DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
AND SPECIAL EDUCATION

Program in Multiple and Severe Disabilities: Autism
(MSD/AUT)

STUDENT HANDBOOK

Initial Certification and Master’s Degree Program
Fall 2012

Faculty Advisor: Dr. Juane Heflin (jheflin@gsu.edu)

This handbook has been prepared to assist students with department and program rules as well as policies regarding students’ academic programs. These rules and regulations are in addition to those of the University and College and do not supplant those of the University. It is the responsibility of the student to be familiar with the graduation requirements in the appropriate University Bulletin and to assume personal responsibility for meeting all registration and fee requirements and other deadlines pursuant to graduation.

“Preparing informed, empowered, committed, and engaged educators”
# TABLE OF CONTENTS

**Part I: Multiple and Severe Disabilities Program** .................................................. 1  
- Theme, Vision, and Mission Statements  
- Conceptual Framework  
- INTASC Standards for Teacher Performance  
- CEC Code of Ethics  
- Code of Ethics for Georgia Educators  

**Part II: Overview of MSD/Autism Program** .............................................................17  
- Program Accreditation  
- Program Description  
- Academic Preparation  
- Reading Endorsement  
- Requirement for LiveText  
- Program Resources  

**Part III: Planning a Program of Study** .................................................................23  
- Initial advisement  
- Role of advisors  
- Student Identification Numbers  
- Panther Cards  
- Registration  
- GSU Student Email  
- Changing from non-degree to Master's  
- Receiving credit for prerequisites  
- Transferring credit into the Master's program  
- Course requirements  
- Typical course schedule  
- Diversity experiences across ages, grade levels, and disabilities  
- GACE  
- Certification steps  
- Message from the PSC  

**Part IV: College of Education and Department of Educational Psychology and Special Education Policies** .................................................................34  
- The Graduate Bulletin  
- Deadlines  
- Materials pickup  
- Time limitations  
- Continuous enrollment  
- Independent study  
- Incomplete grades  
- Passing grades  
- Overflows  
- APA Style
Policy on Academic Honesty
Definitions and examples
Policy on Student Professional Development and Conduct
Students with Disabilities
Sexual Harassment and Discrimination

Part V: Clinical Experiences: Practica and Internships

Descriptions
EXC 7926
EXC 7936
Application procedures
Tort liability insurance and Criminal Background Check
University supervision
Responsibilities and professional behavior
Grades

Part VI: Comprehensive Examinations

Guidelines
Final Outcomes of the Examination
Study Guide

Part VII: Additional Resources

Professional organizations
University resources

Appendices

Tort Liability Waiver Form
Practicum Application
Frequently Asked Questions
Part I: Multiple and Severe Disabilities/Autism

Theme Statement

The Multiple and Severe Disabilities/Autism (MSD/AUT) Program is committed to the scholarly study of the preparation of special education teachers. This commitment involves identifying resources related to teacher education in special education, implementing “best practices,” evaluating the effectiveness of our teacher education program, investigating ways to promote recruitment of excellent students, retention of teachers, and disseminating the results in the professional literature.

Vision

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.

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.

Program resources:

- GSU homepage: [http://ww.gsu.edu](http://ww.gsu.edu)
- College of Education homepage: [http://ww.education.gsu.edu](http://ww.education.gsu.edu)
- Department homepage [http://education.gsu.edu/epse/](http://education.gsu.edu/epse/)
- CEC: [http://ww.cecsped.org](http://ww.cecsped.org)
GSU: Conceptual Framework Integration for Initial Programs

Program: Multiple/Severe Disabilities: Autism

Certification: Special Education General Curriculum Consultative (P-12)
Special Education Adapted Curriculum Consultative (P-12)

Conceptual Framework Components
(GSU’s Framework is consistent with CEC’s)

1. Subject matter content and pedagogy (CEC Standard 1)
2. Human growth and development (CEC Standard 2)
3. Teaching diverse groups of learners (CEC Standard 3)
4. Using of a variety of instructional strategies, including technology (CEC Standard 4)
5. Creating a positive learning environment (CEC Standard 5)
6. Has effective communication skills (CEC Standard 6)
7. Plans for instruction based on subject matter, students, and curriculum (CEC Standard 7)
8. Uses assessment to evaluate learning (CEC Standard 8)
9. Reflective practice and professional growth (CEC Standard 9)
10. Foster relationships with colleagues, parents, and community (CEC Standard 10)

Standards for Teacher Performance
Initial Preparation Programs
Special Education

Purpose:
The Professional Education Faculty (PEF) of the College of Education (COE) is committed to planning and implementing programs that prepare educational professionals focused on pupil learning, development and growth.

