<td>Standards: 2, 3, 4, 5, 8, 10 2n, 2o, 3a, 3f, 3i, 3j, 3k, 3l, 3n, 3o, 3r, 4b, 4p, 5o, 8d, 8s, 10q</td>
<td>Standard: 7 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7</td>
<td>3</td>
<td>5, 7</td>
<td>5, 6.7, 3</td>
<td>Standards: 3, 5, 7 3b, 5h, 5l, 7a, 7b</td>
<td>Task: 1</td>
</tr>
<tr>
<td>2.3 Our candidates demonstrate and commit to continuing personal and professional development.</td>
<td>Standards: 4, 9, 10 4q, 9a, 9b, 9g, 9h, 9i, 9k, 9l, 9m, 10a, 10f, 10i, 10k, 10n, 10r, 10s, 10t</td>
<td>Standard: 9 9.2, 9.4, 9.5, 9.6, 9.7</td>
<td>6</td>
<td>7</td>
<td>2, 3</td>
<td>Standards: 6, 7 6a, 6b, 6d, 6f, 6i, 7a</td>
<td>Task: 1</td>
</tr>
<tr>
<td>3. Engaged</td>
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<tr>
<td>3.1 Our candidates use knowledge of students’ cultures, experiences, and communities to create and sustain culturally responsive classrooms and schools.</td>
<td>Standards: 1, 2, 4, 7, 8, 10 1g, 2d, 2k, 4m, 7o, 8c, 10d, 10m</td>
<td>Standards: 7, 10 7.5, 10.3, 10.7, 10.8</td>
<td>1, 2, 5, 6</td>
<td>2.4, 5</td>
<td>3</td>
<td>Standards: 1, 2, 5, 6 1d, 2a, 2b, 2e, 2f, 5b, 5k, 5l, 6k</td>
<td>Task(s): 1, 2</td>
</tr>
<tr>
<td>3.2 Our candidates coordinate time, space, activities, technology and other resources to provide active and equitable engagement of diverse learners in real world</td>
<td>Standards: 2, 3, 4, 5, 7, 8, 10 2f, 3d, 3e, 3m, 3p, 4g, 5b, 5l, 5p, 7k, 8g, 8n, 8r, 10e</td>
<td>Standards: 1, 3, 4, 7, 8 1.3, 3.1, 3.5, 3.8, 4.5, 7.8, 8.1, 8.3, 8.4</td>
<td>2.3, 5, 6, 7</td>
<td>5</td>
<td>1.4</td>
<td>Standards: 2, 3, 5, 6, 7 2e, 3a, 3b, 5c, 5e, 5g, 5h, 5j, 6c, 6e, 6k</td>
<td>Task(s): 1, 2</td>
</tr>
</tbody>
</table>
3.3 Our candidates implement appropriate communication techniques to provide for learner interaction within local and global contexts.

<table>
<thead>
<tr>
<th>Standards: 2, 4, 5, 7, 1e, 2d, 4a, 4b, 5b, 5d, 5e, 5f, 5i, 5j, 5k, 5l, 6a, 6h, 7a, 7b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard: 10</td>
</tr>
<tr>
<td>10.1, 10.2, 10.3, 10.4, 10.7, 10.9</td>
</tr>
<tr>
<td>2, 4, 5, 6, 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards: 2, 4, 5, 6, 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task: 1</td>
</tr>
<tr>
<td>Rubrics: 1-5</td>
</tr>
</tbody>
</table>

experiences.
GSU Policies and Student Services

- GSU Policies
  - Title IX / Sexual Misconduct
  - Mandatory Reporting / Awareness and/or Witness
  - Faculty as Mandatory Reporters
  - Confidential Disclosure of Sexual Harassment
- GSU Student Services
  - Office of Academic Assistance
  - Counseling Services
  - Disability Services
  - Health Services
  - Emergency Services
  - Office of Field Placements
  - Financial Services – Tuition costs and fees
  - Health Services
  - ITC
  - Office of Performance Enhancement
  - Recreational Services
  - Safety and Escort Service
  - Student Victim Assistance
  - Student Advocacy and Outreach Center
- GSU Auxiliary Services
  - Panther Card
  - Transportation and Parking

GSU Policies

- **Title IX / Sexual Misconduct** (from GSU Student Handbook)

  No person shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Title IX prohibits sex discrimination in any federally funded education program or activity. Sexual misconduct or violation includes sexual harassment and sexual violence, which constitutes sexual discrimination. [http://deanofstudents.gsu.edu/title-ix/](http://deanofstudents.gsu.edu/title-ix/)

**Sexual Misconduct**

Georgia State University uses the term sexual misconduct as a broad term encompassing sexual harassment, sexual exploitation, non-consensual sexual contact, non-consensual sexual intercourse, dating violence, domestic violence and stalking, which are violations of Title IX.

The Georgia State University **Sexual Misconduct Policy** in the **Student Code of Conduct** outlines
the policy and procedures for resolving complaints of sexual misconduct against Georgia State University students.

**Title IX Coordinators**

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IX Coordinator</td>
<td>Linda Nelson (<a href="mailto:lnelson@gsu.edu">lnelson@gsu.edu</a>)</td>
<td>Respond to reports of sexual misconduct by faculty and staff; Oversee Title IX complaints and identifying and addressing any patterns or systemic problems that arise during the review of such complaints, in consultation with the office of Legal Affairs; Conduct Title IX training.</td>
</tr>
<tr>
<td>Deputy Title IX Coordinator, Student Affairs</td>
<td>Dr. Darryl Holloman (<a href="mailto:dholloman@gsu.edu">dholloman@gsu.edu</a>)</td>
<td>Responsibilities: Respond to reports of sexual misconduct by students &amp; Conduct Title IX training.</td>
</tr>
<tr>
<td>Deputy Title IX Coordinator, Athletics</td>
<td>Kelcey Roegiers-Jensen (<a href="mailto:kroegiers@gsu.edu">kroegiers@gsu.edu</a>)</td>
<td>Responsibilities: Title IX compliance of the Georgia State University athletic program (i.e. gender equity in university Athletics).</td>
</tr>
</tbody>
</table>

**Discriminatory and Sexual Harassment**

In an effort to foster a community in which there can be a free and open development and discussion of ideas, Georgia State University is committed to maintaining a working and learning environment free of discriminatory and sexual harassment. Georgia State University has adopted policies and procedures concerning such forms of harassment that may be obtained from the Office of Opportunity Development/Diversity Education Planning, the Ombudsperson, or Dean of Students. In addition to the procedures outlined in these policies and procedures, a person alleging an instance of discriminatory or sexual harassment may file a complaint with the Office of Opportunity Development/Diversity Education Planning, the Ombudsperson, the Dean of Students, the respective college administrative unit and the appropriate state or federal agencies.

Students can file complaints of sex discrimination with the Title IX coordinator, Linda J. Nelson, Assistant Vice President for Opportunity Development/Diversity Education Planning, in person at 460 Ten Park Place, by email at afaljn@langate.gsu.edu, by telephone at 404-413-3300 or by fax at 404-413-2560.

**Mandatory Reporting / Awareness and/or Witness**

All university employees who are aware of or witness discrimination, harassment, sexual misconduct or retaliation are required to promptly report to the Title IX officer or a Title IX deputy coordinator. All employees of the university are encouraged to avoid making assurances of confidentiality when confronted with disclosures about past or current experiences of sexual misconduct.

All university employees except those listed as a “Confidential Resource” (Counseling and Testing Center, Student Health Clinic and Student Victim Assistance) serve as “Responsible Employees” who are required to share all reports of sexual misconduct with administrative officials for university review per the instructions below.
University Report:
Sexual Misconduct by members of the university community should be immediately reported as described below:

- Sexual Misconduct by **students** should be reported to:
  Dean of Students
  Student Center East, Suite 303
  404-413-1515
  deanofstudents@gsu.edu

- Sexual Misconduct by **faculty or staff** should be reported to:
  Assistant Vice President of Human Resources Administration
  Opportunity Development/Diversity Education Planning (ODDEP)
  1 Park Place South, Suite 308
  404-413-2567

**Important Note About Confidentiality**
In instances of sexual misconduct, all university employees except those described below serve as responsible employees who are required to share all reports of sexual misconduct with administrative officials for university review. If you wish to disclose an incident of sexual misconduct confidentially, contact one of the confidential disclosure resources below.
While the services below are available to any student who has experienced any crime, sexual misconduct in particular, may be disclosed confidentially in the following areas:

- **Georgia State University Counseling and Testing Center**
  75 Piedmont Ave. NE, Suite 200A
  404-413-1640

- **Georgia State University Student Health Clinic**
  141 Piedmont Ave. NE, Suite D
  404-413-1950

- **Georgia State University Student Victim Assistance**
  75 Piedmont Ave. NE, Suite 239
  404-413-1965

**Confidential Disclosure**
The options for confidentially disclosing sexual misconduct (to include rape, sexual exploitation, sexual harassment, dating or domestic violence and stalking) are listed below. It is important to note that the resources below are available for students who have experienced victimization of any type. Sexual misconduct is highlighted here because of the measures that the university employs to ensure confidentiality of this sensitive crime. Assistance is available upon request to help students review these disclosure options. University support services are available to students regardless of whether they choose to formally report the violation to the university or to law enforcement.

*Disclosures made to the health care providers and Student Victim Assistance staff at the locations listed below will be held in strict confidence and will not serve as notice to the*
university requiring initiation of a review of the disclosed conduct.

**GSU Student Services**
(alphabetical order, excluding “Office of”)

**Office of Academic Assistance**
**Location:** 30 Pryor Street, Suite 300
**Phone:** 404-413-8000
**Website:** [http://education.gsu.edu/student-services/office-of-academic-assistance/](http://education.gsu.edu/student-services/office-of-academic-assistance/)
**Hours:** Monday thru Friday 8:30 am – 5:15 pm
The Office of Academic Assistance provides information and support from admissions to graduation related to certification, student records (petitions), and graduation clearance.

**Counseling Center**
[http://counselingcenter.gsu.edu/](http://counselingcenter.gsu.edu/)
**Location:** Citizen's Trust Building (Next to University Commons) 75 Piedmont Ave, N.E. Suite 200A
**Phone:** (404) 413-1640.
**Website:** [http://counselingcenter.gsu.edu/services/counseling-services/](http://counselingcenter.gsu.edu/services/counseling-services/)
**Hours of Operation:**

<table>
<thead>
<tr>
<th>Fall and Spring Semesters</th>
<th>Summer Semester</th>
<th>Spring Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, Thursday, Friday 8:30 a.m. - 5:15 p.m.</td>
<td>Monday - Friday: 8 a.m. - 5 p.m.</td>
<td>Monday - Thursday: 8 a.m. - 5 p.m.</td>
</tr>
<tr>
<td>Tuesday and Wednesday 8:30 a.m. - 7 p.m.</td>
<td>Saturday and Sunday: Closed</td>
<td>Saturday and Sunday: Closed</td>
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<td>Saturday and Sunday: Closed</td>
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</table>

- Counselors act as facilitators to help students better understand themselves and the world around them.
- Counselors work with students to help them understand and explore how their feelings and thoughts influence their choices, decisions and actions.
- Counselors help students develop more effective coping and problem-solving skills.

While counseling might be helpful in numerous situations, students are strongly encouraged to seek counseling services for the following:
- You are unhappy on most days or feel a sense of hopelessness
- You worry excessively or are constantly on edge
- You are unable to concentrate on your schoolwork or other activities
- You are unable to sleep at night or constantly feel tired
- You have experienced a change in your appetite or your weight
- You have experienced a loss (e.g., a relationship breakup, a parent’s death)
- You have increased your use of alcohol or other drugs (including cigarettes)
- You feel overwhelmed by what is going on in your life
- You are having thoughts about hurting yourself or someone else

The Counseling and Testing Center (CTC) provides individual counseling sessions, group
counseling, couples counseling and mind-body services that are free of charge to enrolled Georgia State University students. Listed below are just a few examples of some common concerns which bring students to the CTC:

- Symptoms of stress and anxiety
- Feelings of depression, loneliness and decreased motivation
- Difficulty transitioning to a new school or college environment, academic problems or pressures and long-distance relationships
- Relationship difficulties, including roommate conflicts, family difficulties and romantic relationship concerns
- Questions and confusion about identity, self image, sexuality, gender or issues related to acculturation and diversity
- Grief and loss
- Concerns about relationship with food or body image
- Issues of sexual assault, relationship violence, stalking, abuse or other traumatic experiences
- Unhealthy substance use
- Thoughts of doing harm to self or others

If you are in crisis, have been victimized or simply feel like talking with a counselor would be helpful, please contact the after hours on call counselors by dialing 404-413-1640 and follow the prompts. If you are seriously and immediately feeling like you may harm yourself or someone else, please call 911 or 3-3333 if on campus for immediate assistance.

http://counselingcenter.gsu.edu/crisis-services/

**ON CALL AFTER HOURS EMERGENCY: 404-413-1640.**

**PLEASE FOLLOW THE PROMPTS FOR IMMEDIATE ASSISTANCE.**

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**Disabilities Services**  
**Location:** The Student Center, Suite 230, 44 Courtland Street, Atlanta, GA 30303  
**Phone:** (404) 413-1560 (Office) **Fax:** (404) 413-1563 (Fax)  
**Website:** [http://disability.gsu.edu](http://disability.gsu.edu)

Georgia State University provides program accessibility and reasonable accommodations for persons with disabilities. Specifically, the university provides evaluation of individual needs, advisement, and appropriate support for academic programs for identified persons with disabilities. A student with a disability has the responsibility of contacting the Office of Disability Services for an intake interview to assess his or her needs prior to the first semester of enrollment at Georgia State University. Should any problems arise concerning his or her academic program, the student should contact the Office of Disability Services as soon as possible.

**Emergency Assistance**  
**Location:** Dean of Students, Student Center East, Suite 303  
**Phone:** 404-413-1514  
**Website:** [http://deanofstudents.gsu.edu](http://deanofstudents.gsu.edu)

The Dean of Students cannot release information regarding students’ class schedules for any
purpose. However, in the event of a verified family emergency such as a life-threatening situation or serious illness that occurs during regular business hours (Monday-Friday, 8:30 a.m. – 5:15 p.m.), staff will make an attempt to deliver a message or contact a student in class regarding the emergency information.

The Dean of Students office can provide assistance to a students who have experienced a verifiable emergency circumstance which prevents them from attending class by coordinating with relevant campus resources to support the student’s successful return to the university. In the event a student is hospitalized and unable to contact their professors, the professors can be notified of the absence so that, upon returning to the university, the student can follow up with their professors to complete any missed assignments. If the student is unable to remain enrolled due to the nature of the emergency situation, the student can receive guidance and assistance regarding the withdrawal process.

**Office of Field Placements**
**Location:** CEHD, 30 Pryor Street, Suite 300
**Phone:** (404) 413-8205
**Website:** [http://education.gsu.edu/student-services/office-of-field-placements/](http://education.gsu.edu/student-services/office-of-field-placements/)
**Email:** fieldplacements@gsu.edu

The Office of Field Placements is responsible for working with program coordinators in the educator preparation departments of students’ major fields of study to arrange field experiences, practicum and/or student teaching experiences. Please consult the Field Placement Handbook for further details on how to prepare for field placement such as practicum and student teaching.

**Financial Services/Aid**
**Location:** 227/228 Sparks Hall
**Phone:** 404-413-2600
**Hours:**
  - Phone - 8:30 a.m. -5:00 p.m., Monday - Friday
  - In Person - 8:30 a.m. -5:15 p.m., Monday -Friday

For additional details about student fees, visit the Student Fee Allocation page on the Dean of Students website.

**Health Services**
**Health Clinic Location:** Citizen's Trust Building (Next to the University Commons) 75 Piedmont Ave, N.E. Suite 240
**Phone:** (404)-413-1930
**Website:** [http://www.gsu.edu/health/](http://www.gsu.edu/health/)
**Location:** 141 Piedmont Avenue, Suite D of the University Commons

The health clinic offers High Quality Primary and Urgent Care services provided by a Board Certified Family Practice Physician and Certified Nurse Practitioners. These services include but not limited to; immunizations, physicals, gynecologic exams, STD and HIV testing.
The Instructional Technology Center (ITC)
**Location:** College of Education and Human Development, 2nd Floor.
**Phone:**
**Website:** [http://itc.gsu.edu/](http://itc.gsu.edu/)
**Hours:**
Students may use the ITC for a variety of services including computer use, equipment rental, meeting space and printing.

Library Services
**Location:** 100 Decatur St. SE
**Phone:**
- Research Support: 404-413-2800
- Technology Support: 404-413-2699
- User Services: 404-413-2820
- Library Administration: 404-413-2700
- Special Collections & Archives: 404-413-2880
**Website:** [http://library.gsu.edu/](http://library.gsu.edu/)
**Hours:** vary – see website for most updated information

The library is a one-stop-shop where patrons may obtain assistance with research, tutoring, and technical support, as well as make use of the reference collection, atlases, and modern technology resources that provide access to online research materials and application software. There are over 400 computer workstations, 60 group study rooms, a quiet study floor, and a coffee shop. Over 100 faculty and staff members are dedicated to advancing scholarship and furthering the educational and research mission of Georgia State University. Additionally, the Library is part of a wide network of information providers that serves the citizens of Atlanta, the state of Georgia, and the scholarly community worldwide.

[http://www.galileo.usg.edu/scholar/gsu/subjects/education/articles-databases/](http://www.galileo.usg.edu/scholar/gsu/subjects/education/articles-databases/)
Numerous academic journals are available online, for free, through GALILEO. The link leads to Education-related databases of academic journals.

Performance Enhancement Center
**Location:** 75 Piedmont N. E., Suite 200A (Citizen’s Trust Building; Counseling & Testing Center)
**Phone:** 404-413-1640
**Website:** [http://counselingcenter.gsu.edu/performance-enhancement-center/](http://counselingcenter.gsu.edu/performance-enhancement-center/)
**Office Hours:**
- Tuesday and Wednesday: 8:30 a.m. – 7 p.m.
- Monday, Thursday and Friday: 8:30 a.m. – 5 p.m.
- Spring Break and Summer Semester: Monday – Friday: 8:30 a.m. – 5 p.m.

The Performance Enhancement Center contains information and/or guided exercises on:
- Performance anxiety
- Mental toughness
- Meditation
- Guided imagery
• Fear of public speaking
• Test-taking anxiety
• Relaxation breathing exercises
• Muscle relaxation
• Healthy eating
• Sleep issues

• Positive thinking and self-talk
• Relaxation imagery and relaxation music
• Stress and time management
• Goal setting
• Problem solving

Students who are interested in the PEC will receive three individual consultations with one of the staff to assess their needs and design a program specific for them. Next the student will receive instruction on how to use the PEC equipment and resources. Following these consultations, students can then sign up to use the PEC on their own at their convenience (with a student ID).

Recreation Services

Location: Student Recreation Center 101 Piedmont Ave SE, Atlanta, GA 30303
Phone: (404) 413-1750
Website: http://recreation.gsu.edu/

The recreation center offers access to a variety of recreation and fitness activities. Memberships are available at the Service Counter located on the lobby level and are available to current students paying the Atlanta campus mandatory fees including the recreation fee, faculty, staff and degree holding graduates of Georgia State University. (Graduation will be verified.) Memberships are not available to the general public. All members must execute the online waiver. All members must use their PantherCard to enter and exit the turnstile area.

Members have access to the following:
• Aquatic classes
• Equipment checkout (game room, lower level and outdoor rental)
• Guest privileges (see guest rates below)
• Instructional clinics
• Intramurals
• Nutrition counseling
• Personal training
• Safety programs
• Sport Clubs (only currently enrolled students)
• Touch the Earth trips

Safety Escort

Location: Wherever you are on the GSU campus. Escorts are made from Georgia State University buildings, Georgia State, Peachtree Center and Five Points MARTA Stations, commercial parking lots near the campus.

Phone: Emergencies: 911
   Campus Police: 404-413-3333
   Hearing Impaired: 404-413-3202
Safety Escorts: 404-413-2100 (no cost)

Hours: One security guard is assigned to the Escort Van from 5:00 p.m. to 1:00 a.m. Monday through Thursday and 5:00 p.m. to 11:00 p.m. Friday when classes are in session. When Daylight savings time is in effect, the times are subject to change. These
For details on how to prepare and prevent crime, visit: http://safety.gsu.edu/safety-you/personal-safety/. For a list of current safety programs, visit http://safety.gsu.edu/police/our-services/crime-prevention/

If your assailant targets you instead of your property, remain calm and breathe. Think of your planned response, defend yourself and escape.

Student Victim Assistance

Location: 75 Piedmont Ave., Suite 239
Phone: 404-413-1965
Website: http://victimassistance.gsu.edu

For students who have experienced a traumatic event, have been the victim of sexual assault or have been a victim of other crimes, Student Victim Assistance provides support services such as crisis intervention, referrals (Counseling and Testing Center, Student Health Clinic, Georgia State University Police, etc.), advocacy and support during all phases of legal or criminal proceedings, information (victim rights, typical responses to trauma and victimization, safety planning), consultation and education to students, faculty and staff and ongoing follow up.

Student Advocacy and Outreach

Location: Dean of Students, Student Center East, Suite 303
Phone: 404-413-1514
Website: http://deanofstudents.gsu.edu

Knowledgeable staff assist and empower students in conducting their university affairs by listening and analyzing the student’s issues, questions or concerns, talking with the student to help devise a problem-solving strategy and referring the student to appropriate staff members and departments. This advocacy and outreach is designed to facilitate student success and retention by helping students understand and utilize the resources and systems within the university.

A NOTE TO GRADUATE STUDENTS

The Bundled Student Fee Package policy allows students taking only off-campus courses to be exempted from mandatory fees, except the technology and USG Institution fees. Because students receiving this package are not assessed the additional mandatory fees, they will only have access to the associated services when they opt in through payment for specific services. Thus, students wishing to access the sporting events or the Student Recreation Center must opt in by paying the costs on a per use basis. For access to the Student Health Center, students must pay the $40 per semester fee at the Health Center. This flat rate provides students receiving the fee waiver with the same services as students who pay all fees. The Counseling and Testing Center is not covered through student fees so one need only be enrolled as a student to receive services.
from this office. Questions about this policy can be directed to grad@gsu.edu.

**Auxiliary Services**

**Panther Card / Panther ID**
- **Location:** second floor of the University Bookstore Building (above Panther Pizza).
- **Phone:** 404-413-9508
- **Website:** [http://panthercard.gsu.edu/panthercard/](http://panthercard.gsu.edu/panthercard/)
- **Hours:** Monday – Thursday: 8:30 a.m. – 7:00 p.m., Friday: 8:30 a.m. – 5:15 p.m.
  For information on receiving a Panther Card, putting money on the card, and accessing services with the card at GSU, please refer to the Panther Card office. Please note that students taking M.Ed. Comprehensive Exams a Panther Card with money added for printing is required.

**Transportation/Parking**
- **Location:** University Bookstore Building, 66 Courtland Street, Suite 200
- **Phone:** 404-413-9500
- **Website:** [http://transit.gsu.edu/](http://transit.gsu.edu/)
- **Email:** auxiliary@gsu.edu
- **Hours:** Monday – Thursday: 8:30 – 7:00 p.m.; Friday: 8:30 a.m. – 5:15 p.m.
  For information on transportation options, including the GSU bus (Panther Express), MARTA student discounts, as well as parking-related questions, contact Auxiliary Services, Transit.
Preparing for the Program

Upon Admission to a Special Education Program and Prior to Starting Classes

- Read this handbook and the GSU Student Handbook
- Obtain Panther ID
- Obtain and activate GSU email – see Contact and Communication at GSU in this handbook [all communication will be via your GSU email]
- Obtain GoSolar login and PIN to register for classes
- Contact assigned advisor to determine your program plan and course list
- Register for courses per program plan (http://registrar.gsu.edu/registration/registration-guide/)
- Familiarize yourself with D2L/Brightspace/iCollege, GoSolar, and PAWS
- Pay your fees per the deadlines or you will be dropped from your registered courses

In addition, for those seeking certification (B.S., non-degree/certification only, & MAT)
- Obtain a LiveText account (if seeking certification or reading endorsement)
- Complete Pre-service Certification (many of these steps were required for admission)
  - GACE Educator Ethics – Program Entry Assessment (Test Code 350)
  - Criminal Background Check
    http://education.gsu.edu/student-services/office-of-field-placements/criminal-background-checks/
  - Tort Liability Insurance
    http://education.gsu.edu/files/2013/08/Tort_Liability_Info_Form.pdf
  - Opening School Experience Paperwork
    http://education.gsu.edu/student-services/office-of-field-placements/practicum-student-teaching-placements/
  - Practicum paperwork
    http://education.gsu.edu/student-services/office-of-field-placements/practicum-student-teaching-placements/

Pre-Service Certification. This tier is intended for educator candidates completing field experiences or student teaching in Georgia schools. It must be requested on behalf of the candidate by the college, university, or other institution providing the educator preparation program.


Requirements

- Be admitted to an educator preparation program that leads to Induction certification in a teaching field;
- Have a successful criminal record check (conducted by the GaPSC);
- Complete the GACE Educator Ethics – Program Entry assessment (Test Code 350)
The Pre-Service certificate is valid for as many as 5 years, and may be extended at the request of the educator preparation provider. It is invalidated upon program completion, or if the candidate withdraws, transfers, or is removed from the program. A former candidate who re-enrolls in an educator preparation program may be issued a new 5-year Pre-Service certificate at the request of the provider. A current background check is required in this case.

Please see the Office of Field Placements for more details. http://education.gsu.edu/student-services/office-of-field-placements/

**Keep in Mind**

- Many courses require field experiences/working with children and youth. If you do not have a field placement, you may need to request one from the Field Placement Office. Sometimes, you can work with a child in your neighborhood, in an after school program, or a youth group to meet course practice requirements (but not practicum and student teaching requirements). However, any accommodations to the field experiences associated with a course must be approved prior to satisfying the coursework requirement. Permission from the instructor is required.

- Those seeking certification will be required to complete practicum hours, student teaching, and opening school experience. Additionally, students in programs that are K–12 must gain experience with students from primary, middle, and secondary grades (see Diversity Experiences Form). Many counties have special rules about employment during these times, especially for paraprofessionals. Candidates should plan ahead in terms of time and finances to ensure these intensive internships can be completed successfully. Check the policies of your employee’s county when you apply for the admission to our program as at least a semester prior to any practicum/field experience.

- There are multiple assessments candidates are required to pass when seeking certification. These exams have a fee. Please plan ahead to afford the assessments and be sure to prepare well to avoid having to pay for retakes.

- At this time, the only courses that require a fee are Practicum I and II for all concentrations. Additional fees may be applicable depending on your concentration. Please see your advisor to access this additional information.

- Reliable transportation is required for practicum and student teaching/field experience and is the sole responsibility of the student as is transportation to and from campus for on-campus courses.
Georgia Assessments for the Certification of Educators

Students applying for teacher preparation programs must take two GACE Assessments as an admission requirement. These are the GACE Program Entry Assessment and the GACE Ethics Assessment – Program Entry. Near the end of the teacher preparation program, teacher candidates will need to take the GACE Ethics Assessment – Program Exit. For certification purposes, candidates will need to take the appropriate GACE certification exams associated with the teaching certification they are seeking.

Before you can register to test on the ETS GACE website, you must create a MyPSC account on the GaPSC website and an ETS GACE testing account. In registering for a MyPSC account, you must use your legal name and your identification must match your legal name for admission to a test site.

GACE Ethics Assessments

Registering for one of the Georgia Ethics assessments is a four-step process:

1. Create or update your MyPSC account on the GaPSC website and enter your reason for testing.
2. The GaPSC sends your profile and eligibility information to ETS.
3. ETS sends you an email with a link to the Georgia Ethics assessment system.
4. Access the Georgia Ethics assessment system, select Test Takers under Registration, create your account, and register and pay for the assessment. See fees.

Program Entry candidates: You must add your program provider as a score recipient when you register or they will not receive notification that you have completed the assessment.

Program Exit candidates: Your scores are automatically sent to the program provider who granted eligibility; you do not need to add them as a score recipient.

Once your registration is complete, you can access the modules. You may want to bookmark the URL for the Georgia Ethics assessment system as you will return to it as you complete the assessment.

Georgia Educator Ethics – Program Entry (350) Assessment is an admission requirement. Completion of this assessment is required for admission, though there is no “Pass/Fail” grade assigned.

How to register - Georgia Educator Ethics – Program Entry (350)

1. Enter your MyPSC account on the GaPSC website
2. Select Reason for Testing #7
3. Add your program provider (Georgia State University school code 5090) as a score recipient when you register or we will not receive notification that you have completed the assessment.
4. **NOTE:** Step #3 of registration — check your email or SPAM folder for the email from ETS. Follow the directions in the email.
5. Step #4 of registration is tricky — you are now in the ETS portal (not MyPSC) and you must create a new account under “Registration”...choose the option: Test Takers.

**Georgia Educator Ethics – Program Exit (360) Assessment** is taken after enrollment and prior to program completion. You will receive specific information regarding this test as you near completion of your program (required for certification).

**How to register - **Georgia Educator Ethics – Program Exit (360)

1. Enter your MyPSC account on the GaPSC website
2. select **Reason for Testing #2**
3. Eligibility for the assessment is granted by GSU. Once the registration for Educator Ethics Program Exit (360) is complete on your MyPSC account, the eligibility will be transferred to ETS.
4. Next, log into your ETS account to complete registration and pay for the assessment. You will receive an email from ETS with a link to the Educator Ethics Program Exit (360) assessment.

**GACE Program Entry Assessment**

**Program Admission Assessment** [Combined Test I, II, and III (700)] is an admission requirement unless candidate meets qualifications for exemption.

How to register - **Program Admission**

1. Create or update your MyPSC account on the GaPSC website
2. Select **Reason for Testing #1**
3. Add your program provider (Georgia State University – school code 5090) as a score recipient when you register or we will not receive notification that you have completed the assessment

- Content Assessments – Undergraduate students (or graduate students in Educational Leadership, School Psychology, or Counseling): select **Reason for Testing #2**

– Content Assessments – Graduate students (except in Educational Leadership, School Psychology, or Counseling): select **Reason for Testing #3** (students in Educational Leadership, School Psychology, or Counseling select **Reason for Testing #2**)

**Pre-Service Certification**

All students admitted to an initial teacher certification program must obtain a Pre-Service Certificate and Background Check (CBC; included) for all field placements associated with their program. After admission, you will receive an e-mail from the Office of Academic Assistance
and Graduate Admissions instructing you to apply for your Pre-Service Certificate. The application is submitted to the Georgia Professional Standards Commission (GaPSC). Instructions on applying for the Pre-Service Certificate can be found on the OAA website. http://education.gsu.edu/student-services/office-of-academic-assistance/applying-for-certification/certification-requirements/

**ALL TEACHER EDUCATION PROGRAM ACCEPTED STUDENTS – DO NOT COMPLETE THIS CBC** – you will receive information about procedures required for your Pre-Service Certificate which includes a criminal background check that will be completed by the Georgia Professional Standards Commission.

GSU students who are completing a classroom observation or an experience at a social organization are required to complete this criminal background check. Background checks are conducted by PreCheck, Inc., a firm specializing in background checks. Your order must be placed online through StudentCheck. A background check typically takes three to five normal business days to complete. If you need assistance while placing your online order, please contact PreCheck at StudentCheck@PreCheck.com. If you need additional assistance, contact the GSU Office of Field Placements, College of Education & Human Development building, Suite 300 or email: fieldplacements@gsu.edu.

**If you are required to be placed in a Day Care facility for your program, you will be required to complete a criminal background check through DECAL at an additional charge. Please follow the step-by-step instructions located at their website when completing this check**

http://education.gsu.edu/student-services/office-of-field-placements/criminal-background-checks/

**Tort Liability**

Each student in any of the special education programs is required to show proof of tort reliability each semester prior to any field placement (i.e., working in public or private schools with students for class assignments, practicum, and student teaching) serving students with disabilities. Tort liability is NOT required if the GSU student is under contract to work in the school system where the field placement activities will take place. For questions and submissions to the Office of Field Placements, 30 Pryor Street, Suite 300 [404-413-8025; fieldplacements@gsu.edu]. The form to complete is found at and is copied directly below:

http://education.gsu.edu/files/2013/08/Tort_Liability_Info_Form.pdf

**Tort Liability Insurance Information**

TEACHER EDUCATION STUDENTS ARE REQUIRED TO OBTAIN TORT LIABILITY INSURANCE PRIOR TO ANY FIELD EXPERIENCE. This insurance covers expenses related to civil suits brought against education students for acts or omissions that occur during any type
of field experience. Although no amount of vigilance or professionalism can prevent some accidents, lawsuits that incur expenses can be brought against a person, even if it is groundless.

Students are required to provide proof of tort liability coverage at the beginning of each term of a field experience. If your coverage expires prior to you actually beginning the experience or during the experience, you will be required to submit proof again. That proof can be a photocopy of your membership card or a copy of the membership letter addressed to you, or if you have private coverage a photocopy of documentation showing length and type of coverage. *All documentation must include your name and indicate the period of coverage. Do not submit originals, they will not be returned.

This insurance may be obtained by one of several ways:

1. By joining the Georgia State University chapter of the Student Georgia Association of Educators. Membership forms are available from:
   Georgia Association of Educators
   100 Crescent Centre Parkway Ste. 500 Tucker, GA 30084
   (404) 289-5867
   Expires August 31 of every year. Forms can be obtained on line at www.gae.org

2. By joining the Professional Association of Georgia Educators (PAGE). Forms are also available from:
   Professional Association of Georgia Educators P.O. Box 942270
   Atlanta, GA 31141-2270
   770-216-8555 or 1-800-334-6861
   Expires one year from date of enrollment. Forms can also be obtained on line at www.pageinc.org

3. By joining any other professional organization that provides Tort Liability Insurance.
4. By private coverage.

Please complete the form below and return it with your Application for Entry to Teacher Education.
TORT LIABILITY FORM
(Please print)

By my signature on this form I assert that I have received the information regarding tort liability. I also recognize that it is my responsibility to have tort coverage for all field experiences.

NAME______________________________________________

STUDENT ID NUMBER ______________________

FIELD OF CERTIFICATION _____________________________________________

SIGNATURE ___________________________________________ Date: __________

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Diversity of Experiences
Each student must maintain a log of all practicum experiences, including class assignments, to document experiences across age, development level, and race/culture on the Diverse Experiences for all Special Education Concentrations that are K–12.

You should obtain this form at the start of your program so that you may document your experiences as you go. You may obtain the Diverse Experiences form from your advisor or from the 8th floor front desk (see April Smith: aprilsmit@gwu.edu). This form is due to April Smith with your application for your final practicum (i.e., student teaching), the semester before you plan to complete your final practicum.

Diversity experiences may be loaded to LiveText accounts at a future date.
Experiences with Diverse Students during Career in the Special Education Program at Georgia State University

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>School District</th>
<th>Grade Placement (*must have experience in each grade category)</th>
<th>Racial/Ethnic makeup</th>
<th>Disability and Level of Functioning</th>
<th>**Other characteristics as required by program</th>
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<td>6-8=</td>
<td>9-12=</td>
<td>Caucasian=</td>
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</tbody>
</table>

Date: document dates and times
Activity: e.g., class assignment, observation, volunteer activity, practicum
Grade Placement: *P-K, 1-3, 4-5, 6-8, 9-12
Racial/Ethnic: Students must have field experiences with students from diverse racial/ethnic, gender, and socioeconomic groups.
**DE Students: oral, sign, self-contained, inclusion, itinerant, multiple disabilities.
Opening School Experience

All teacher education programs will require an Opening School experience in addition to practicum and student teaching placements. Opening school experiences vary by program and can include the GSU student spending 1-2 weeks with a mentor teacher during pre-planning and the first week of school. Due to the schedules of the county schools where GSU places students, the opening school experience may occur prior to the start of the GSU fall term. Students should check with their program faculty regarding the specific number of days/hours required for their opening school experience for their program.

To apply for your Pre-Service certificate, go to the GSU certification page and complete the GaPSC form and submit all required materials to the GSU certification officer in the CEHD OAA office on the 3rd floor of the CEHD building, Suite 300.

It is the responsibility of the student to check with their faculty advisor regarding specific departmental procedures required to request a practicum or student teaching placement. Students may not contact a school or school system office or report to a school site until they are notified by their department or the Office of Field Placements of their placement confirmation.

EXC 4650: Opening School Experience

This course will provide pre-service teachers (ND, and MAT) the opportunities experience an authentic opening school experience over 2-12 hours across 1-3 work days and 1st day with students. You will work with your program coordinator and cooperating teacher determine the specific amount of time you need to be at the placement site. Students will be advised as to when to take this per the program plan.

Dr. Tracy McKinney is the contact for Opening School Experience. Please contact her with questions about this requirement.

Practicum Experiences

Please see the Practicum Experience Handbook for details on this requirement. As part of the MAT and Certification-only (ND) program requirements, students complete two practicum experiences supervised by a university supervisor and based on the Georgia Department of Education Teacher Keys Effectiveness System (TKES) Performance Standards. All practicum experiences must be conducted during either the fall or spring semester. Students may not enroll in practicum courses during the summer semester. Students who need to be placed in a school for either practicum should notify their advisor at the beginning of the semester prior to the semester in which they plan to complete the practicum experience so that the placement may be approved and arranged by the advisor, and the appropriate requests may be completed within the university and the school district. Placement is a collaborative process with the participating school district and GSU.

The initial practicum provides students with an opportunity to develop and practice skills in delivering instruction and assessment. The student will complete the requirements for this practicum for 15-20 hours per week for one semester in a public school setting for a total of 150 hours minimum.
The final practicum (student teaching) is completed after students have completed all coursework with the minimum grade requirements. Students should submit a practicum request form, along with the Diversity Form, to April Smith (aprilsmith@gsu.edu) during the semester BEFORE the final practicum placement. The final practicum is designed to provide the opportunity for students to demonstrate instructional management (e.g., IEPs, grouping, scheduling), classroom instruction (e.g., assessment, planning, management, instruction, data collection, evaluation), and program management (e.g., referrals, inclusion, collaboration) skills that have been learned in the program. It is during this practicum that students confirm that they have mastered those skills needed to independently teach students with disabilities. The final practicum involves a minimum of 8 hours a day for 15 consecutive weeks during one semester in a school setting. Students will complete the edTPA process during the final practicum.

On the Job Placement: Students who complete initial and final practicum experiences on the job must be employed in a classroom that meets the practicum requirements (i.e., contains students with appropriate eligibilities) and have the approval of their principal or supervisor. It is the student’s responsibility to discuss on the job placement with their principal, or other applicable district representatives. Students should also be aware of any district policies that may interfere with typical student teaching (e.g., leaves of absence required during student teaching).

http://education.gsu.edu/student-services/office-of-field-placements/
Orientation

Advising

Upon admittance, students entering the non-degree, MAT, or MED programs will receive notification via the students’ GSU email account of a group advisement session. Upon admittance, students entering the Ph.D. program will receive information related to advisement from their specific advisor.

Registering for Classes

Students must first activate their GSU campus accounts prior to registering for courses. You must:

- get a Panther ID card
- a panther number
- a Personal Identification Number (PIN)
- a GSU student email address
- activate your GSU student email
- activate GoSolar

before you can register for classes or access online class portals (D2L/BrightSpace/iCollege). You may do this by going to http://technology.gsu.edu/ This site will allow you to activate both GSU email and GoSolar.

Should you have any problems related to technology, please contact the Help Desk at 404-413-4357.