Outcomes:
Programs in special education prepare individuals who make educational decisions for persons with individualized learning needs based on current data, knowledge, skills and
dispositions in: 1) the content areas, 2) human development, 3) instruction for diverse learners, 4) a variety of instructional strategies and tools, including technology, 5) the learning environment, 6) communication skills, 7) instructional planning, 8) assessment, 9) professional commitment, and 10) partnerships to support learners. Special educators work collaboratively and exhibit high standards of professionalism.

The CEC’s *Code of Ethics and Standards for Professional Practice for Special Educators* provide the foundation for professional practice for special educators.

**Code of Ethics for Educators of Persons with Exceptionalities**

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

A. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
B. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
C. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
D. Special education professionals exercise objective professional judgment in the practice of their profession.
E. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
F. Special education professionals work within the standards and policies of their profession.
G. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
H. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

**Standards of Professional Practice**

In order to guide initial preparation programs for special educators, the department has articulated INTASC standards (2001) with The Standards for Preparation and Licensure of Special Educators from the Council for Exceptional Children (*Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers*, CEC, 2003). This common core of knowledge (K) and skills (S) are noted in the standards adapted by the department and approved by the College of Education.
Standard #1 – Knowledge of content areas: central concepts, tools of inquiry, and structure of the discipline.

Philosophical, historical, and legal foundations of special educations (CEC, CCI)

Students will demonstrate knowledge of:

1.01 Models, theories, and philosophies that form the basis for special education practice (K1).

1.02 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds (K3).

1.03 Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services (K4).

1.04 Rights and responsibilities related to exceptional learning needs (K5).

Students will:

1.05 Articulate personal philosophy of special education (S1).

Standard #2 – Knowledge of human development: how children learn and develop. Knowledge of learning opportunities that support unique intellectual, social, and personal development.

Characteristics of learners (CEC, CC2)

Students will demonstrate knowledge of the:

2.01 Similarities and differences of individuals with and without exceptional learning needs (K1).

2.02 Similarities and differences among individuals with exceptional learning needs (K2).

2.03 Educational implications of characteristics of various exceptionalities (K3).

2.04 Effects exceptional conditions can have on an individual's life (K4).

2.05 Characteristics and effects of cultural and other contexts on the student and the family (K5).

2.06 Effects of various medications on individuals with special needs (K6).

2.07 Effects of cultural and linguistic differences on individual development.
Students will:

2.08 Access and use current information on exceptional conditions (S1)

Standard #3 – Instruction of diverse learners: teachers understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Philosophical, historical, and legal foundations of special education (CEC, CC1)

Students will demonstrate knowledge of the:

3.01 Variations in beliefs, traditions, and values across and within cultures and their effects on the student, family and education (K2)

3.02 Ways specific cultures are negatively stereotyped and strategies used by diverse populations to cope with these inequities (K6, K7)

3.03 Impact of differences in values, languages, and customs that can exist between home and school (K8, K9)

Instructional content and practice (CEC, CC4)

Students will demonstrate knowledge of the:

3.04 Differing learning styles of individuals with special learning needs including those from culturally diverse backgrounds and strategies for addressing these styles (K1)

3.05 Demands of various learning environments or contexts (K2)

3.06 General and special curricula for individuals with exceptional learning needs (K3)

3.07 Cultural perspectives influencing the relationship among families, schools and communities as related to effective instructional practices (K4)

3.08 Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development. (K5)

Students will:

3.09 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic and gender differences of persons with special needs (S1)

3.10 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members (S2)

3.11 Choose and use technologies in the instructional process (S3)
3.12 Involve the individual and family/caregiver(s) in setting appropriate instructional goals and monitoring progress (S5)

3.13 Select, adapt, and use instructional strategies, including task analysis, and materials according to characteristics of the learner (S6, S7)