To register for classes, go to the GSU home page (http://www.gsu.edu/) and click on “GoSolar”. Enter your student number and Personal Identification Number. You will be asked to select a term (e.g., “Summer 2016”). Then you will be given the opportunity to register for classes by entering a CRN (the number assigned to a specific section of a course – this refers to a specific class taught by a specific person at a specific time; e.g., 117265) or course number (this is the number assigned to all sections of a course, e.g., EXC 4020). It is strongly recommended that you register in adherence to university deadlines to circumvent late registration fees for which you will be responsible. You should also drop an undesired class by the university deadlines in order to forgo penalties for late drops.
**Course Overflow Requests.** In some instances, students can be granted an overflow into a closed course. If you need to request an “overflow” into a course listed as “closed” when you attempt to register, please email or call the appropriate person (noted below) with the following information:

- your name
- panther number
- the name and number of the course
- the CRN for the course
- your phone number
- email
- reason for request

All of this information is needed to process an overflow. Please note, a request for an overflow does not guarantee an overflow.

For EXC or EPY courses, please send a single email to the following three addresses: aprilsmith@gsu.edu; dspatterson@gsu.edu; lboden@gsu.edu. This will reach Ms. April Smith (aprilsmith@gsu.edu), Dr. DaShaunda Patterson (dspatterson@gsu.edu), AND Dr. Lauren Boden (lboden1@gsu.edu). One of them will email back with a decision and instructions on how to proceed if necessary.

For EPSF or EPRS courses, please call the Educational Policy Studies Department at (404)-413-8030.

For EDRD courses, please email Ms. Sanquinette Vaughn (svaughn@gsu.edu).

For ASL courses, please email Ms. April Smith (aprilsmith@gsu.edu).

**Course Override Requests**

In some instances, students can be granted an override to register for a course in which there is a pre-requisite the student has not met or other similar circumstances. To submit an override request, email Ms. Vaughn at svaughn@gsu.edu with the following information:

- your name
- panther number
- the name and number of the course
- the CRN for the course
- your phone number
- email
- reason for request
Class Policies Supported by University Policy

Academic Honesty
For educational videos and resources about academic honesty, please visit:
http://education.gsu.edu/student-services/academic-honesty/

Attendance
Professional Behavior
Technology
Instructional Technology Platforms
Certification Students versus Non-Certification Students
Grades
Incomplete Grade
Grades – Appeals
Class Overrides

I. GSU Academic Conduct Policies and Procedures

GSU POLICY ON ACADEMIC HONESTY

1. Introduction
As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The University’s policy on academic honesty is published in the Faculty Affairs Handbook and the Student Handbook, On Campus, which is available to all members of the University community. The policy represents a core value of the University and all members of the University community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community, including students, faculty, and staff, are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the Office of the Dean of Students, and the Office of the Provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the University community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing
personal standards and ethics offered through the University’s Counseling Center.

2. Definitions and Examples
The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

Plagiarism. Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the internet without properly referencing the corresponding URL may be considered plagiarism. An author's name and the title of the original work, if available, should also be included as part of the reference. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations. Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or “crib sheets” during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one’s own examination, and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration. Submission for academic credit of a work product, or a part thereof, represented as its being one’s own effort, which has been developed in substantial collaboration with or with assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

Falsification. It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).
Special Education Handbook 2016-2017

**Multiple Submissions.** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

3. **Information and Burden of Proof**
In determining whether or not academic dishonesty has occurred, the standard that should be used is that guilt must be proven by a preponderance of the available information. This means that if the information that indicates academic dishonesty occurred produces a stronger impression and is more convincing as to its truth when weighed against opposing information, then academic dishonesty has been proved. In other words, the information does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Information as used in this statement can be any observation, admission, statement, or document which would either directly or circumstantially indicate that academic dishonesty has occurred.

4. **Procedures for Resolving Matters of Academic Honesty**
The following procedure is the only approved means for resolving matters of academic dishonesty, except for matters arising in the College of Law which has its own Honor Code for handling such matters. It is available to all members of the academic community who wish to pursue an action against a student for academic dishonesty.

5. **Initiation of Action**
If a member of the academic community believes that a student has engaged in academic dishonesty in a course, on a test, or as a part of an academic program, that individual is responsible for initiating action against the student or bringing the matter to the attention of an individual who may initiate action against the student. In allegations of academic dishonesty involving course requirements, the course faculty member is generally responsible for initiating the action. If the alleged violation involves a departmental program requirement (e.g., comprehensive examination or language competency examination) or an institutionally-required test (e.g., test of Georgia/United States history or Georgia/United States constitutions), or if the individual who discovers the incident is not a faculty member, the individual should bring the matter to the attention of the faculty member and administrator who has responsibility of overseeing the activity (e.g., departmental chair, director of the Testing Office). If that administrator decides to bring charges of academic dishonesty against the student, then that administrator becomes the initiator. (Test proctors, laboratory assistants, and other individuals who are not course faculty members should bring any instances of alleged academic dishonesty to the attention of the course faculty member or their administrative superior. That individual, after weighing the information, may become the initiator by formally charging the student with academic dishonesty.)

The channel of review, recommendation, and decision-making follows the administrative lines associated with the course or program requirement involved. In any instance, however, when the alleged incident does not occur within the context of a course and when it is unclear which
college of more than one college involved should have jurisdiction in review and decision-making, either unit may initiate the case.

For the sake of brevity the following processing procedures are written from an academic unit/college perspective. Nonacademic units (i.e., Testing Center) would substitute appropriate supervisory personnel at the respective levels. Herein the initiator will be referred to as faculty member and the administrative unit head will be referred to as chair, designating the departmental chair. Dean will refer to appropriate administrative supervisory personnel at the overall college or division level.

While the matter of academic dishonesty is pending, the student will be allowed to continue in the course and register for upcoming semesters. Should a grade be due to the registrar before the matter is resolved, a grade of GP (grade pending) will be reported for the student in the course involved. Withdrawal from a course does not preclude the imposition of penalties for academic dishonesty.

A. Penalties to be Imposed
Penalties to be imposed in incidents of academic dishonesty are classified as academic or disciplinary. Academic penalties include such sanctions as assignment of a failing grade for a particular course requirement, or for the course itself, or for other tests or program assignments. They are set by the faculty member. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Disciplinary penalties can be requested by the faculty member, in consultation with the chair; they must be reviewed by the University Senate Committee on Student Discipline and they are set by the provost.

B. Action at Administrative Unit (Department Level)
As soon as possible after the alleged incident, the faculty member should discuss the matter with the student. This discussion should be conducted in a manner which protects the rights and confidentiality of students. If the faculty member believes that academic dishonesty has occurred, the faculty member (with the advice of the chair if necessary) will determine the appropriate academic penalty. The faculty member will complete a notice of academic dishonesty form describing the incident and indicating the academic penalty imposed. Any recommendation for a disciplinary penalty must be reviewed in consultation with the chair.

The faculty member will deliver to the student the notice of academic dishonesty which includes a statement of appeal rights. If there is difficulty in delivering the notice to the student, the faculty member/chair should request assistance from the college dean in determining the most expeditious way to inform the student that a notice of academic dishonesty has been filed. Once the student has been informed, the chair forwards the documentation, including the notice of academic dishonesty and an indication of when the student was informed, to the dean to be held pending possible appeal. Until the student has been given the opportunity to appeal, a grade of GP (grade pending) should be submitted for the student for the course involved.

C. Student Action
The student will have 20 business days after receipt of the notice of charges of academic
dishonesty to submit a written appeal denying the charges and providing any rationale for the appeal. The appeal should be addressed to the college dean of the initiator. In the event the student is found guilty of academic dishonesty, the student does not have the right to appeal the academic penalty assessed by the faculty member, unless the student can prove that such penalty was arbitrarily imposed or applied in a discriminatory manner.

If the student wishes to challenge a disciplinary penalty, the student must submit a written rationale for challenging the disciplinary penalty within 20 business days of receipt of the notice of charges of academic dishonesty. The statement of challenge should be addressed to the college dean. The college dean will forward the challenge to the dean of students for inclusion in the review of the disciplinary penalty by the University Senate Committee on Student Discipline. All disciplinary penalties are automatically reviewed by the University Senate Committee on Student Discipline, regardless of student appeal.

If the student has also filed an appeal denying the charges of academic dishonesty, any review of disciplinary penalty recommended will be delayed pending review of the charges of academic dishonesty by the college hearing committee.

D. College Action

1. No Appeal by the Student. If the student does not submit a written appeal to the college dean within 20 business days, the dean will notify the chair/faculty member to post any pending grade(s) immediately. The dean will then forward the notice of academic dishonesty to the dean of students for inclusion in the student’s disciplinary file. Any recommendation of a disciplinary penalty will also be forwarded to the dean of students for appropriate review by the Senate Committee on Student Discipline.

2. Appeal by the Student. If the student submits a written appeal within 20 business days, the dean will notify the registrar to issue a grade of GP (grade pending) for the course(s) in question on all transcript requests for the student pending outcome of the appeal. The dean will forward the charges of academic dishonesty to the chair of a college hearing committee and will notify the faculty member to set forth in writing a comprehensive statement describing the incident of academic dishonesty. This statement will be presented to the committee and to the student at least five (5) business days prior to the hearing.

3. Student Hearing Committee Process. Guidelines that Govern the Hearing of the Appeal by the College Student Hearing Committee
   1. Within ten (10) business days after the committee receives the charges of academic dishonesty, a hearing date will be determined. The committee will notify the faculty member and the student of the time, date, and the place of the hearing. Copies of all charges of academic dishonesty and related materials for the hearing will be provided to the student at least five (5) business days in advance of the hearing.
   2. The faculty member and the student will be allowed to make oral presentations, call witnesses, and present any documentary information regarding the incident in question. The hearing will be recorded on audio tape. The hearing will not be open to observers.
   3. At the conclusion of the hearing, the committee will meet in closed session and will
make its recommendation as to the guilt or innocence of the student based on a preponderance of information with respect to the charge of academic dishonesty. The committee chair will forward to the college dean its findings and recommendations in a written report within five (5) business days of the hearing.

4. College Decision on Appeals. Within five (5) business days of receiving the committee’s written report, the college dean will make the final decision regarding guilt or innocence. The dean will notify all appropriate parties of the decision. If the dean finds the student not guilty, the matter will be terminated and no notice of charges will be filed with the dean of students. The dean will notify the chair to post the pending course grade promptly and will notify the registrar to remove the GP (grade pending) on the student’s transcript.

If the dean finds the student guilty, the notice of charges of academic dishonesty will be forwarded to the dean of students for inclusion in the student’s disciplinary file. The academic penalty stipulated by the faculty member will be imposed. The dean will notify the chair to insure that any pending grade is posted promptly. The dean will notify the registrar to remove the GP (grade pending) on the student’s transcript if only an academic penalty was involved. If a disciplinary penalty has been recommended, the dean will notify the registrar to continue the GP (grade pending) annotation until the disciplinary penalty can be reviewed by the University Senate Committee on Student Discipline.

5. Appeal of the Decision of the Dean. If the student or initiator wishes to appeal the decision of the college dean regarding guilt or innocence of the charges of academic dishonesty, the student or initiator may appeal to the provost. The subsequent appeal route would be to the president and then the Board of Regents. The student or initiator must submit a written statement of appeal to the provost within 20 business days of notification of the dean’s decision. The basis of the appeal must be on the grounds that the decision was arbitrary, capricious, or discriminatory.

E. UNIVERSITY SENATE COMMITTEE ON STUDENT DISCIPLINE ACTION
In cases where a disciplinary penalty has been recommended, the Senate Committee on Student Discipline will conduct a hearing to review the disciplinary penalty. The committee will review the faculty member’s notice of academic dishonesty and the student’s statement of challenge of the disciplinary penalty, if any. The faculty member and the student will be allowed to appear at the hearing to discuss the imposition of disciplinary penalties. Only the recommendation concerning the disciplinary penalty to be imposed will be considered by this committee. Issues of guilt or innocence are determined at the college level (see II.4 C and D above).

The Senate Committee will conduct the hearing in accordance with its regular hearing procedures. Copies of these procedures may be obtained from the Provost’s Office. The Senate Committee on Student Discipline will provide its recommendation within five (5) business days of its hearing to the provost regarding appropriateness of the disciplinary penalty recommended by the college and/or whether other disciplinary penalties are to be imposed in addition to or in lieu of those already recommended by the college.

F. PROVOST ACTION
1. Decision of the Provost. The role of the provost in handling student appeals regarding the
charge of academic honesty has been explained (see II.E.5 above). Based on the recommendation, the Provost will render a decision within ten (10) business days of receipt of the recommendation of the Senate Committee. The provost will notify the student, the referring dean, the department chair and the faculty member of the Senate Committee’s recommendations and of the provost’s decision. At that time the provost will also notify the registrar to annotate the student’s transcript, if necessary.

2. Appeal of the Decision of the Provost. If the student wishes to appeal the decision of the provost regarding the imposition of a disciplinary penalty, the student may appeal to the president, and then to the Board of Regents. The student must submit a written statement of appeal to the president within 20 business days of notification of the provost’s decision. The basis for such an appeal must be on the grounds that the decision was arbitrary, capricious, or discriminatory.

G. STUDENTS INVOLVED IN TWO OR MORE INCIDENTS OF ACADEMIC DISHONESTY

A student is subject to disciplinary action in addition to any already undertaken once it is determined that the student has been found guilty in a previous incident of academic dishonesty. In such cases, the dean of students will forward a report to the University Senate Committee on Student Discipline regarding the incidents of academic dishonesty which have been reported. The dean of students is responsible for initiating this report within twenty (20) business days of completion of the proceedings of any subsequent finding of academic dishonesty.

The University Senate Committee on Student Discipline will review the report of the dean of students. The student may submit supplemental written documents for the committee’s review and may request to appear before the committee in its deliberations. After reviewing the matter, the committee will send a report to the provost with the recommendation for disciplinary penalty to be imposed. The provost will proceed as in G above.

H. GRIEVANCE PROCEDURES FOR ACADEMIC MATTERS

1. Each of the undergraduate colleges has stated policies for settling grievances of students for academic matters. Refer to the office of the dean of each college for policies.
2. Obligation to Report Suspected Violations. Members of the academic community, students, faculty and staff are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college.
3. Penalties. The University takes the matter of academic honesty most seriously. Penalties for violations vary, but include both suspension and permanent expulsion from the institution

SOURCE: Senate Office, 9/7/95; Approved by the University Senate Committee on Admissions and Standards: 3/14/94; Approved by the University Senate: 11/3/94
Special Education Program Course Policies and Procedures

Academic Honesty
Students will be required to agree to and sign an academic honesty pledge at the start of each course as part of the syllabus review. Additionally, students will be asked to sign an agreement to follow the academic honesty policy prior to each exam and other projects at the discretion of the instructor.

EXAMPLE: Prior to each exam and other projects at the instructor’s discretion the student will attest to the following:

Question 1. As a student enrolled in this class, I affirm the principle of academic integrity and commit to upholding integrity by completing all academic assignments in the manner expected, informing the instructor of suspected instances of academic misconduct by my peers, and fully engaging in the class and its related assignments for the purpose of learning. I pledge to strive not simply for answers but for understanding in the pursuit of our common scholastic goals. I affirm that I will not plagiarize, use unauthorized materials, or give or receive illegitimate help on assignments, papers, or examinations. I will also uphold equity and honesty in the evaluation of my work and the work of others. I do so to sustain a community built around this code of honor and integrity.

☐ I agree to these terms. By choosing this answer, I am agreeing that I understand and agree to abide by the expectations of academic honesty. If I fail to comply with these expectations, either on intentionally or unintentionally, I understand the full penalties GSU affords for academic dishonesty will be applied to me and this may affect my university career.

☐ I do not agree to these terms.

Question 2. I understand this quiz/exam is closed book, closed note. That means I am not allowed to access my notes, my textbook, the internet, or any other device or support to complete the quiz/exam. Doing so violates academic honesty and can result in penalties that include failing the exam and/or failing the course.

☐ I understand and agree to these terms.

☐ I do not agree to these terms.
Academic Honesty and Integrity

"Your degree should represent genuine learning."

Academic dishonesty is not just unethical; it is self-defeating. The principal value of an education is that it enables students to strengthen their skills of thinking and self-expression. These skills are developed through the active learning involved in completing assignments, writing papers, and preparing for exams. When students evade academic requirements through cheating or plagiarism, they deny themselves the benefits of the college education in which they have invested so much.

Academic Dishonesty includes, but is not limited to the following:

- Copying (by whatever means) another student's work or duplicating another student's problem-solving steps. This means it is not acceptable to do an assignment by having another student dictate the assignment's keystrokes or information to you, or to let another student do things for you.
- Submitting another student's work, in whole or in part, as your own on an assignment or examination
- Copying (electronically or by hand) someone else's computer file, modifying it, and handing it in as your own work
- Having someone load his/her assignment into the computer, then modifying it and handing it in as your own work
- Working with other students in unauthorized ways, in order to complete assignments; e.g., working in a team of 3, when teams of 2 are specified
- Allowing another person to copy all or part of your work, to hand in as their own. Thus, you should not provide a paper or electronic copy of your work to a classmate to use as a "reference" in doing their work. And you should not post your work to a website or to an electronic bulletin board, or similar medium, for reference by others
- Cheating on an exam
- Submitting the same work for two different courses without prior permission from your professors
- Receiving help on a take-home examination that calls for independent work
- Plagiarizing

The penalties for dishonesty apply equally to intentional and unintentional incidents, so it is essential that students take care to avoid plagiarizing inadvertently.

As a student enrolled in this class, I affirm the principle of academic integrity and commit to upholding integrity by completing all academic assignments in the manner expected, informing the instructor of suspected instances of academic misconduct by my peers, and fully engaging in the class and its related assignments for the purpose of learning. I pledge to strive not simply for answers but for understanding in the pursuit of our common scholastic goals. I affirm that I will not plagiarize, use unauthorized materials, or give or receive illegitimate help on assignments, papers, or examinations. I will also uphold equity and honesty in the evaluation of my work and the work of others. I do so to sustain a community built around this code of honor and integrity.

______________________________________________
Student Name – Printed
______________________________________________
Student Signature

Date

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Attendance

Class attendance is expected. Students are expected to be in class and ready to participate on-time and to stay for the entire class period. Points may be deducted if the student is a) absent; b) arrives late to class without making prior arrangements with the instructor; and c) leaves class early without making prior arrangements with the instructor. Students with more than two absences will be administratively withdrawn on the third absence. Upon the discretion of the instructor, students who arrive to multiple classes late and/or leave early may be considered absent for one or more classes. In this case, the student also may be administratively withdrawn on the third absence. Any student who misses more than two classes (excused or unexcused) will be administratively withdrawn from the course with a “WP” if prior to the midpoint and a “WF” is after midpoint. Please see GSU policy on excused absences.

Audiovisual equipment

In some courses you may be required to video a teaching session or sessions. This equipment is available for checkout free of charge from Instructional Technology Services in the Technology Rental Room on the 3rd floor of the CEHD. The type of equipment offered, as well as hours of operation are posted at http://technology.gsu.edu/technology-services/it-services/labs-and-classrooms/classroom-equipment-and-software/equipment-checkout/equipment/.

Academic Skills Required for EXC Courses (Reading & Math)

All EXC courses make rigorous academic demands of students. Therefore, to be successful, students must proficiently read and understand college level academic texts (i.e., read to understand and learn) and be able to efficiently perform multi-step mathematical operations (e.g., involving division, fractions, percentages) and have basic statistical knowledge (e.g., mean, median, mode, range, frequency, variance, standard deviation).

All reading assignments are meant to enhance and support the information shared in lectures. Therefore, students are expected to read materials as assigned and be prepared to be an active participant in class discussions. Please be prepared to engage in professional discussions based on the reading assignments. Students may also be assessed on their understanding of the assigned readings at the instructor’s discretion. Further, students are expected to use person-first language when referring to people with disabilities. (Jerry is a student with a learning disability, rather than Jerry is a learning disabled student.).

It is uncommon for an EXC course to contain instruction directly covering the assigned readings as it is expected students will read and understand what is read. Therefore students must be prepared to independently read college-level texts for meaning and be assessed on their understanding of the texts. It is not uncommon for students to be assigned to read 30-50 pages of college-level academic text each week for each course.

Contact and Communication at GSU

Students enrolled in an EXC program are required to open an official GSU e-mail account. Official communication will only be sent through GSU e-mail, or through traditional mail. Faculty and staff are not responsible for contacting students via personal e-mail in the event they do not open a GSU account. To open a GSU e-mail account please view the Technology
Services website at http://technology.gsu.edu/technology-services/it-services/email-and-file-storage/panthermail/, and follow the prompts to register an account. This site will also provide instructions on linking your personal and GSU accounts so you do not miss any communication from the faculty or staff.

**General Questions Related to the Special Education Programs**

If you have questions related to the special education programs, please consult our website at http://esc.education.gsu.edu/academics-and-admissions/special-education/, contact escadmissions@gsu.edu, one of the special education faculty members, or Ms. Vaughn at 404-413-8318 or svaughn@gsu.edu.

**Field Requirements within Courses**

To ensure our graduates are practiced and experienced, many EXC courses contain assignments which require projects be completed with children/youth/students. These courses are noted in the course description within this handbook. Students are expected to complete these experiences when taking the course. Project requirements vary by course. Please read the syllabus for the course or contact the instructor for guidance on the target instructional audience. Some course requirements may necessitate students getting placed through the Office of Field Placements.

**Participation**

Active participation is required in all courses. Students will be assessed on their ability to critically discuss and ask pertinent questions related to the learning activities of the class while displaying professional behavior. See course syllabi for specific course expectations.

**Pick Up Materials in the Department**

If you need to pick up materials in the Department, please state your name and show your Panther Card to the front office assistants on the 8th floor of the College of Education and Human Development between 8:30 – 5:15 pm Monday through Friday. Materials from a course will be kept for one semester and then destroyed if not picked up.

**Technology Platforms**

**Brightspace/D2L/iCollege.** Most of your classes in EXC as well as electives in other courses will use Brightspace/D2L/iCollege, the GSU online course platform. Knowledge of and proficiency in this platform is the student’s responsibility (e.g., uploading documents). For instructional videos on using Brightspace/D2L, please view the Technology Services website: http://technology.gsu.edu/technology-services/it-services/training-and-learning-resources/brightspace/. You must have a CampusID and Password to login to Brightspace/D2L.

- For content related issues on Brightspace/D2L (e.g., items in the syllabus that are not posted), please contact your instructor.
- For issues with Brightspace/D2L itself (e.g., trouble logging in, losing connection etc.), please contact Technology Services. Instructors can only assist you with issues related to the content and do not have access to the same tools as Technology Services.
**LiveText.** All students seeking certification in special education are required to obtain a Live Text Account. Students are assessed in the Live Text Course Management System using department-wide rubrics for Professional Standards Commission (PSC) and CAEP purposes. This account costs $80.00 and remains active for a period of 5 years. An account key is obtained in the Educational Psychology, Special Education, and Communication Disorders Department (ESC) on the 8th Floor of CEHD during regular business hours (8:30am – 4:30pm).

**Software for writing and presentations.** Students are expected to have updated software that is compatible with university computer systems. GSU offers updated versions of many popular software packages for free or at discounted prices. For example, the Microsoft Office Suite is free to students. Students may choose to use MS Office programs or other programs for creating documents, but it is the responsibility of the student to ensure that it is compatible with university issued programs. If you choose to download MS Office, the software may be found at [http://technology.gsu.edu/technology-services/it-services/email-and-file-storage/panthermail/microsoft-office-suite-students/](http://technology.gsu.edu/technology-services/it-services/email-and-file-storage/panthermail/microsoft-office-suite-students/).

**Troubleshooting Procedures for iCollege.** If you are having technical difficulties with the online learning platform (iCollege, D2L/BrightSpace), please try the following steps.

If iCollege is not working the way you expect:
1. Insure your browser is up to date
2. Change browsers (Internet Explorer, Chrome, Firefox, Safari)
3. Clear your cache and cookies then restart your browser
4. Clear your cache and cookies then restart your computer
5. Disable pop up blockers, restart your browser
6. Spyware may be preventing you from seeing the content (e.g., 403 Forbidden). Adware and Spybot are both free tools to remove spyware.

Other Things That Can Interfere with iCollege/D2L/Brightspace
1. Third part toolbars (Google, Yahoo, MSN, etc.)
   a. Disable or remove toolbars
2. Third party popup blockers
   a. These should be disabled or closed
3. Security settings should be at "medium" or lower - you can configure these settings for specific sites by selecting Trusted sites
   a. Tools >> Internet Options >> Security tab >> Trusted sites >> Sites
4. Privacy settings should be set to Default
   a. Tools >> Internet Options >> Privacy tab
5. Internet Explorer's Popup Blocker settings should be configured to allow popups when accessing D2L Brightspace
   a. Tools >> Pop-up Blocker >> Pop-up Blocker Settings
6. Browser Cookies should be enabled
   a. Tools >> Internet Options >> Privacy tab - set level at medium
7. Set your Temporary Internet Files to "Every visit to the page"
a. Tools >> Internet Options >> General tab >> Browsing History section >> Settings
8. Clear Temporary Internet Files
   a. Tools >> Internet Options >> General tab >> Browsing History section >> Delete
      >> Temporary Internet Files >> Delete files

If Respondus is not working as you expect, try:
   1. The troubleshooting steps above
   2. Disable Skype, then restart your browser
   3. Disable other applications for communication, then restart your browser
   4. Uninstall Skype, then restart your computer

Quiz Won’t Open
   Popup blockers: Disable the Popup blocker for your online courses.
   Outdated version of Java: Download the latest at http://www.java.com

If these procedures do not work, contact the help desk at help@gsu.edu. Note that help is not typically instantaneous, so it is important to plan ahead to avoid missing deadlines due to technical difficulties, which is not a valid excuse for late submissions.
Grades

- All courses within the special education programs use “A”, “B”, “C”, “D”, and “F” grades; with a “C”, “D”, or “F” grade indicating the course must be repeated. Special education courses may be repeated once and if the student does not earn a “B” or better the second time enrolled in the course, the student will be scholastically excluded from the EXC program/major.

- A minimum GPA of 3.0 is required to maintain active status in the special education programs.

- The special education program courses do not use plus (+) or minus (-) grades in any of its classes.

- Please refer to the Special Education Program Practicum and Student Teaching section related to grades in Field Placements as there are varying guidelines for those activities.

- Evaluation of a student’s performance is continuous and involves consideration of the student’s performance in all academic settings. Inappropriate or unprofessional conduct by a student may result in the student being withdrawn from a course or the program. If removal from a course is necessary, the student will receive the grade of “F” and may be judged ineligible to re-enroll in the course.

Policy on Incomplete Grades (“I”)

The grade of “I” (Incomplete) may be given to a student who, for nonacademic reasons beyond his or her control, is unable to meet the full requirements of a course. In order to qualify for an “I,” a student must:

1. have completed most of the major assignments of the course (generally all but one) and
2. be passing the course (aside from the assignments not completed) in the judgment of the instructor.

When a student has a nonacademic reason for not completing one or more of the assignments for a course (including examinations) and wishes to receive an “I” for the course, it is the student’s responsibility to inform the instructor in person or in writing of the reason.

The grade of “I” is awarded at the discretion of the instructor and is not the prerogative of the student. Generally speaking, an Incomplete is warranted in cases that align with GSU policy on excused absences. Conditions to be met for removing an “I” are established by the instructor.

Deadlines for removal of “I”

The period of time given a student to remove an “I” is established by the instructor, subject only to the maximum time limits set by the university. The university requires that the grade of “I” be removed by the end of the second academic term after the “I” is assigned (whether or not the student was enrolled during these two terms).

The Office of the Registrar will assign a grade of “F” at the end of the second academic
term unless the Office of the Registrar receives a final grade (for S/U grading, a U will be assigned). This final grade can be submitted electronically using the procedures specified by the department of the course. Instructors may or may not change this F/U to an authorized grade (i.e., e.g., A, B, C, D, S or WF, etc.) but may not change it back to an “I.” Instructors may not change an “I” to a “W” unless a Hardship Withdrawal is awarded. In exceptional cases, departments may authorize students to have an “I” grade for more than two semesters, which must be approved by the department chair. Authorization to extend the “I” beyond two semesters must be renewed each semester. Students need not be enrolled to complete assignments for a course in which an “I” has been assigned. Auditing or retaking the same course will not remove an incomplete. No student may graduate with an incomplete grade.
INCOMPLETE GRADE REQUEST FORM

Instructions: This form must be completed by the instructor upon the assignment of an incomplete grade in a course. If possible, the student should sign the form; otherwise, the Department/College will send a copy to the student.

Please type or print

Student’s Name______________________________________________________
Panther # ___________________ Course prefix and No. ______________________
CRN_______________________ Term/Year taken ________________________
Instructor’s name_______________________ Date by which “I” must be removed ___________

Nonacademic reason for assignment of “I”
__________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Student action required to complete course requirement: (NOTE: auditing or retaking the course will not remove an “I”) 
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Date Student has been notified__________

Student Signature_________________________________ Date: _____________
Instructor Signature________________________________ Date: _____________
Chair/Director Signature____________________________  Date: _____________
Grade Appeal
For a grade appeal, please refer to the Student Code of Conduct at http://codeofconduct.gsu.edu/ and the University Catalog section 1050.80 Student Complaints, Petitions for Policy Waivers and Variances, and Appeals.

Requesting a Grade Change
A course grade that has been reported by the instructor to the Office of the Registrar and recorded cannot be changed except in the following circumstances:

Error in grade - If a student believes that there is an error in a grade, the student should discuss the situation with the instructor. A request for a change of grade assigned by an instructor who has left the University should be addressed to the chair of the department. Removal of an

Incomplete - A student receiving a grade of I (incomplete) is expected to consult with the instructor within the prescribed time limit and to complete all necessary work. The period of time given to a student to remove a grade of I is established by the instructor, subject only to the maximum time limit set by the university. The university requires that a grade of I be removed not later than the end of the second academic term after the grade of I was assigned (whether or not the student was enrolled during these two terms).

The Office of the Registrar will assign a grade of F (or U if student was enrolled in a course assigning S/U) at the end of the second academic term unless the Office of the Registrar receives an approved grade change request from the instructor. Using the change request process, instructors may or may not change the assigned F or U to an authorized academic grade (i.e., A, B, C, D, S, or WF) but may not change it back to an I. Instructors may not change an I to a W unless an Emergency Withdrawal is awarded. In exceptional cases, departments may authorize students to have an I grade for more than two semesters. Such authorizations must be approved by the Department Chair. The authorization to extend the I beyond two semesters must be renewed each semester. Students need not be enrolled to complete assignments for a course in which a grade of I has been assigned. Auditing or retaking the same course will not remove a grade of I. No student may graduate with an incomplete grade for that particular degree program.

Withdrawal Due to Unprofessional Conduct
Inappropriate or unprofessional conduct by a student may result in a student being dropped from a course or removed from the special education program altogether. If such removal from a course is necessary, the student will receive a grade of “F” as well as be judged as ineligible to re-enroll in the course in the future.

A student who demonstrates disruptive or unprofessional behavior will be given written notification that the behavior was inappropriate. In addition to documenting the incident, the written notification will inform the student of his/her options related to the documentation and a copy will be placed in the student’s file. Any subsequent documentation of disruptive or unprofessional behavior will result in the student being withdrawn from the course with a grade of “F” and withdrawn from the program. If, when placing a copy of the written notification in the student’s file, the instructor notes that there is already documentation of a previous instance of
unprofessional behavior, the student will be immediately withdrawn from the course with a grade of “F” and withdrawn from the program. In certain instances, the disruptive or unprofessional behavior may warrant immediate removal from the course and program. In those instances, the university policy on the withdrawal process for disruptive behavior will be followed. Students may appeal the action according to the guidelines provided in the College of Education and Human Development Bulletin that requires the completion of a Petition for Resolution form, which is available in the department office or at http://education.gsu.edu/files/2013/08/Student-Petition-Resolution-Form.pdf.
Completing the Programs (Graduation & Certification)

Georgia Certification

The Georgia Professional Standards Commission (GPCS) is the accrediting body in Georgia for teacher certification. Questions regarding the status of your certificate should be directed to the GPSC. GSU does not certify teachers. http://www.gapsc.com/

You may apply for certification when you have completed all requirements for certification on your planned program. You must file the necessary forms required for the recommendation for certification to the Office of Academic Assistance, Room 300, College of Education and Human Development Building. http://education.gsu.edu/student-services/office-of-academic-assistance/

Tiered certification

Georgia has moved to a tiered certification process. As of July 1, 2014, there are four levels of teacher certification: (a) pre-service, (b) induction, (c) professional, and (d) advanced/lead professional.

- **Pre-service certification.** Students who are admitted teacher candidates and have completed: (a) a successful background check, and (b) the Georgia Educator Ethics entry exam will receive pre-service certification.

- **Induction certification.** Candidates who (a) complete the program, (b) including passing the relevant GACE exam(s), (c) pass the edTPA, (d) pass the Georgia Educator Ethics exit exam, and (e) who have fewer than 3 years of experience in the last 5 years, will receive the Induction certificate.

- **Professional certification.** Once students have begun completed two years of teaching and have at least two years with successful performance on the Teacher Keys Effectiveness System (TKES), they will be eligible for the standard professional certificate.

Please note that there is reciprocity with some other states’ certification offices. Check with the receiving state for further information.

Certification Exam by Program

**GACE**

General information about the GACE exam and study materials may be found here http://gace.ets.org.

Students should arrange for a copy of their test results to be sent to GSU’s Office of Academic Assistance (OAA) when they take their exam. When applicable, students may either take Test I and Test II separately or register to take the combined exam.
## GACE Tests for Certification

<table>
<thead>
<tr>
<th>GACE Tests for Certification</th>
<th>Concentration</th>
<th>Required Exams</th>
<th>Test Code</th>
<th>Equivalent Combined Test I &amp; II</th>
</tr>
</thead>
<tbody>
<tr>
<td>GACE Ethics – Program Entry</td>
<td>All</td>
<td>350</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Special Education General</td>
<td>BLD</td>
<td>Test I</td>
<td>081</td>
<td>581</td>
</tr>
<tr>
<td>Curriculum</td>
<td>ASD</td>
<td>Test II</td>
<td>082</td>
<td></td>
</tr>
<tr>
<td>Special Education Adapted</td>
<td>ASD</td>
<td>Test I</td>
<td>083</td>
<td>583</td>
</tr>
<tr>
<td>Curriculum</td>
<td>ID</td>
<td>Test II</td>
<td>084</td>
<td></td>
</tr>
<tr>
<td>Special Education Deaf Education</td>
<td>DE</td>
<td>Test I</td>
<td>085</td>
<td>585</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test II</td>
<td>086</td>
<td></td>
</tr>
<tr>
<td>Special Education Mathematics &amp; Science</td>
<td>For highly qualified</td>
<td></td>
<td>088</td>
<td>n/a</td>
</tr>
<tr>
<td>Special Education Reading, English Language Arts, &amp; Social Studies</td>
<td>For highly qualified</td>
<td></td>
<td>087</td>
<td>n/a</td>
</tr>
<tr>
<td>Early Childhood Special Education General Curriculum</td>
<td>ECE</td>
<td>Test I</td>
<td>003</td>
<td>503</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test II</td>
<td>004</td>
<td></td>
</tr>
<tr>
<td>GACE Ethics – Program Exit</td>
<td>All</td>
<td>360</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

### edTPA

<table>
<thead>
<tr>
<th>Program</th>
<th>edTPA Handbook to be used for certification</th>
<th>Pass Score required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education (Autism, Behavior/Learning Disabilities, Deaf Education, Intellectual Disabilities)</td>
<td>Special Education</td>
<td>35</td>
</tr>
<tr>
<td>Dual: Early Childhood &amp; Special Education Early Childhood Special Education</td>
<td>Elementary Education (Literacy and Mathematics)</td>
<td>42</td>
</tr>
<tr>
<td>Dual: Middle-Secondary &amp; Special Education</td>
<td>Middle Grades content area</td>
<td>35</td>
</tr>
</tbody>
</table>

Those seeking initial certification in Special Education, regardless of concentration, will complete and submit the edTPA requirements found in the edTPA Special Education handbook. Those seeking dual certification in Early Childhood Education and Special Education will complete the edTPA requirements in the handbook.
Graduation Policies

Continuous Enrollment Policy. Students must register for at least a total of six semester hours of course work during any period of 3 consecutive terms until completion of degree. Students must be registered in the program of study during the semester they finish degree requirements. In the event that a student leaves the program prior to graduation, and wishes to return the must complete a continuous enrollment waiver form that can be found at http://education.gsu.edu/student-services/forms-policies-regulations/. This form must be completed before re-entry to the program can be granted. For more details on continuous enrollment (and there are many more details), see http://education.gsu.edu/admissions/continuous-enrollment-requirements/

Guidelines for Graduation
While there is not a time limit for undergraduates to graduate, student financial aid is limited to 180 credit hours. Students who are not active for 3 semesters must complete the re-entry admission process with undergraduate admissions and their program will be updated to the newest catalog year upon re-entry. Catalogs (and their requirements) expire every 10 years.

Applying for Graduation. The deadline to apply for graduation is TWO semesters BEFORE the semester in which you wish to graduate (there are specific dates by which one must apply – see website below for details). For example, if you wish to graduate in the Summer Semester, you should apply for graduation through the Registrar’s Office in the Fall Semester. Students should go to the Registrar’s Office website at http://registrar.gsu.edu/graduation/ and follow the prompts on the web page. There you will find specific deadline for applying for graduation, instructions for applying for graduation (through PAWS), fee for graduating, and other procedures. Be mindful of the continuous enrollment policies.
Certification and Degree Offerings

Undergraduate Offerings in Special Education

B.A. Sign Language Interpretation

The Sign Language Interpreting major prepares students with the theoretical and practical knowledge needed to enter field of American Sign Language/English interpretation. Students develop confidence in their working languages, proficiency in linguistic and cultural analysis, and the interpersonal skills needed to develop a relevant and sound professional practice.

| Program contacts | Damita Boyd  
dboyd15@gsu.edu  | 404-413-8048 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Deadlines</td>
<td>Fall: April 1 (May interview) or June 1 (July interview)</td>
<td></td>
</tr>
</tbody>
</table>
| Program Admission requirements | • completion of Areas A-E (Core Curriculum (42-43) (see section 1410 Core Curriculum Requirements in the undergraduate catalog)  
• completion of ENGL 1101 (or ENGL 1101H) and ENGL 1102 (or ENGL 1102H), each with a grade of "C" or better (these are Area A courses)  
• completion of ASL 1001, ASL 1002, ASL 2001, and ASL 2002 with a grade of "C" or better (these are Area F courses)  
• completion of program orientation  
• successful completion of entrance interview: candidates will demonstrate proficiency in sign recall and visual-motor integration, and demonstrate at least intermediate conversational proficiency in American Sign Language  
• completion of major application |
| Faculty Experts | Damita Boyd |
| Websites | http://esc.education.gsu.edu/academics-and-admissions/special-education/american-sign-language/  
http://esc.education.gsu.edu/academics-and-admissions/special-education/b-a-sign-language-interpreting/ |
Program Degree Requirements

Area F. Preparation for the Major (18)

Required (12):

- [ASL 1001] Elementary American Sign Language I (3)
- [ASL 1002] Elementary American Sign Language II (3)
- [ASL 2001] Intermediate American Sign Language I (3)
- [ASL 2002] Intermediate American Sign Language II (3)

Note: Students who have applied [ASL 1002] to Area C in the core, may choose an additional 3 hours from the list below to count toward Area F.

Choose two courses (6):

- AL 2101 Introduction to Language (3)
- AL 2102 Languages of the World (3)
- AL 2231 Understanding Miscommunication (3)
- ANTH 2040 Introduction to Linguistic Anthropology (3)
- PHIL 2030 Introduction to Ethics (3)
- [SCOM 1500] Public Speaking (3)
- [SCOM 2400] Interpersonal Communication (3)
- [SCOM 2710] Argumentation (3)
- [SCOM 2900] Intercultural Communication (3)
- THEA 1610 Improving Voice and Articulation (3)
- THEA 2210 Beginning Acting (3)

Area G. Major Area (48)

Students must complete all courses in Areas G with a grade of “C” or higher unless otherwise noted.