3.14 Sequence, implement, and evaluate individualized learning objectives (S8)

3.15 Integrate affective, social, and life skills with academic curricula (S9)

3.16 Use strategies to facilitate maintenance and generalization of skills across all environments and contexts. (S10)

3.17 Conduct continuous observations and evaluations of instruction and make adjustments based on these findings (S15, S16)

Managing student behavior and social interactional skills (CEC, CC6)

The student will:

3.18 Organize, develop, and sustain learning environments that support positive intercultural experiences (S8)

3.19 Mediate controversial intercultural issues among students within the learning environment in ways that enhance cultures, groups or persons. (S9)

Standard #4 – A variety of instructional strategies: teachers understand and use a variety of instructional strategies and tools, including technology, to encourage students’ development of critical thinking, problem solving, and performance skills.

See standards under #3, above

Standard #5 – The learning environment: teachers use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Managing student behavior and social interaction skills (CEC, CC6)

Students will demonstrate knowledge of:

5.01 Laws, policies and ethical principles regarding behavior management planning and implementation (K1)
5.02 Teacher/personal attitudes and behaviors that influence behaviors of students with special needs (K2)

5.03 Social skills needed by students for academic, social and work environments (K3)

5.04 Strategies for crisis prevention and intervention (K4)

Students will:
5.05 Use a variety of effective behavior management strategies (S1, S2)
5.06 Modify the learning environment to manage behaviors (S3)
5.07 Identify realistic expectations for behavior in various settings (S4)
5.08 Integrate social skills into the curriculum (S5)
5.09 Use procedures to increase individual’s self-awareness, self management, self-control, self-reliance and self-esteem (S6)

Standard #6 – Communication skills: teachers use knowledge of effective verbal, nonverbal, and other communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Communication and collaborative partnerships (CEC, CC7)

Students will demonstrate knowledge of:
6.01 Culturally responsive factors that promote effective communication between individuals, families, school personnel and community members (K1)

6.02 Concerns of families of individuals with special needs and strategies to address their needs (K2)

6.03 Family systems and the role of families in supporting the developmental and educational progress (K5)

Students will:
6.04 Maintain confidential communication with all individuals about persons with special learning needs (S1)

6.05 Assist individuals with exceptional learning needs and their families to become active participants in the education team (S3)

6.06 Communicate with school personnel about characteristics and needs of individuals with special learning needs (S6)
6.06 Communicate effectively with families/caregivers from diverse backgrounds (S7)

6.07 Use verbal, nonverbal, and written language effectively (S8)

Standard #7 – Instructional planning: teachers plan instruction based on knowledge of the subject matter, the students, the community, general educational and curriculum goals, and individualized educational plans (IEPs).

Planning and managing the teaching and learning environment (CEC, CC 5)

Students will demonstrate knowledge of the:

7.01 Research-based best practices for effective management of teaching and learning (K2)

7.02 Ways to use technology in planning and managing the teaching and learning environment (K3)

7.03 Ways to create learning environments that allow students to retain and appreciate their own and others’ cultural heritage (K4)

Students will:

7.04 Create a safe, equitable, positive, and supportive learning environment that values and supports diversity (S1)

7.05 Use strategies to facilitate effective integration of students with disabilities into various settings (S2)

7.06 Design, prepare, and organize materials and environments to encourage active participation of all individuals in individual and group activities (S3, S4)

7.07 Design and manage effective daily routines (S5)

7.08 Direct classroom volunteers and peer tutors (S6)

7.09 Direct, observe, evaluate and provide feedback to paraeducators (S7)

7.10 Follow universal precautions established by professional organizations, local schools, local education agencies, and/or law enforcement personnel. (S9)
Standard #8 – Assessment: teachers understand and use formal and informal assessment strategies to ensure the continuous cognitive, social, and physical development of the learner.