Required (48):

- [SLIP 3100] ASL Narrative and Discourse (6)
- [SLIP 3100L] Interpreting Lab I (1)
- [SLIP 3115] Deaf History and Culture (3)
- [SLIP 3200] Service Learning I (3)
- [SLIP 3210] Service Learning II (3)
- [SLIP 3220] Service Learning III (3)
- [SLIP 3010] Introduction to Interpreting (3)
- [SLIP 4010] English to ASL I (3)
- [SLIP 4020] ASL to English I (3)
- [SLIP 4020L] Interpreting Lab II (1)
- [SLIP 4025] Survey of Specialized Settings (3)
• [SLIP 4025L] Interpreting Lab III (1)
• [SLIP 4050] ASL to English II (3)
• [SLIP 4060] English to ASL II (3)
• [SLIP 4000] Educational Interpreting (3)
• [SLIP 4080] Practicum (6)

**Area H: Electives (12)**

Students must complete all courses in Areas H with a grade of “C-” or higher unless otherwise noted.

Choose four courses (12):

• **AL 3021** Introduction to Linguistics (3)
• **AL 4111** Semantics and Pragmatics in Linguistic Theory (3)
• **AL 4151** Communication across Cultures-CTW (3)
• **ANTH 4114** Language and Social Justice (3)
• **ENI 3101** Entrepreneurial Thinking (3)
• **EXC 4350** Orientation to Deafness (3)

**Total Program: minimum of 120 semester hours**
Bachelor of Science in Education (B.S.E.)

• B. S. E. in Special Education - Deaf Education

The Bachelor of Science in Education (B.S.E.) in Special Education prepares students to teach children and youth with mild to moderate behavior and learning disabilities (e.g., dyslexia and other specific learning disabilities, attention disorders, emotional behavior disorders); mild, moderate, severe, and profound intellectual disabilities; and autism spectrum disorders; and hearing impairments (e.g., deaf or hard of hearing).

Students entering the B.S.E. will choose a concentration in adapted curriculum, general curriculum, or deaf education and learn to work with children and youth across the lifespan (e.g., children in preschool through 12th grade; adolescents; and adults) in a variety of settings (e.g., separate specialized schools, typical school settings, restrictive school settings such as alternative, residential, and juvenile justices, cognitive and behavioral specialty agencies, and resource and inclusion settings), and across languages (i.e., American Sign Language and English) and modes (i.e., spoken or signed) as well as in collaborative/co-teaching models.

Graduates across concentrations will be prepared to work with children and youth with special needs successfully via a curriculum that focuses on evidence-based practices that prepares them to differentiate instruction for this unique population in a variety of education and therapeutic settings. Graduates are provided coursework and practicum experiences resulting in knowledge of characteristics, curriculum, instructional strategies, and classroom management procedures.

B.S. in Special Education – Concentrations in:

• Deaf Education
• Adapted Curriculum
• General Curriculum

<table>
<thead>
<tr>
<th>Program contacts</th>
<th>Dr. DaShaunda Patterson, Interim Special Education Program Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Deadlines</td>
<td>Fall 2017 admissions dates to be determined</td>
</tr>
<tr>
<td>Program Admission requirements</td>
<td>To be accepted into teacher education:</td>
</tr>
<tr>
<td></td>
<td>• students must have a 2.50 overall grade point average on all under graduate coursework previously completed;</td>
</tr>
<tr>
<td></td>
<td>• students must have successfully completed areas A-F of program of study (42 hours in areas A-E)</td>
</tr>
<tr>
<td></td>
<td>• students must have completed at least six (6) hours in their chosen content area of concentration;</td>
</tr>
<tr>
<td></td>
<td>• students must present passing scores on the GACE Program Admission Assessment or demonstrate an exemption upon application to an initial educator preparation program;</td>
</tr>
</tbody>
</table>
students must complete the Georgia Educator Ethics – Program Entry (350) Assessment;
students must show proof of tort liability insurance

See the Pre-service Certificate information in the Field Placement section of this handbook for more details.

**Websites**
http://esc.education.gsu.edu/academics-and-admissions/special-education/

**Program Academic Regulations**

**Pre-Service Certificate:** All students who are accepted into a teacher education program (MAT, BSE, and certification only) and who will be completing a field placement must complete the requirements to obtain a Pre-Service Certificate through the Georgia Professional Standards Commission, which includes:

- a criminal background check
- the Georgia Educator Ethics – Program Entry (350) Assessment
- GACE Program Admission Assessment

See the Pre-service Certificate information in the Field Placement section of this handbook for more details.

**Program Financial Information**

B.S.E majors must pay all tuition and fees charged by the University and the College. A lab fee of $125 will be charged at the time students register for practicum experiences. Educator preparation students must be aware that extra cost such as tort liability and transportation will be incurred at various times during the completion of various teacher education field experiences, particularly during the students' senior year. The cost of the edTPA portfolio submission is $300.00, which will be associated with student teaching in addition to the $125 outlined above.

**Certification**

Students must post passing scores on the:
- GACE Content Assessment,
- Georgia Educator Ethics – Program Exit (360) Assessment, and
- edTPA
to be recommended by GSU for clear, renewable certification.

**Program Degree Requirements**

**Areas A-E. Core Curriculum Recommendations**

Students must complete 42 semester hours in Area A-E of the Undergraduate Core Curriculum [MATH 1101] or [MATH 1111] is recommended in Area A2.
[ASL 1002] is recommended in Area C for Deaf Education concentration students.
Area F. Courses Appropriate for a Major (18)
Required (15):
EDUC 2110 Investigating Critical and Contemporary Issues in Education (3)
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)
EDUC 2130 Exploring Teaching and Learning (3)
EPY 2050 Human Learning and Development (3)
AL 2101 Introduction to Language (3)

Choose One Course (3):
AL 2231 Understanding Miscommunication (3)
ASL 2001 Intermediate American Sign Language I (3)
PSYC 2050 Introduction to Drugs and Behavior (3)

The faculty strongly encourage students in the Deaf Education concentration take ASL 2001 and students in the Adapted Curriculum and General Curriculum concentrations take AL 2231 or PSYC 2050.

Area G. Major Courses (51)
Students must complete all courses in Areas G with a grade of “C” or higher unless otherwise noted.

Content Concentration (12)
Students are required to complete 12 hours in a content concentration: language arts, mathematics, reading, science, or social studies.

Listed below are course suggestions for each content area.

Language Arts Content Concentration (12)
AL 3021 Introduction to Linguistics (3)
AL 3101 English Grammar in Use (3)
AL 4011 Phonetics and Phonology (3)
AL 4012 Morphology and Syntax (3)
AL 4111 Semantics and Pragmatics in Linguistic Theory (3)
ENGL 3105 Practical Grammar (3)
ENGL 3190 Language Analysis for Teachers of English (3)
ENGL 3200 Introduction to the English Language (3)
ENGL 3220 History of the English Language (3)
ENGL 3955 Language in the African-American Community (3)
SPCH 3750 Intercultural Communication (3)
SPCH 4500 Visual Communication (3)
Another course may be selected with consent of program coordinator.

Mathematics Content Concentration (12)
MATH 3000 Bridge to Higher Mathematics-CTW (3)
MATH 3050 Geometry and Spatial Sense (3)
MATH 3070 Introduction to Probability and Statistics (3)
MATH 3090 Algebraic Concepts (3)
MATH 3420 Applied Combinatorics (3)
MATH 3820 Historical and Cultural Development of Mathematics I (3)
Another course may be selected with consent of program coordinator.

Reading Content Concentration (12)
AL 3021 Introduction to Linguistics (3)
EDLA 3200 Topics in Middle Grades Language Arts (3)
EDRD 3500 Assessment and Instruction of Middle Childhood Students with Reading Difficulty (3)
Consult program coordinator for 3 hours in courses with AL, EDRD, ENGL, and FOLK prefixes (6)

Science Content Concentration (12)
BIOL 2240 Introduction to Human Physiology (3)
BIOL 2250 Human Physiology Lab (1)
BIOL 2300 Micro and Public Health (3)
BIOL 2310 Fundamental Micro Lab (1)
BIOL 280 Intro to Molecular Biology (3)
BIOL 4050K Natural Environment of Georgia (4)
CHEM 4590 Special Topics in Physical Chemistry (3)
EDSC 3250 Topics in Middle Grades Science (3)
NSCI 3001 Integrated Science I: Physics and Astronomy (4)
NSCI 3002 Integrated Science II: Chemistry and Geology (4)
NSCI 3003 Integrated Science III: Geology and Biology (4)
Another course may be selected with consent of program coordinator.

Social Studies Content Concentration (12)
HIST 3200 North America before 1800 (4)
HIST 3210 United States in the Nineteenth Century (4)
HIST 3220 United States in the Twentieth Century (4)
HIST 3500 The Ancient Mediterranean (4)
HIST 3510 Medieval Europe to 1500 (4)
HIST 3520 Early Modern Europe, 1500-1789 (4)
HIST 3530 Europe since 1789 (4)
HIST 3620 Atlantic World (4)
HIST 3700 China and Japan to 1600 (4)
HIST 3710 China and Japan after 1600 (4)
HIST 3720 Colonial Latin America (4)
HIST 3730 Latin America since 1810 (4)
HIST 3780 The Middle East, 600-1800 (4)
HIST 3790 The Middle East since 1800 (4)
HIST 3800 South Asia to 1757 (4)
HIST 3810 South Asia after 1757 (4)
HIST 4310 Georgia History (4)
HIST 4320 Metropolitan Atlanta (3)
HIST 4750 East Africa and the Horn (4)
HIST 4760 Central and South Africa (4)
POLS 3110 State Government (3)
POLS 3170 American Legislative Process (3)
POLS 3200 Comparative Politics (3)
POLS 3400 International Politics (3)
POLS 3800 Introduction to Political Research (3)
POLS 4115 Urban Politics (3)
POLS 4130 American Constitutional Law (3)
POLS 4131 Civil Liberties and Rights (3)
POLS 4180 American Chief Executives (3)
Another course may be selected with consent of program coordinator.

Special Education Concentrations - Select one of the following concentration areas:

**Deaf Education Concentration (39)**
CSD 4320 Introduction to Language Disorders (3)
EDRD 4600 Reading and Writing in the Content Areas (3)
EXC 2002 Intermediate American Sign Language II (3)
EXC 4010 Characteristics of Students with Disabilities (3)
EXC 4350 Orientation to Deafness (3)
EXC 4365 Audiological Considerations (3)
EXC 4390 Reading and Writing Instruction for Deaf/Hard of Hearing (3)
EXC 4400 Methods of Teaching Students Who are Deaf/Hard of Hearing (3)
EXC 4430 Auditory and Speech Development in Students Who are Deaf/Hard of Hearing (3)
EXC 4460 Language Development in Students Who are Deaf/Hard of Hearing (3)
EXC 4560 Educational Evaluation of Students with Disabilities (3)
EXC 4600 Infusing Co-Teaching Strategies across the Content Areas (3)
EXC 4820 American Sign Language Visual Resources Lab A (1)
EXC 4830 American Sign Language Visual Resources Lab B (1)
EXC 4840 American Sign Language Visual Resources Lab C (1)

**Area H. Student Teaching (12)**
All program requirements must be satisfactorily completed before students are authorized to enroll in student teaching. Students must complete student teaching coursework in Area H with a grade of “C” or higher.

**Deaf Education Concentration (12)**
EXC 4650 Opening School Experience (0)
EXC 4920 Practicum I: Deaf Education (3)
EXC 4940 Student Teaching: Deaf Education (9)

**Total Program: minimum of 123 semester hours**
Planned Program (Admissions will begin Fall 2017)
To be determined.

Schedule of Classes
To be determined.
**Bachelor of Interdisciplinary Studies (B.I.S.)**

with a concentration in **Human Learning and Development**

The program in Human Learning and Development provides students an opportunity to acquire a career-oriented range of skills and knowledge of this important field by choosing from the coursework in behavior and learning disabilities, child growth and development, counseling, deaf studies, educational psychology, learning technology, and physical activity and health offered at Georgia State in a range of departments in the College of Education and Human Development.

This program is housed in the department of Educational Psychology, Special Education, and Communication Disorders.

Students should contact an advisor in the University Advisement Center or the College of Education and Human Development Office of Academic Assistance to declare the major. Students should declare their major by the time they have earned 42 credit hours to avoid a delay in graduation. A 2.0 Georgia State University GPA is required in order to pursue the program.

Program contact is: Dr. Omer Ari; 404-413-8060 (oari1@gsu.edu).

http://esc.education.gsu.edu/academics-and-admissions/educational-psychology/human-learning-and-development-b-i-s/

**Program Degree Requirements Areas A-E: Core Curriculum**

(see section 1410 Core Curriculum Requirements in the undergraduate catalog)

**Area F. Preparation for the Major (18 hours)**

Required (12 hours):
EPY 2040 The Science of Learning (3)
EPY 2050 Human Growth and Development (3)
IT 2010 Computer Skills for the Information Age (3) Foreign Language course at the 1002 level (3)
Choose two (6 hours):
EDRD 2200 Reading for Undergraduate Success (3)
EDUC 2110 Investigating Critical and Contemporary Issues in Education (3)
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)
EDUC 2130 Exploring Learning and Teaching (3)
EDUC 2152 Birth and Parenthood (3)
EDUC 2300 Introduction to Child Development (3)
IT 2122 Design and Development of Digital Multimedia (3)
IT 2100 Information Technology Research and Application (3)
KH 2360 Childhood Health and Wellness (3)

**Area G. Area of Concentration: Human Learning and Development (36-42 hours)**

Required (9 hours):
CPS 3400 Career and Lifespan Development (3)
EDUC 3100 Introduction to Careers in Human Learning and Development-CTW (3) EPRS 4900 Methods of Research in Human Learning and Development-CTW (3)
Choose two of the disciplines below (24 hours)

**Behavioral and Learning Disabilities (12 hours)**
Required (3 hours):
EXC 4010 Characteristics of Students with Disabilities (3)

Select three (9 hours; Please note these choices will be changing in 2017):
EXC 4560 Educational Evaluation of Students with Disabilities (3) [*Please note: this course has a rigorous field component requiring an additional estimated 10-20 hours working with children/youth to complete mandatory course assignments. This course requires basic statistical knowledge and math skills.*]
EXC 4570 Individual and Classroom Management (3)
EXC 4580 Instructional Methods for Students with Behavior/Learning Disabilities (3) [*Please note: this course has a rigorous field component requiring an additional estimated 10-20 hours working with children/youth to complete mandatory course assignments]*
EXC 4590 Functional and Social Methods for Students with Behavior/Learning Disabilities (3) [*Please note: this course has a rigorous field component requiring an additional estimated 10-20 hours working with children/youth to complete mandatory course assignments]*

**Child Growth and Development**
Select four courses (12 hours):
BRFV 4370 Language, Literacy, Cognition-CTW (3)
BRFV 4400 Family and Community Relationships (3)
ECE 3010 Introduction to Early Childhood Education (3)
ECE 3021 Child Development (3)
ECE 3500 Social-Emotional Development from Infancy to Middle Childhood (3)

**Counseling (12 hours)**
Required (9 hours)
CPS 3200 Diversity and Human Relations (3)
CPS 3300 Interpersonal Communication Skills (3)
PSYC 3140 Abnormal Psychology (3)

Select One (3 hours)
PSYC 3520 PSYC 4020 PSYC 4030 PSYC 4040
Introduction to African-American Psychology (3)
Social Psychology (3)
Cross-Cultural Psychology (3)
Developmental Psychology (3)

**Deaf Studies (12 hours)**
Required:
EXC 4350 Orientation to Deafness (3)

Select One Set (6 hours):
Set 1  EXC 4370 American Sign Language and Deaf Culture I (3)
EXC 4380 American Sign Language and Deaf Culture II (3)
Set 2  EXC 4365 Audiological Considerations in the Community (3)
EXC 4380 American Sign Language and Deaf Culture II (3)
(Students who have completed EXC 1001 and 1002 take Set 2)

Select One (3 hours)
AL 4151 Communication across Cultures-CTW (3)
SW 3700 Communication Skills for Social Workers (3)
CSD 4480 Intro to Hearing Science and Disorders

**Educational Psychology (12 hours)**
EPY 3010 Learning, Memory, and Cognition in the Real World (3)
EPY 4190 Introduction to Behavior Analysis (3)
EPY 4360 Developing and Learning During Adolescence (3)
EPY 4960 Seminar in Educational Psychology (3)

**Learning Technology (12 hours)**
IT 3000 Technology, Society, and Education (3)
IT 3100 Educational Technology in Africa and the Diaspora (3)
IT 3500 Training and Performance Technology (3)
IT 4500 Gaming and Simulation for Exploratory Learning (3)

**Physical Activity and Health (12 hours)**
Required (3):
KH 3610 Motor Learning and Development (3)
Choose three (9):
KH 3000 Personal Health and Wellness (3)
KH 3010 Performance and Analysis Area I: Skill Themes and Movement Concepts (3)
KH 3020 Performance and Analysis Area II: Fitness and Physical Activity for P-12 (3)
KH 3030 Performance and Analysis Area III: Team Sports (3)
KH 3150 Healthy Lifestyle Choices (3)

**Internships (3-9 hours)**
Students should complete 3-9 hours of internship related to one or more of the disciplines chosen above. Choose from the following repeatable courses.

EDUC 4670 Internship in Human Learning and Development (3)
EDUC 4982 Undergraduate Research in Urban Education (1-3)

**Area H. Allied Fields (6-7 hours)**
Students may choose 2 courses from one of the disciplines listed above which were not previously selected.

**Area J. Electives**
Electives are used to have 39 hours at Georgia State University taken at the 3000-4000 level for residency and complete 120 hours required for graduation.
Minor in Special Education – High Incidence Disabilities

The minor in Special Education – High Incidence Disabilities provides undergraduate students with knowledge and experiences in special education focused on students with behavior and learning disabilities (e.g., learning disabilities, emotional disturbance, ADHD, speech and language disorders, mild intellectual disabilities). These disabilities are the most frequently represented areas of disabilities in schools today with students being served across a continuum of placements. Students will take courses from within the Department of Educational Psychology, Special Education, and Communication Disorders.

A grade of C or higher is required in all courses counting toward the minor.

Students interested in teacher certification in special education should review the certification requirements page and contact the College of Education and Human Development Office of Academic Assistance and Graduate Admissions, 404-413-8000, College of Education and Human Development building, 3rd floor, Suite 300. Additionally, students interested in certification in special education should contact their Special Education faculty advisor to insure requirements are met.

Program of Study

Students will be required to take the following 3 courses:

- EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3) or EXC 4010 Characteristics of Students with Disabilities (3)
- EXC 4570 Individual and Classroom Management (3)
- EXC 4580 Instructional Methods for Students with Behavior and Learning Disabilities (3) [Please note: this course has a rigorous field component requiring an additional estimated 10-20 hours working with children/youth to complete mandatory course assignments.]

Students will be required to choose 3 of the following courses:

- CSD 4320 Introduction to Language Disorders (3)
- EDUC 3010 Introduction to Urban Education (3)
- EPY 2050 Human Growth and Development (3)
- EXC 4560 Educational Evaluation of Students with Disabilities (3) [Please note: this course has a rigorous field component requiring an additional estimated 10-20 hours working with children/youth to complete mandatory course assignments. This course requires basic statistical knowledge and math skills.]
- EXC 4590 Functional and Social Methods for Students with Behavior Learning Disabilities (3) [Please note: this course has a rigorous field component requiring an additional estimated 10-20 hours working with children/youth to complete mandatory course assignments.]
- EXC 4600 Infusing Co-Teaching Strategies across the Content Areas (3 hours)

Total Program Hours: 18 hours
Certification in Special Education (Non-degree; certification only)

<table>
<thead>
<tr>
<th>Program contact</th>
<th>DaShaund Patterson, PhD – Interim Program Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Deadlines</td>
<td>Fall admission</td>
</tr>
<tr>
<td>Priority Absolute</td>
<td>May 1</td>
</tr>
<tr>
<td></td>
<td>June 15</td>
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</table>
| Program Admission        | Admissions criteria help to ensure that candidates are prepared for the rigorous curriculum requirements of the graduate program. Candidates must meet all admission requirements of the College of Education as stipulated by the Office of Academic Assistance and Graduate Admissions. Candidates who are considered for the M.A.T. Special Education program must meet the following criteria prior to program entry:
| Admission requirements   | • undergraduate degree from an accredited college or university;
|                          | • undergraduate GPA of 2.75 (BLD) or 2.5 (all others) or higher;
|                          | • passing scores on the GACE Program Admission Assessment or meets certification requirements in Georgia
|                          | • Students must complete the Georgia Educators Ethics – Program Entry (350) Assessment; and
|                          | • candidates must also submit two academic or professional letters of recommendation (BLD only), a resume (BLD only), and a goal statement. |
| Website                  | http://esc.education.gsu.edu/academics-and-admissions/certification-only-programs/ |
| After Admission Steps    | In addition to these prerequisite coursework requirements:
|                          | All students who are accepted into a teacher education program and will be completing a field placement must complete the requirements to obtain Pre-Service Certificate through the Georgia Professional Standards Commission, which includes:
|                          | • a criminal background check
|                          | • the Georgia Educator Ethics – Program Entry (350) Assessment
|                          | • GACE Program Admission Assessment
|                          | See the Pre-service Certificate information in the Field Placement section of this handbook for more details. |
| Certification            | Students must post passing scores on the
|                          | • GACE Content Assessment
|                          | • Georgia Educator Ethics – Program Exit (360) Assessment, and
|                          | • edTPA |

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Students in all Special Education programs, except Intellectual Disabilities and Autism Spectrum Disorders, must take the courses and complete the portfolio for the PSC Georgia Reading Endorsement.

This non-degree program prepares students seeking only teacher certification. Applicants to the initial certification non-degree Special Education program are able to pursue a

**Concentration in:**
- Special Education – Adapted Curriculum (Intellectual Disabilities)
- Special Education – General and Adapted Curriculum (Autism Spectrum Disorders) – must declare which option
- Special Education – Deaf Education
- Special Education – Physical and Health Disabilities (Orthopedic Impairments)
  [This program is inactive and is not accepting applications at this time]
- Early Childhood Special Education
- Behavior and Learning Disabilities

**Concentration**

**Initial Certification in Special Education Adapted Curriculum**

**Special Education – Adapted Curriculum (Intellectual Disabilities)**
Initial Certification in Special Education Adapted Curriculum (Intellectual Disabilities) course of study is for students seeking only teacher certification. Certification only students complete a planned program that leads to a College of Education and Human Development recommendation to the Professional Standards Commission for certification K-12 as a teacher of Special Education Adapted Curriculum. The focus of the coursework is students with moderate, severe, and profound intellectual disabilities.

**Special Education – General and Adapted Curriculum** (Autism Spectrum Disorders)
A student can earn a teaching certificate in either “Special Education (P-12) General Curriculum” or “Special Education (P-12) Adapted Curriculum”. The certificate is determined based on the characteristics of pupils with autism spectrum disorders the student is, or plans on, working with and the Praxis II or GACE completed. Either certification results in the student being uniquely qualified to educate children and youth with autism spectrum disorders. Students who wish only certification can apply to the non-degree program and take the courses that lead to certification, enabling them to be better prepared to educate individuals with autism spectrum disorders.

**Prerequisite Courses (12):**
- EDRD 6600 Introduction to Materials and Methods in Reading Instruction (3)
- EPY 2050 Human Growth and Development (3)
• EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3)
• EXC 4650 Opening School Experience (0)
• EXC 7925 Practicum I: Intellectual Disabilities (3)

Program Courses (15):
• EXC 7030 Applied Behavior Analysis (3)
• EXC 7250 Characteristics of Severe Intellectual Disability and Autism (3)
• EXC 7280 Methods of Teaching Students with Severe Disabilities (3)
• EXC 7281 Adapted/Functional Curriculum for Students with Severe Disabilities (3)
• EXC 7935 Practicum II: Severe Intellectual Disability (3)

**Initial Certification in Special Education – Deaf Education**

**Special Education – Deaf Education**

Applicants who hold a bachelor’s degree and clear, renewable teaching certification in an area of regular education or special education and are highly qualified in a content area based on coursework may apply to this program. Applicants must be teachers or paraprofessionals in classrooms of students who are deaf or hard of hearing, or they must submit a letter from a school superintendent verifying access to deaf or hard of hearing students.

**Prerequisite Courses**

EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3) or similar introduction to special education course (3)
EPY 2050 Human Growth and Development or equivalent (3)
EXC 4650 Opening School Experience (0)

**Required Courses**

• CSD 6480 Hearing Science and Disorders (3)
• EXC 7350 Psychosocial Characteristics of Deafness (3) or EXC 6350 Orientation to Deafness
• EXC 7360 Language Development in Students Who are Deaf/Hard of Hearing (3)
• EXC 7390 Reading and Writing Instruction for Deaf/Hard of Hearing (3)
• EXC 7400 Methods of Teaching Students who are Deaf/Hard of Hearing (3)
• EXC 7430 Auditory and Speech Development in Students Who are Deaf/Hard of Hearing (3)
• EXC 7940 Practicum: Deaf Education (3)

Candidates must post a rating of “Intermediate” on the Signed Language Proficiency Interview (SLPI) before admission to EXC 7940 Practicum.

**Total hours for certification: minimum of 21 Hours**

Initial Certification in Special Education Adapted Curriculum
Required Courses

- EDRD 6600 Introduction to Materials and Methods in Reading Instruction (3)
- EPY 2050 Human Growth and Development (3)
- EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3)
- EXC 4650 Opening School Experience (0)
- EXC 7030 Applied Behavior Analysis (3)
- EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
- EXC 7250 Characteristics of Severe Intellectual Disability and Autism (3)
- EXC 7280 Methods of Teaching Students with Severe Disabilities (3)
- EXC 7310 Strategies for Challenging Behaviors (3)
- EXC 7315 Assessment and Curricular Planning for Students with Autism Spectrum Disorders (3)
- EXC 7320 Methods for Teaching Low-Functioning Students with Autism Spectrum Disorders (3)
- EXC 7325 Methods for Teaching High-Functioning Students with Autism Spectrum Disorders (3)
- EXC 7926 Practicum I: Autism (3)
- EXC 7936 Practicum II: Autism (3)
- EDRD 7650 Individualized Literacy Assessment and Instruction (3) is also required for students who wish to acquire the Reading Endorsement.

Requirements for Certification in Early Childhood Special Education-General Curriculum

Early Childhood Special Education
The Initial Certification program in Early Childhood Special Education offers two certification options, including:
- Early Childhood Special Education-General Curriculum (certified to teach all core subjects for children from preschool through 5th grade with and without disabilities included in the general curriculum)
- Special Education Preschool (certified to teach children 3-5 years old with disabilities)

Prerequisite Courses (21):
- EDMT 7400 Mathematics Concepts for Special Learners (3)
- EDRD 6600 Introduction to Materials and Methods in Reading Instruction (3)
- EDRD 7550 Literacy Assessment and Curriculum Development OR EDRD 7650 Individualized Literacy Assessment and Instruction (3)
- EPY 2050 Human Growth and Development (3)
- EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3)
- EXC 7030 Applied Behavior Analysis (3)
- EXC 4650 Opening School Experience (0)
- EXC 7929 Practicum I: Early Childhood (3)

Program Courses (27):
- EXC 7000 Collaboration with Parents and Professionals (3)
• EXC 7010 Language Development and Language Disabilities (3)
• EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
• EXC 7300 Assistive Technology: Reading and Academics (3)
• EXC 7320 Methods of Teaching Low Functioning Students with Autism Spectrum Disorders (3)
• EXC 7330 Physical and Health Management of Students with Disabilities (3)
• EXC 7650 Characteristics of Young Children with Disabilities (3)
• EXC 7660 Methods of Teaching Young Children with Disabilities (3)
• EXC 7939 Practicum II: Early Childhood (3)

Requirements for Certification in Special Education Preschool:
• EXC 7010 Language Development and Language Disabilities (3)
• EXC 7650 Characteristics of Young Children with Disabilities (3)
• EXC 7660 Methods of Teaching Young Children with Disabilities (3)

Requirements for Certification in Initial Certification in Special Education General Curriculum P-12

Initial Certification in Special Education General Curriculum P-12 (Behavior/Learning Disabilities)

The Special Education program is a teaching certification sequence in special education for certification in Special Education General Education Curriculum: Consultative. This is a nondegree, initial certification program for students who already hold an undergraduate degree from an accredited college or university. Students seeking admission to this initial certification program must have a minimum cumulative GPA of 2.75 and have passing scores on the GACE Program Admission Assessment or be exempt based on equivalent SAT, ACT or GRE scores, and complete the Georgia Educator Ethics – Program Entry (350) Assessment.

The sequence of required certification courses are as follows:

• EPY 2050 Human Growth and Development (3)
• EXC 4010 Characteristics of Students with Disabilities (3)
• EXC 4650 Opening School Experience (0)
• EXC 6560 Educational Evaluation of Students with Disabilities (3)
• EXC 6570 Individual and Classroom Management (3)
• EXC 6580 Instructional Methods for Students with Behavior Learning Disabilities (3)
• EXC 6590 Functional and Social Methods for Students with Behavior Learning Disabilities (3)
• EXC 6661 Practicum I: Special Education General Curriculum: Consultative (3)
• EXC 6671 Partnerships and Practicum II: Special Education General Curriculum: Consultative (3)
• EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
• EDRD 6600 Introduction to Material and Methods of Reading Instruction (3)
• EDRD 7650 Individual Literacy Assessment and Instruction (3)

Total hours for certification: 33 semester hours

Students may not transfer any core special education coursework into the certification program. Students may be given credit for EPY 2050 if prior appropriate coursework can be documented. Students must become highly qualified in reading by completing the Reading Endorsement, through passing EDRD 6600, EXC 7190, and EDRD 7650, and completing a reading portfolio as required. Students must receive a satisfactory grade of “B” or better in all core special education courses. Students who do not receive a grade of “B” or better must retake the course and satisfactorily pass the course prior to taking additional special education core coursework in the program. A course may be repeated once. Students who do not satisfactorily pass a course after two attempts will be administratively withdrawn from the program.

Evaluation of a student’s performance is continuous and involves consideration of each student’s performance in all academic settings. Inappropriate or unprofessional conduct by any student may result in the student being dropped from a course or program. If such removal from a course is necessary, the student will receive the grade of “F” and may be judged ineligible to re-enroll in the course. Georgia State University will only recommend an individual for their certification who has completed a program approved by the College of Education’s Professional Education Faculty and developed under the guidance of a faculty advisor.
Non-Degree Initial Certification (ND) – SPECIAL EDUCATION 2016-2017

Student: ___________________________  Semester Admitted: ________________

GSU Email: ___________________________  Telephone: ___________________________

Circle the Concentration & Highlight the Column Below:

Autism (AU)  Adapted General  Behavior and Learning Disorders (BLD)  Deaf Education (DE)

* Required for your concentration

Early Childhood Special Education (ESCE)  Intellectual Disabilities (ID)

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<th>Name (Credits)</th>
<th>AU</th>
<th>BLD</th>
<th>DE</th>
<th>ECSE</th>
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**REQUIRED (if * above, then also REQUIRED)**

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</table>

My signature below is agreement to the following:

* I have downloaded and read the Special Education Handbook specific to all the requirements of the MAT per my concentration and policies of the University;
* I understand that to be recommended for teacher licensure, I must pass all my coursework, education requirements, state examinations, and portfolios per the PSC;
* I understand that in order to meet the requirements for courses with field placement assignments and/or practicum/student teaching, I either will be employed or be available to be placed for the required hours per week in a school context serving students within my concentration per the policies of the Field Placement Office;
* I understand that I must be enrolled in coursework during the semester I will graduation per the continuous enrollment policy (http://education.gsu.edu/oa/); and
* I have downloaded and read the Academic Honesty policy of the University and have had my questions answered.

Signature of the Student ___________________________  Date ________________

Signature of Advisor or Director of the Special Education Program ___________________________  Date ________________

Signature of Department Chair ___________________________  Date ________________
Non-Degree - Autism Concentration [SUMMER start - 3 courses a semester sequence]

<table>
<thead>
<tr>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXRD 7400, EXC 7315, EXC 4020</td>
<td>EXC 7280, EXC 7250, EXC 7240</td>
<td>EXC 7926, EXC 7010, EXC 7225</td>
<td>EXC 7110, EPY 2050, 058</td>
<td>EXC 7936, EXC 7190, EDRD 7650</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
<th>Fall 2017</th>
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</thead>
<tbody>
<tr>
<td>EXC 7315, EDRD 7600</td>
<td>EXC 7280, EXC 7250</td>
<td>EXC 7245, EXC 7026</td>
<td>EXC 7110, EXC 4528, EXC 7038, OSE</td>
<td>EXC 7935, EXC 7258, EDRD 7650</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 2017</th>
<th>Summer 2017</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXC 7110, EXC 7250</td>
<td>EXC 7310, EXC 7190, EDRD 7650</td>
<td>EXC 7936, EXC 7190, EDRD 7650</td>
<td>EXC 4020, EPY 2050</td>
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</tbody>
</table>

Non-Degree - Autism [Fall start - 3 courses a semester sequence]

<table>
<thead>
<tr>
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<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXC 7280, EXC 7320, EXC 7250</td>
<td>EXC 7926, EXC 7030, EXC 7325</td>
<td>EXC 7930, EXC 7110, OSE</td>
<td>EXC 7935, EXC 7258, EDRD 7650</td>
<td>EXC 7936, EPY 2050</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer 2017</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXC 7310, EXC 7250</td>
<td>EXC 7936, EXC 7190, EDRD 7650</td>
<td>EXC 4020, EPY 2050</td>
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</table>

Non-Degree - Behavior/Learning Disorders Concentration [SUMMER start - 3 courses a semester sequence]

<table>
<thead>
<tr>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXC 7430, EPY 2050</td>
<td>EXC 7280, EXC 4550, EXC 6661</td>
<td>EXC 7330, EXC 7190, OSE</td>
<td>EXC 7935, EXC 7258, EDRD 7650</td>
<td>EXC 7936, EPY 2050</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer 2017</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
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<td>EXC 7280, EXC 7320, EXC 7250</td>
<td>EXC 7926, EXC 7030, EXC 7325</td>
<td>EXC 7935, EXC 7258, EDRD 7650</td>
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</table>

Non-Degree - Behavior/Learning Disorders Concentration [Fall start - 3 courses a semester sequence]

<table>
<thead>
<tr>
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<th>Spring 2017</th>
<th>Summer 2017</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXC 7430, EPY 2050</td>
<td>EXC 7280, EXC 4550, EXC 6661</td>
<td>EXC 7330, EXC 7190, OSE</td>
<td>EXC 7935, EXC 7258, EDRD 7650</td>
<td>EXC 7936, EPY 2050</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer 2017</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
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<tbody>
<tr>
<td>EXC 7280, EXC 7320, EXC 7250</td>
<td>EXC 7926, EXC 7030, EXC 7325</td>
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</table>

Non-Degree - Intellectual Disability Concentration [SUMMER start - 3 courses a semester sequence]

<table>
<thead>
<tr>
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<th>Fall 2016</th>
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<th>Summer 2017</th>
<th>Fall 2017</th>
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<tbody>
<tr>
<td>EXC 7430, EPY 2050</td>
<td>EXC 7280, EXC 4550, EXC 6661</td>
<td>EXC 7330, EXC 7190, OSE</td>
<td>EXC 7935, EXC 7258, EDRD 7650</td>
<td>EXC 7936, EPY 2050</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer 2017</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EXC 7280, EXC 7320, EXC 7250</td>
<td>EXC 7926, EXC 7030, EXC 7325</td>
<td>EXC 7935, EXC 7258, EDRD 7650</td>
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</table>

Non-Degree - Intellectual Disability Concentration [Fall start - 3 courses a semester sequence]

<table>
<thead>
<tr>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
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</thead>
<tbody>
<tr>
<td>EXC 7430, EPY 2050</td>
<td>EXC 7280, EXC 4550, EXC 6661</td>
<td>EXC 7330, EXC 7190, OSE</td>
<td>EXC 7935, EXC 7258, EDRD 7650</td>
<td>EXC 7936, EPY 2050</td>
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<table>
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<tbody>
<tr>
<td>EXC 7280, EXC 7320, EXC 7250</td>
<td>EXC 7926, EXC 7030, EXC 7325</td>
<td>EXC 7935, EXC 7258, EDRD 7650</td>
</tr>
</tbody>
</table>

Other Required Coursework/Requirements per Concentration

Signatures of Student and Advisor:
Endorsement in Preschool Special Education

In addition to full field teacher certification preparation, Georgia State University offers preparation for state certification endorsements in some specific areas of training, service, and leadership. All such programs require acceptable teaching or appropriate school experiences and admission to the College of Education and Human Development as graduate students. Program applicants must be fully certified teachers.

All coursework for the Preschool Special Education endorsement must be completed with a grade of “B” or higher.

Nine semester hours of coursework are required for endorsement in preschool special education for professionals holding teacher certification in early childhood education, special education, or speech language pathology. Completion of the coursework requirements below, as designated, qualifies the students for endorsement in preschool handicapped education.

Required (6):
- EXC 7650 Characteristics of Young Children with Disabilities (3)
- EXC 7660 Methods of Teaching Young Children with Disabilities (3)

Select one (3):
- CSD 4320 Introduction to Language Disorders (3)
- EXC 7010 Language Development and Language Disabilities (3)

Total hours for endorsement: minimum of 9 semester hours
Master of Teaching (MAT) in Special Education

Concentrations in Autism Spectrum Disorder (ASD), Behavior/Learning Disabilities (BLD), Deaf Education (DE), Early Childhood Special Education (ECSE), and Intellectual Disabilities (ID)

- Leads to certification in special education
- Leads to a Master’s degree in teaching

Certification areas: Special Education Adapted Curriculum (Intellectual Disabilities), Special Education Adapted Curriculum (Autism Spectrum Disorders), Special Education Deaf Education, Early Childhood Special Education, Special Education General Curriculum (Behavior/Learning Disabilities)

The M.A.T. major in Special Education prepares students to teach children with mild to moderate behavior and learning disabilities (e.g., dyslexia and other specific learning disabilities, attention disorders, emotional behavior disorders, mild intellectual disabilities); moderate, severe, and profound intellectual disabilities; autism spectrum disorders; physical and health disabilities (orthopedic impairments; N.B.: This program is inactive and is not accepting applications at this time); students who are deaf and hard of hearing; or young children with disabilities. The students are provided coursework and practicum experiences resulting in knowledge of characteristics, curriculum, instructional strategies, and classroom management procedures.

The M.A.T. degree program contains those courses required for professional certification within each certification area listed. Students who first complete a planned program of study developed with their faculty advisor, and then successfully complete the entire program of study and program requirements (including prerequisites and required coursework and passing scores on the GACE Content Assessments for their concentration, and passing scores on the edTPA) receive an M.A.T. in Special Education and will be recommended by GSU for a clear renewable certificate in the special education concentration that they completed. In the case students elect to only receive the certification and not the Master’s degree, all coursework and program requirements indicated for certification only on the Program of Study must be successfully completed along with passing scores on the GACE Content Assessments and the edTPA. Due to the permeable and iterative design of the program, courses in some of the concentrations must be taken in sequence beginning in the fall. Consult your advisor.

Students must earn a grade of “B” or higher in each course in the teaching field/major area (B). If the student earns a grade below “B” in a course, s/he must repeat that course. Students will be allowed to repeat a course in this manner one time. Students who fail to earn a grade of “B” or higher after taking the course a second time will be scholastically excluded from this major.

Evaluation of the student's performance is continuous and involves consideration of the student's performance in all academic settings. Inappropriate or unprofessional conduct by a student may result in the student being dropped from a course or a program. If such removal from a course is necessary, the student will receive the grade of "F" and may be judged ineligible to re-enroll in the course.
## Master of Teaching (MAT) in Special Education

<table>
<thead>
<tr>
<th>Program contact</th>
<th>DaShaunda Patterson, PhD – Interim Program Director</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application Deadlines</strong></td>
<td></td>
</tr>
<tr>
<td>Priority</td>
<td>Fall admission</td>
</tr>
<tr>
<td>Absolute</td>
<td>Summer admission</td>
</tr>
<tr>
<td>May 1</td>
<td>Feb 1</td>
</tr>
<tr>
<td>June 15</td>
<td>May 1</td>
</tr>
</tbody>
</table>
| **Program Admission requirements** | Admissions criteria help to ensure that candidates are prepared for the rigorous curriculum requirements of the graduate program. Candidates must meet all admission requirements of the College of Education as stipulated by the Office of Academic Assistance and Graduate Admissions. Candidates who are considered for the M.A.T. Special Education program must meet the following criteria prior to program entry:  
  - undergraduate degree from an accredited college or university;  
  - undergraduate GPA of 2.5 or higher;  
  - official scores on the Graduate Record Exam (GRE) from the past five years;  
  - passing scores on the GACE Program Admission Assessment or exemption from this test based on GRE, SAT, or ACT scores;  
  - Students must complete the Georgia Educators Ethics – Program Entry (350) Assessment; and  
  - candidates must also submit two academic or professional letters of recommendation, a resume, and a goal statement.  |
| **Website**              | http://esc.education.gsu.edu/academics-and-admissions/special-education/special-education-mat/ |
| **After Admission Steps**| In addition to these prerequisite coursework requirements:  
  All students who are accepted into a teacher education program and will be completing a field placement must complete the requirements to obtain the **Pre-Service Certificate** through the Georgia Professional Standards Commission, which includes:  
  - a criminal background check  
  - the Georgia Educator Ethics – Program Entry (350) Assessment  
  - GACE Program Admission Assessment  
  See the Pre-service Certificate information in the Field Placement section of this handbook for more details.  |
| **Certification**        | Students must post passing scores on the:  
  - GACE Content Assessment  
  - Georgia Educator Ethics – Program Exit (360) Assessment, and  
  - edTPA  |

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Students in all Special Education programs, except Intellectual Disabilities and Autism Spectrum Disorders, must take the courses and **complete the portfolio for the PSC Georgia Reading Endorsement.**

**Program Academic Regulations**
Students may complete the following prerequisite courses at Georgia State University while completing the M.A.T. degree; however, none of this coursework will be counted toward the master’s degree requirements.

**Early Childhood Special Education General Curriculum Concentration**
- Human Growth and Development (EPY 2050) or its equivalent
- Characteristics and Instructional Strategies for Students with Disabilities (EXC 4020) or its equivalent
- Applied Behavior Analysis (EXC 7030) or its equivalent
- Methods of Teaching Reading (EDRD 6600 or EDRD 7600)
- Literacy Assessment and Curriculum Development (EDRD 7550) or Individualized Literacy Assessment and Instruction (EDRD 7650)
- Mathematics Concepts for Special Learners (EDMT 7400) or its equivalent
- Initial Practicum (EXC 7929) or its equivalent

**Special Education Adapted (Autism Spectrum Disorders) Concentration**
- Characteristics and Instructional Strategies for Students with Disabilities (EXC 4020) or its equivalent
- Methods of Teaching Reading (EDRD 6600 or EDRD 7600) or its equivalent.
  (SDU/PLU credits will be accepted for students in ASD who will have a content concentration in an area other than reading.)
- EXC 7250 Characteristics of Severe Intellectual Disability and Autism (3)

**Special Education Adapted Curriculum (Intellectual Disabilities) Concentration**
- Characteristics and Instructional Strategies for Students with Disabilities (EXC 4020) or its equivalent
- Methods of Teaching Reading (EDRD 6600 or EDRD 7600) or its equivalent

**Special Education Deaf Education Concentration**
- Human Growth and Development (EPY 2050)
- Characteristics of Students with Disabilities (EXC 4010 preferred; EXC 4020 or its equivalent accepted)
- Methods of Teaching Reading (EDRD 7600)

**Special Education General Curriculum (Behavior/Learning Disabilities) Concentration**
- Characteristics of Students with Disabilities (EXC 4010) or its equivalent
Program Degree Requirements
Master of Arts in Teaching Special Education

Substitutions may be made for courses previously taken or other appropriate experiences with the consent of the students’ major adviser and the department chairperson.

Professional Education Core (9)
Select one course (3):
• EPSF 7100 Critical Pedagogy (3)
• EPSF 7110 Multicultural Education (3)
• EPSF 7120 Social and Cultural Foundations of Education (3)

Select one course (3):
• EPRS 7900 Methods of Research in Education (3)
• EPRS 7910 Action Research (3)
• EPRS 7920 Classroom Testing, Grading, and Assessment (3)

Required (3):*
• EPY 7080 The Psychology of Learning and Learners (3)

*Early Childhood Special Education concentration students can take EPY 7080 The Psychology of Learning and Learners (3) or EPY 7090 The Psychology of Learning and Learners: The Young Child (3).

Teaching Field/Major (27-30) – Select one of the following six concentration areas:

Early Childhood Special Education Concentration (27)
Required (27):
• EXC 7010 Language Development and Language Disabilities (3)
• EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
• EXC 7300 Assistive Technology: Reading and Academics (3)
• EXC 7320 Methods of Teaching Low-functioning Students with Autism Spectrum Disorders (3)
• EXC 7330 Physical and Health Management of Students with Disabilities (3)
• EXC 7650 Characteristics of Young Children with Disabilities (3)
• EXC 7660 Methods of Teaching Young Children with Disabilities (3)
• EXC 7939 Practicum II: Early Childhood (3)

In the Professional Studies section, Early Childhood Special Education concentration students can take EPY 7080 The Psychology of Learning and Learners (3) or EPY 7090 The Psychology of Learning and Learners: The Young Child (3).

Special Education Adapted (Autism Spectrum Disorders Concentration) (27)
Required (27):
• EXC 7030 Applied Behavior Analysis (3)
• EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
• EXC 7280 Methods for Teaching Students with Severe Disabilities (3)
• EXC 7310 Strategies for Challenging Behaviors (3)
• EXC 7315 Assessment and Curricular Planning for Students with Autism Spectrum Disorders (3)
• EXC 7320 Methods of Teaching Low-functioning Students with Autism Spectrum Disorders (3)
• EXC 7325 Methods of Teaching High-functioning Students with Autism Spectrum Disorders (3)
• EXC 7926 Practicum I: Autism (3)
• EXC 7936 Practicum II: Autism (3)

Students who do not have a content concentration based on previous coursework in social science, science, math, or language arts, will complete the Reading Endorsement and will select two of the three “Professional Education Core” courses from the options listed above, plus EDRD 7650 Individualized Literacy Assessment and Instruction (3).

Special Education Adapted Curriculum (Intellectual Disabilities) Concentration (27)

Required (24):
• EXC 7030 Applied Behavior Analysis (3)
• EXC 7250 Characteristics of Severe Intellectual Disability and Autism (3)
• EXC 7260 Characteristics of Severe Physical and Multiple Disabilities (3)
• EXC 7280 Methods for Teaching Students with Severe Disabilities (3)
• EXC 7281 Adapted/Functional Curriculum for Students with Severe Disabilities (3)
• EXC 7290 Methods for Teaching Students with Physical and Multiple Disabilities: Reading/Academics (3)
• EXC 7330 Physical and Health Management of Students with Disabilities (3)
• EXC 7925 Practicum I: Intellectual Disabilities (3)
• EXC 7935 Practicum II: Severe Intellectual Disability (3)
• Other graduate level courses must be approved by major professor.

Students who are not already highly qualified teachers per the federal mandate of No Child Left Behind will select two of three courses listed as “Professional Education Core” in the options listed above plus ECE 7580 or EDLA 7580 Language Foundations of Literacy Learning (3) or EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3).

Special Education Deaf Education Concentration (30)

Required (30):
• EDRD 7650 Individualized Literacy Assessment and Instruction (3)
• EXC 6350 Orientation to Deafness (3)
• EXC 6360 Audiological Considerations (3)
• EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
• EXC 7360 Language Development in Students Who Are Deaf/Hard of Hearing (3)
• EXC 7390 Reading and Writing Instruction for Deaf/Hard of Hearing (3)
• EXC 7400 Methods of Teaching Students Who are Deaf/Hard of Hearing (3)
• EXC 7430 Auditory and Speech Development in Students Who are Deaf/Hard of Hearing (3)
• EXC 7920 Practicum I: Deaf/Hard of Hearing (3)
• EXC 7940 Practicum: Deaf/Hard of Hearing (3)

Students who need an extra practicum prior to student teaching (e.g., for ASL proficiency) may also take [EXC 7930] Practicum II: Deaf Education.

Candidates must post a rating of “Intermediate” on a recognized assessment of their signing skills (e.g. SLPI, ASLPI, EIPA) before admission to [EXC 7940] Practicum: Deaf Education.

**Special Education General Curriculum (Behavior/Learning Disabilities) Concentration (27)**

Required (27):
• EXC 6560 Educational Evaluation of Students with Disabilities (3)
• EXC 6570 Individual and Classroom Management (3)
• EXC 6580 Instructional Methods for Students with Behavior Learning Disabilities (3)
• EXC 6590 Functional and Social Methods for Students with Behavior Learning Disabilities (3)
• EXC 6661 Practicum I: Special Education General Curriculum: Consultative (3)
• EXC 6671 Partnerships and Practicum II: Special Education General Curriculum: Consultative (3)
• EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
• EDRD 6600 Introduction to Material and Methods of Reading Instruction or EDRD 7600 Theory & Pedagogy in the Study of Literacy (3)
• EDRD 7650 Individualized Literacy Assessment and Instruction (3)

Program total: minimum of 36 semester hours (Deaf Education concentration is a minimum of 39 hours)
**MASTERS OF ARTS IN TEACHING (MAT) — SPECIAL EDUCATION (2016-2017)**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name (Credits)</th>
<th>AU</th>
<th>BLD</th>
<th>DE</th>
<th>ECSE</th>
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<tbody>
<tr>
<td>EXC 4020</td>
<td>Characteristics ad Instructional Strategies for Students with Disabilities (3)</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>EDRD 7600</td>
<td>Theory and Pedagogy in the Study of Reading (3)</td>
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<tr>
<td>EPY 2050</td>
<td>Human Growth and Development (3)</td>
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<tr>
<td>EXC 7000</td>
<td>Applied Behavior Analysis (3)</td>
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<tr>
<td>EDRD 7350</td>
<td>Literacy Assessment and Curriculum Development (3) OR Individualized Literacy Assessment and Instruction (3)*</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>EDRD 7650</td>
<td>* Required for AUT if not highly qualified</td>
<td></td>
<td>X</td>
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<tr>
<td>EDMT 7400</td>
<td>Mathematics Concepts for Special Learners (3)</td>
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<tr>
<td>EXC 7929</td>
<td>Initial Practicum</td>
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</table>

**REQUIRED (if * above, then also REQUIRED)**

| EPY 7080 | The Psychology of Learning and Learners: The Young Child (3) (choice of EPY 7080 OR this course) | X  | X   |    |      |    |         |
| EXC 4650 | Opening School Experience                                                      |    | X   |    |      |    |         |
| EXC 6350 | Orientation to Deafness (3)                                                    |    |     |    |      |    |         |
| EXC 6640 | Audiological Considerations (3)                                                |    |     |    |      |    |         |
| EXC 6560 | Educational Evaluation of Students with Disabilities (3)                      |    |     |    |      |    |         |
| EXC 6570 | Individual and Classroom Management (3)                                        |    |     |    |      |    |         |
| EXC 6580 | Instructional Methods for Students with Behavior Learning Disabilities (3)    |    |     |    |      |    |         |
| EXC 6590 | Functional and Social Methods for Students with Behavior Learning Disabilities (3) |    |     |    |      |    |         |
| EXC 6661 | Practicum I: Special Education General Curriculum Consultative (3)            |    |     |    |      |    |         |
| EXC 6871 | Partnerships and Practicum II: Special Education General Curriculum Consultative (3) |    |     |    |      |    |         |
| EXC 7000 | Collaboration with Parents and Professionals (3)                              |    |     |    |      |    |         |
| EXC 7010 | Language Development and Language Disabilities (3)                            |    |     |    |      |    |         |
| EXC 7250 | Characteristics of Severe Intellectual Disability and Autism (3)               |    |     |    |      |    |         |
| EXC 7261 | Adapted/Functional Curriculum for Students with Severe Disabilities (3)       |    |     |    |      |    |         |
| EXC 7300 | Assistive Technology: Reading and Academics (3)                               |    |     |    |      |    |         |
| EXC 7310 | Strategies for Challenging Behaviors (3)                                      |    |     |    |      |    |         |
| EXC 7315 | Assessment and Curricular Planning for Students with Autism Spectrum Disorders (3) |    |     |    |      |    |         |
| EXC 7320 | Methods of Teaching Low-Functioning Students with Autism Spectrum Disorders (3) |    |     |    |      |    |         |
| EXC 7325 | Methods of Teaching High-Functioning Students with Autism Spectrum Disorders (3) |    |     |    |      |    |         |
| EXC 7330 | Physical and Health Management of Students with Disabilities (3)              |    |     |    |      |    |         |
| EXC 7360 | Language Development in Students Who are Deaf/Hard of Hearing (3)             |    |     |    |      |    |         |
| EXC 7390 | Reading and Writing Instruction for Deaf/Hard of Hearing (3)                 |    |     |    |      |    |         |
| EXC 7400 | Methods of Teaching Students who are Deaf/Hard of Hearing (3)                 |    |     |    |      |    |         |
| EXC 7430 | Auditory and Speech Development in Students who are Deaf/Hard of Hearing (3)   |    |     |    |      |    |         |
| EXC 7650 | Characteristics of Young Children with Disabilities (3)                       |    |     |    |      |    |         |
| EXC 7660 | Methods Teaching Young Children with Disabilities (3)                          |    |     |    |      |    |         |
| EXC 7920 | Practicum I: Deaf/Hard of Hearing (3)                                         |    |     |    |      |    |         |
| EXC 7925 | Practicum II: Autism (3)                                                      |    |     |    |      |    |         |
| EXC 7926 | Practicum II: Special Educational Disability (3) [student teaching]          |    |     |    |      |    |         |
| EXC 7930 | Practicum II: Early Childhood (3) [student teaching]                          |    |     |    |      |    |         |
| EXC 7939 | Practicum II: Deaf/Hard of Hearing (3) [student teaching]                    |    |     |    |      |    |         |

My signature below is agreement to the following:

* I have downloaded and read the Special Education Handbook specific to all the requirements of the MAT per my concentration and policies of the University;
* I understand that there are different prerequisites for the different concentrations per the MAT catalog and I also need to fulfill those course requirements;
* I understand that to be recommended for teacher licensure, I must pass all my coursework, edTPA requirements, state examinations, and portfolios per the PSC;
* I understand that in order to meet the requirements for courses with field placement assignments and/or practicum/student teaching, I either will be employed or be available to be placed for the required hours per week in a school context serving students within my concentration per the policies of the Field Placement Office;
* I understand that I must be enrolled in coursework during the semester I will graduation per the continuous enrollment policy (http://education.gsu.edu/oaa/), and
* I have downloaded and read the Academic Honesty policy of the University and have had my questions answered.

**Signature of the Student**

**Signature of Advisor or Director of the Special Education Program**

**Signature of Department Chair**
**MAT - AUTISM Concentration [SUMMER start - 3 courses a semesters sequence]**

Spring 2016
- EPR 4020
- EPY 2050
- EPY Core

Fall 2016
- MAT 7280
- MAT 7260

Spring 2017
- MAT 7280
- MAT 7260

Fall 2017
- MAT 7280
- MAT 7260

Spring 2018
- MAT 7280
- MAT 7260

Fall 2018
- MAT 7280
- MAT 7260

**MAT - AUTISM Concentration [Fall start - 2 courses a semesters sequence]**

Spring 2016
- EXC 7280
- EXC 7250

Fall 2016
- EXC 7280
- EXC 7250

Spring 2017
- EXC 7280
- EXC 7250

Fall 2017
- EXC 7280
- EXC 7250

Spring 2018
- EXC 7280
- EXC 7250

Fall 2018
- EXC 7280
- EXC 7250

**MAT - BEHAVIOR/LEARNING DISABILITIES Concentration [SUMMER start - 3 courses a semesters sequence]**

Spring 2016
- EPR Core

Fall 2016
- EPR Core

Spring 2017
- EPR Core

Fall 2017
- EPR Core

Spring 2018
- EPR Core

Fall 2018
- EPR Core

**MAT - DEAF/HARD OF HEARING Concentration [SUMMER start - 2 courses a semesters sequence]**

Spring 2016
- EPR Core

Fall 2016
- EPR Core

Spring 2017
- EPR Core

Fall 2017
- EPR Core

Spring 2018
- EPR Core

Fall 2018
- EPR Core

**MAT - EARLY CHILDHOOD SPECIAL EDUCATION Concentration [SUMMER start - 3 courses a semesters sequence]**

Spring 2016
- EPR 4020
- EPSF Core

Fall 2016
- EPR 4020
- EPSF Core

Spring 2017
- EPR 4020
- EPSF Core

Fall 2017
- EPR 4020
- EPSF Core

Spring 2018
- EPR 4020
- EPSF Core

Fall 2018
- EPR 4020
- EPSF Core

**MAT - INTELLIGENT DISABILITIES Concentration [SUMMER start - 2 courses a semesters sequence]**

Spring 2016
- EPR Core

Fall 2016
- EPR Core

Spring 2017
- EPR Core

Fall 2017
- EPR Core

Spring 2018
- EPR Core

Fall 2018
- EPR Core

**MAT - INTELLIGENT DISABILITIES Concentration [Fall start - 2 courses a semesters sequence]**

Spring 2016
- EPR Core

Fall 2016
- EPR Core

Spring 2017
- EPR Core

Fall 2017
- EPR Core

Spring 2018
- EPR Core

Fall 2018
- EPR Core

**Prerequisites/Other Required Coursework/Requirements per Concentration**

**Signatures of Student and Advisor:**

91
Master of Education (M.Ed.)
with a concentration in:
- Autism (AUT)
- Behavior and Learning Disorders (BLD)
- Deaf Education (DE)
- Early Childhood and Special Education (ECSE)
- Intellectual Disabilities (ID)

- Advanced pedagogy
- Does not lead to certification
- Requires students to have a Bachelor’s degree from an accredited university in a related field

The M.Ed. major in Special Education provides students with the depth of knowledge and breadth of skill in educating students with disabilities required of a “master teacher” across a variety of educational environments (e.g. classrooms, clinics, hospitals, facilities). Students may concentrate on one of five disability areas: early childhood special education; individuals with autism spectrum disorders; hearing loss; mild to moderate behavior and learning disabilities (e.g., dyslexia and other specific learning disabilities, attention disorders, emotional behavior disorders, mild intellectual disabilities); or moderate, severe, and profound intellectual disabilities.

The M.Ed. program is an advanced program that emphasizes research-based strategies, effective pedagogy, and data-based decision making. Students are provided advanced instruction on how to select appropriate curricula, employ effective methods of instruction, make assessment-based decisions, and utilize effective educational and student management procedures. Additionally, students are prepared to work collaboratively with other educational professionals and families, and exhibit the highest standards of professionalism while maximizing pupil learning and development.

This major is appropriate for diverse individuals interested in working with students with disabilities. Because the M.Ed. is an advanced degree, students entering this program must already hold a bachelor’s degree in a related area from an accredited college/university program.

For students with existing teaching certifications: This M.Ed. will lead to a Level 5 advanced degree and certification upgrade.

For students without backgrounds in education: This M.Ed. may also be appropriate for those who have a background in a related field (e.g. psychology, social work, criminology, speech and language, general education, etc.), do not want to be a classroom teacher, but are interested in obtaining advanced pedagogy, methods, and strategies to work with individuals with disabilities in non-educational settings such as clinics, hospitals, and facilities. Of note, the M.Ed. Special Education program does not result in a teaching certificate for school/classroom licensure. Students who wish to gain initial certification in special education will need to complete our M.A.T. Special Education program.
## Master of Education (M.Ed.)

<table>
<thead>
<tr>
<th>Program contact</th>
<th>DaShaunda Patterson, PhD – Interim Program Director</th>
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<tbody>
<tr>
<td>Application Deadlines</td>
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<td>Priority Absolute</td>
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<td>Fall admission</td>
<td>Summer admission</td>
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<td>May 1</td>
<td>Feb 1</td>
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<td>June 15</td>
<td>May 1</td>
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<tr>
<td>Program Admission</td>
<td>Admissions criteria help to ensure that candidates are prepared for the rigorous curriculum requirements of the graduate program. Candidates must meet all admission requirements of the College of Education as stipulated by the Office of Academic Assistance and Graduate Admissions.</td>
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<tr>
<td>Admission requirements</td>
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<td>Candidates with an existing teacher certification who wish this degree to count for a certification upgrade must meet the following criteria prior to program admission.</td>
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<tr>
<td>• undergraduate degree from an accredited college or university</td>
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<td>• undergraduate GPA of 2.5 or higher</td>
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<td>• official scores on the Graduate Record Exam (GRE) from the past five years</td>
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<td>• evidence of a T4 certificate in Special Education</td>
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<td>• two academic or professional letters of recommendation</td>
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<td>• a resume</td>
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<td>• a goal statement</td>
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<td>• candidates may be required to participate in an interview.</td>
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<tr>
<td>Candidates without backgrounds in education must meet the following criteria prior to program admission:</td>
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<tr>
<td>• undergraduate degree from an accredited college or university;</td>
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<td>• undergraduate GPA of 2.5 or higher</td>
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<tr>
<td>• official scores on the Graduate Record Exam (GRE) from the past five years</td>
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<td>• two academic or professional letters of recommendation</td>
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<td>• a resume</td>
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<td>• a goal statement</td>
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<td>• candidates may be required to participate in an interview.</td>
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<tr>
<td>Website</td>
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<tr>
<td><a href="http://esc.education.gsu.edu/academics-and-admissions/special-education/special-education-m-ed/">http://esc.education.gsu.edu/academics-and-admissions/special-education/special-education-m-ed/</a></td>
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<tr>
<td>Capstone Requirements</td>
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<tr>
<td>The master's thesis is either a basic research project conducted by the student under the supervision of the chair of his or her advisory committee. Students will convene an advisory committee of 3 faculty members (2 of</td>
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</table>
which must be in Special Education, 1 of which must be their primary advisor) to support the completing of their thesis. At the prospectus defense students are required to propose to their committee their detailed plans for data collection, including the timeline, the method, the people involved in data collection, and the potential use of previously collected data related to the thesis. Only after passing the prospectus defense and receiving approval from the GSU Institutional Review Board may students begin to pursue research participants. Students who complete the thesis must take this course for at least 2 semesters of their graduate program, allowing them time to defend and complete the thesis.

The master’s action research project is an applied project conducted by the student under the supervision of the chair of his or her advisory committee. Students will convene an advisory committee of 3 faculty members (2 of which must be in Special Education, 1 of which must be their primary advisor) to support the completing of their thesis. At the prospectus defense students are required to propose to their committee their detailed plans for data collection, including the timeline, the method, the people involved in data collection, and the potential use of previously collected data related to the project. Only after passing the prospectus defense and receiving approval from the GSU Institutional Review Board may students begin to pursue research participants. Students who complete the action research project must take this course for at least 2 semesters of their graduate program, allowing them time to defend and complete the thesis.

The master’s project consists of a comprehensive written review of literature on a selected topic under the supervision of the chair of his or her advisory committee. Students will convene an advisory committee of 3 faculty members (2 of which must be in Special Education, 1 of which must be their primary advisor) to support the completing of their project. A written prospectus describing in detail the proposed project must be submitted to and approved by all three members of the students’ advisory committee before the work is begun. Students who complete the project must take this course for at least 1 semester of their graduate program, allowing them time to complete the project.

The master’s examination consists of a 4-hour, in-house written examination on a question or questions to be determined by the program faculty. The purpose of the exam is to allow the student to demonstrate mastery of the critical content within the student’s concentration area in the M.Ed. in Special Education. Students who choose to take the comprehensive exam do not convene a separate advisory committee, and may only take this course once during their graduate program.
Program Degree Requirements (M.Ed. Special Education)

M. Ed. = Requirements for all concentrations + requirements for concentration

Requirements for all concentrations

Professional Studies (9)

Select one course (3):
  • EPSF 7100 Critical Pedagogy (3)
  • EPSF 7110 Multicultural Education (3)
  • EPSF 7120 Social and Cultural Foundations of Education (3)

Select one course (3):
  • EPRS 7900 Methods of Research in Education (3)
  • EPRS 7910 Action Research (3)

Required (3):
  • EPY 7080 The Psychology of Learning and Learners (3)

Teaching Field/Major and Electives (27-30)

Program total: minimum of 36 semester hours (Deaf Education concentration is a minimum of 39 hours)

M. Ed. Special Education - Concentration specific requirements


Autism Spectrum Disorders Concentration (27)

Required (21):
  • EPY 8020 Principles of Applied Behavior Analysis
  • EPY 8850 Intro to Single-Case Methodology
  • EXC 7310 Strategies for Challenging Behaviors (3)
  • EXC 7320 Methods of Teaching Low-Functioning Students with Autism Spectrum Disorders (3)
  • EXC 7325 Methods of Teaching High-Functioning Students with Autism Spectrum Disorders (3)
  • EXC 7941 Current Issues in Special Education (3)
  • EXC 7980 Research in Special Education: Master’s Capstone (3)

Elective: choose 2 courses (6):
  • EXC 7170 Methods for Teaching Functional Life Skills to Students with Behavior and Learn
Behavior/Learning Disabilities Concentration (27)

Required (21):
- EXC 7130 Assessment for Instructional Planning (3)
- EXC 7150 Methods for Teaching Academics to Students with Behavior and Learning Disabilities (3)
- EXC 7160 Strategies for Social and Emotional Behavior in Students with Behavior and Learning Disabilities (3)
- EXC 7170 Methods for Teaching Functional Life Skills to Students with Behavior and Learning Disabilities (3)
- EXC 7460 Mathematical Instruction in Special Education I (3)
- EXC 7941 Current Issues in Special Education (3)
- EXC 7980 Research in Special Education: Master's Capstone (3)

Elective (6): The student will select 6 semester hours of program-related graduate-level coursework with consent of their advisor. The purpose of the elective hours is to enable students to create a program of study to fit their individual interests as it relates to students with behavior/learning disabilities. Students will be provided with suggested areas of additional study and appropriate coursework (e.g., Language and Literacy; Mathematics; Science/STEM; Urban Education; Challenging Behaviors; Bilingual/English as a Second Language; Research Methods; Learning & Development; Learning & Technology).

- [EXC 7980] Research in Special Education: Master’s Capstone (3)
- For students who choose to complete the master’s research thesis or action research project, an additional 3 hours of [EXC 7980] Research in Special Education: Master's Capstone (3) must be taken as one of the required electives so that students can complete their capstone scholarly activity.

Students who have completed any of the coursework may choose additional courses of intellectual and professional interest with advisor approval.
Deaf Education Concentration (30)
Required (30):
- EXC 7030 Applied Behavior Analysis (3)
- EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
- EXC 7325 Methods of Teaching High-Functioning Students with Autism Spectrum Disorders (3)
- EXC 7350 Psychosocial Characteristics of Deafness (3)
- EXC 7360 Language Development in Students Who are Deaf/Hard of Hearing (3)
- EXC 7390 Reading and Writing Instruction for Deaf Education (3)
- EXC 7410 Educational Assessment of Atypical Deaf Students (3)
- EXC 7420 Methods for Teaching Atypical Students Who are Deaf/Hard of Hearing (3)
- EXC 7941 Current Issues in Special Education (3)
- EXC 7980 Research in Special Education: Master’s Capstone (3)

Students who have completed coursework above choose from the following:

- EDRD 7600 Theory and Pedagogy in the Study of Literacy (3)
- EDRD 7650 Individual Literacy Assessment and Instruction (3)
- CSD and Linguistics courses with advisor approval
- EXC 7980 Research in Special Education: Master’s Capstone (3): For students who choose to complete the master’s research thesis or action research project, an additional 3 hours of [EXC 7980] Research in Special Education: Master's Capstone (3) must be taken so that students can complete their capstone scholarly activity.
- Other courses with the approval of the program advisor.

Students who have completed any of the coursework may choose additional courses of intellectual and professional interest with advisor approval.

Early Childhood Special Education Concentration (27)
Prerequisites:
- EDRD 6600 Introduction to Materials and Methods in Reading Instruction (3) or EDRD 7600 Theory and Pedagogy in the Study of Literacy (3)
- EDRD 7550 Literacy Assessment and Curriculum Development (3) or EDRD 7650 Individualized Literacy Assessment and Instruction (3)
- EDMT 7400 Mathematics Concepts for Special Learners (3) or its equivalent
- EPY 2050 Human Growth and Development (3) or its equivalent
- EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3) or its equivalent
- EXC 7030 Applied Behavior Analysis (3) or its equivalent
- EXC 7929 Practicum I: Early Childhood or its equivalent

Required (27):
• EXC 7000 Collaboration with Parents and Professionals (3)
• EXC 7010 Language Development and Language Disabilities (3)
• EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
• EXC 7300 Assistive Technology: Reading and Academics (3)
• EXC 7320 Methods of Teaching Low-Functioning Students with Autism Spectrum Disorders (3)
• EXC 7330 Physical and Health Management of Students with Disabilities (3)
• EXC 7650 Characteristics of Young Children with Disabilities (3)
• EXC 7660 Methods of Teaching Young Children with Disabilities (3)
• EXC 7939 Practicum II: Early Childhood (3)

**Intellectual Disabilities Concentration (27)**

Required (21):
• EXC 7030 Applied Behavior Analysis (3)
• EXC 7280 Methods for Teaching Students with Severe Disabilities (3)'
• EXC 7281 Adapted/Functional Curriculum for Students with Severe Disabilities (3)
• EXC 7310 Strategies for Challenging Behaviors (3)
• EXC 7320 Methods for Teaching Low-Functioning Students with Autism Spectrum Disorders (3)
• EXC 7941 Current Issues in Special Education
• EXC 7980 Research in Special Education: Master’s Capstone (3)

Elective: choose 2 courses (6):
• EXC 7290 Methods for Teaching Students with Physical and Multiple Disabilities: Reading and Academics (3)
• EXC 7330 Physical and Health Management of Students with Disabilities (3)
• EXC 7980 Research in Special Education: Master’s Capstone (3): For student who choose to complete the master’s research thesis or action research project, an additional 3 hours of [EXC 7980] Research in Special Education: Master's Capstone (3) must be taken as one of the required electives so that students can complete their capstone scholarly activity.
• Other courses with the approval of the program advisor.

Students who have completed any of the above coursework may choose additional courses of intellectual and professional interest with advisor approval.
PREREQUISITES (not counted towards the MAT requirements, unless *)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name (Credits)</th>
<th>AU</th>
<th>BLD</th>
<th>DE</th>
<th>ECSE</th>
<th>ID</th>
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<tbody>
<tr>
<td>EXC 4020</td>
<td>Characteristics and Instructional Strategies for Students with Disabilities (3)</td>
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<td>EXRD 7600</td>
<td>Theory and Pedagogy in the Study of Reading (3)</td>
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<tr>
<td>EP 2050</td>
<td>Human Growth and Development (3)</td>
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<tr>
<td>EXC 7530</td>
<td>Applied Behavior Analysis (3)</td>
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<tr>
<td>EXRD 7550</td>
<td>Literacy Assessment and Curriculum Development (3) OR Individualized Literacy Assessment and Instruction (3)*</td>
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<td>EDMT 7400</td>
<td>Mathematics Concepts for Special Learners (3)</td>
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<td>EXC 7929</td>
<td>Initial Practicum</td>
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REQUARED (if * above, then also REQUIRED)

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<tr>
<th>Course #</th>
<th>Name (Credits)</th>
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<th>DE</th>
<th>ECSE</th>
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<tr>
<td>EP 7020</td>
<td>Critical Pedagogy (2)</td>
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<td>EP 7100</td>
<td>Multicultural Education (3)</td>
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<td>EP 7209</td>
<td>Social and cultural Foundations of Education (3)</td>
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<td>EP 7300</td>
<td>Methods of Research in Education (2)</td>
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<td>EP 7500</td>
<td>Action Research (3)</td>
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<td>EP 7600</td>
<td>Classroom Testing, Grading, and Assessment (3)</td>
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<td>EP 7080**</td>
<td>The Psychology of Learning and Learners: The Young Child (3) (choice of EP 7080 OR this course)</td>
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<td>EXC 7000</td>
<td>Collaboration with Parents and Professionals (3)</td>
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<td>EXC 7030</td>
<td>Applied Behavior Analysis (3)</td>
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<td>EXC 7135</td>
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<td>EXC 7140</td>
<td>Strategies for Social and Emotional Behavior in Students with Behavior and Learning Disabilities (3)</td>
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<td>EXC 7150</td>
<td>Methods for Teaching Functional Life Skills to Students with Behavior and Learning Disabilities (3)</td>
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<td>EXC 7190</td>
<td>Alternative Approaches to Literacy Instruction for Students with Disabilities (3) * Required if 3 credits not already satisfied</td>
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<td>EXC 7280</td>
<td>Methods of Teaching Students with Severe Disabilities (3)</td>
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<td>EXC 7281</td>
<td>Adapted/Functional Curriculum for Students with Severe Disabilities (3)</td>
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<td>EXC 7300</td>
<td>Assistive Technology: Reading and Academics (3)</td>
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<td>EXC 7310</td>
<td>Strategies for Challenging Behaviors (3)</td>
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<td>Physical and Health Management of Students with Disabilities (3)</td>
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<td>EXC 7350</td>
<td>Psychosocial Characteristics of Deafness (3)</td>
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<td>EXC 7360</td>
<td>Language Development in Students Who are Deaf/Hard of Hearing (3)</td>
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<td>EXC 7410</td>
<td>Assess of DHH students (3)</td>
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<td>EXC 7420</td>
<td>Methods of Asymmetrical Deaf (3)</td>
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<td>EXC 7460</td>
<td>Mathematical Instruction in Special Education I (3)</td>
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<td>EXC 7650</td>
<td>Characteristics of Young Children with Disabilities (3)</td>
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<tr>
<td>EXC 7660</td>
<td>Methods of Teaching Young Children with Disabilities (3)</td>
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<td>EXC 7939</td>
<td>Practicum II: Early Childhood (3)</td>
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<td>EXC 7941</td>
<td>Current Issues in Special Education (3)</td>
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<tr>
<td>EXC 7980</td>
<td>Research in Special Education: Master's Capstone (3)</td>
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<td>EP 8020</td>
<td>Principles of Applied Behavior Analysis (3)</td>
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<td>EP 8850</td>
<td>Introduction to Single-Case Methodology (3)</td>
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ELECTIVES - AU (6), BLD (6, See advisor for course recommendations), ID (6)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name (Credits)</th>
<th>AU</th>
<th>BLD</th>
<th>DE</th>
<th>ECSE</th>
<th>ID</th>
<th>Credit</th>
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<tbody>
<tr>
<td>EXC 7170</td>
<td>Methods for Teaching Functional Life Skills to Students with Behavior and Learning Disabilities (3)</td>
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<td>EXC 7190</td>
<td>Alternative Approaches to Literacy Instruction for Students with Disabilities (3)</td>
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<td>EXC 7290</td>
<td>Methods for Teaching Students with Physical and Multiple Disabilities: Reading and Academics (3)</td>
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<tr>
<td>EXC 7330</td>
<td>Physical and Health Management of Students with Disabilities (3)</td>
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<tr>
<td>EXC 7980</td>
<td>Research in Special Education: Master's Capstone (3): For students who choose to complete the master's research thesis or action research project</td>
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</table>

Comprehensive Examination Requirement

Students in the M. Ed. in Special Education fulfill the college’s Comprehensive Examination requirement by completing one of four capstone scholarly activities, as approved by their major advisor: (1) a master’s research thesis, (2) a master’s action research project, (3) a master’s project, or (4) a master’s examination

My signature below is agreement to the following:

* I have downloaded and read the Special Education Handbook specific to all the requirements of the MED per my concentration and policies of the University;
* I understand that there are different prerequisites for the different concentrations per the MED catalog and I also need to fulfill those course requirements;
* I understand that I must be enrolled in coursework during the semester I will graduation per the continuous enrollment policy (http://education.gsu.edu/oaa/); and
* I have downloaded and read the Academic Honesty policy of the University and have had my questions answered.

Signature of the Student Date

Signature of Advisor or Director of the Special Education Program Date

Signature of Department Chair Date
### MED - Autism Concentration [SUMMER start - 3 courses a semesters sequence]

<table>
<thead>
<tr>
<th>Summer 2016</th>
<th>Fall 2016</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EXC 7310, EXC 7941, EXC 7980</td>
<td>EXC 7325, EPY 8850, EPY 2050</td>
<td>EXC 7325, EPY Core, EPRS Core</td>
<td>Elective, EPY Core, Elective</td>
</tr>
</tbody>
</table>

### MED - Autism Concentration [SUMMER start - 2 courses a semesters sequence]

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<tbody>
<tr>
<td>EXC 7941, EXC 7980</td>
<td>EXC 7325, EPY Core</td>
<td>EXC 7310, Electro</td>
<td>EXC 7320, Electro</td>
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### MED - Autism Concentration [Fall start - 2 courses a semesters sequence]

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<tbody>
<tr>
<td>EPY 8020, EPY 8850</td>
<td>EXC 7325, EPY Core</td>
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<td>EXC 7320, Electro</td>
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### MED - Behavior/Learning Disorders Concentration [SUMMER start - 3 courses a semesters sequence]

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<th>Fall 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXC 7980, EXC 7941, EXC 7160</td>
<td>EXC 7325, EPY Core</td>
<td>EXC 7310, Electro</td>
<td>EXC 7320, Electro</td>
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### MED - Behavior/Learning Disorders Concentration [SUMMER start - 2 courses a semesters sequence]

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### MED - Behavior/Learning Disorders Concentration [Fall start - 3 courses a semesters sequence]

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### MED - Deaf/Hard of Hearing Concentration [SUMMER start - 3 courses a semesters sequence]

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<tbody>
<tr>
<td>EXC 7941, EXC 7980, EXC 7030</td>
<td>EXC 7325, EPY Core</td>
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### MED - Deaf/Hard of Hearing Concentration [Fall start - 3 courses a semesters sequence]

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### MED - EARLY CHILDHOOD SPECIAL EDUCATION Concentration [SUMMER start - 3 courses a semesters sequence]

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<td>EXC 7325, EPY Core</td>
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### MED - EARLY CHILDHOOD SPECIAL EDUCATION Concentration [Fall start - 3 courses a semesters sequence]

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### MED - Intellectual Disability Concentration [SUMMER start - 3 courses a semesters sequence]

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### MED - Intellectual Disability Concentration [SUMMER start - 2 courses a semesters sequence]

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<tbody>
<tr>
<td>EPY 8020, EPY 8850, EXC 7980</td>
<td>EXC 7325, EPY Core</td>
<td>EXC 7310, Electro</td>
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</table>

### Other Required Coursework/Requirements per Concentration

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Signatures of Student and Advisor: ___________________________
PRACTICUM/STUDENT TEACHING

Please see the Field Experiences Handbook for details.

 ún Doctor of Philosophy (Ph.D.) – Education of Students with Exceptionalities

Please see the Doctoral Student Handbook for details.