Assessment, diagnosis, and evaluation (CEC, CC3)

**Students will demonstrate knowledge of:**

8.01 Basic terminology used in assessment (K1)

8.02 Legal provisions and ethical principles regarding assessment of individuals, especially those with disabilities (K2)

8.03 Screening, prereferral, referral, and classification procedures (K3)

8.04 Use and limitations of assessment instruments (K4)

**Students will:**

8.05 Collaborate with families and others in assessment of individuals with special needs (S1)

8.06 Gather relevant background information (S3)

8.07 Develop and administer nonbiased, informal assessment procedures (S4)

8.08 Use formal and informal assessments and maintain records (S2, S5)

8.09 Interpret information from assessment and report results to all stakeholders using effective communication skills and corresponding professional behaviors (S6, S7)

8.10 Use performance data and information from multiple sources to suggest and make modifications in learning environments (S8)

8.11 Develop or modify individualized assessment strategies (S9)

8.12 Use assessment information in making eligibility, program, and placement decisions for individuals with special needs, including those from culturally and linguistically diverse backgrounds, and identify supports needed for integration into various settings. (S10, S12)

8.13 Evaluate instruction and monitor progress of individuals with exceptional learning needs (S11)
Standard #9 – Professional commitment: teachers are reflective practitioners who continually evaluate the effect of their choices and actions on others. They actively seek out opportunities to grow professionally.

Professionalism and ethical practices (CEC, CC8)

Students will demonstrate knowledge of:
9.01 Personal cultural biases and differences that affect one’s teaching. (K2)

9.02 Importance of teacher serving as a model for individuals with exceptional learning needs (K3)

9.03 CEC’s Code of Ethics for Professional Standards (see Appendix B)

Students will:
9.04 Demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with disabilities (S1)

9.05 Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of all individuals (S2)

9.06 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession (S3)

9.07 Engage in professional activities that benefit individuals with special needs, their families/caregiver(s) and colleagues (S4)

9.08 Conduct professional activities in compliance with applicable laws and policies (S5)

9.09 Practice within the CEC Code of Ethics and other standards of the profession (S6)

Standard #10 – Partnerships to support learners: teachers foster relationships with school colleagues, parents and caregivers, and agencies within the larger community to support students’ learning and well-being.

Communication and collaborative partnerships (CEC, CC7)

Students will demonstrate knowledge of:
10.01 Culturally responsive factors that promote effective communication and collaboration with individuals, families, school personnel and community members (K1)
10.02 Roles of individuals with exceptional needs, families, and school and community personnel in planning an individualized program (K3)

10.03 Roles and responsibilities of the para-educator related to instruction, intervention and direct service (K4)

10.04 Family system and roles of families in supporting educational and life-span goals for individuals with special needs (K5)

**Students will:**

10.05 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families/caregiver(s). (S4)

10.06 Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings (S5)

* Taken from INTASC standards (2001)
**Taken from CEC standards (2003)
505-6-.01 THE CODE OF ETHICS FOR EDUCATORS

(1) Introduction. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code protects the health, safety and general welfare of students and educators, ensures the citizens of Georgia a degree of accountability within the education profession, and defines unethical conduct justifying disciplinary sanction.

(2) Definitions
   (a) “Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.
   (b) “Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, “educator” also refers to paraprofessionals, aides, and substitute teachers.
   (c) “Student” is any individual enrolled in the state’s public or private schools from preschool through grade 12 or any individual between and including the ages of 3 and 17.
   (d) “Complaint” is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A “complaint” will be deemed a request to investigate.
   (e) “Revocation” is the invalidation of any certificate held by the educator.
   (f) “Denial” is the refusal to grant initial certification to an applicant for a certificate.
   (g) “Suspension” is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.
   (h) “Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.
   (i) “Warning” warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.
   (j) “Monitoring” is the quarterly appraisal of the educator’s conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a
criminal background check (GCIC). The Commission specifies the length of the
monitoring period.

(3) Standards

(a) Standard 1: **Criminal Acts** - An educator should abide by federal, state, and local
laws and statutes. Unethical conduct includes but is not limited to the commission or
conviction of a felony or of any crime involving moral turpitude. As used herein,
conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless
of whether an appeal of the conviction has been sought; a situation where first offender
treatment without adjudication of guilt pursuant to the charge was granted; and a
situation where an adjudication of guilt or sentence was otherwise withheld or not
entered on the charge or the charge was otherwise disposed of in a similar manner in
any jurisdiction.

(b) Standard 2: **Abuse of Students** - An educator should always maintain a
professional relationship with all students, both in and outside the classroom. Unethical
conduct includes but is not limited to:
   1. committing any act of child abuse, including physical and verbal abuse;
   2. committing any act of cruelty to children or any act of child endangerment;
   3. committing or soliciting any unlawful sexual act;
   4. engaging in harassing behavior on the basis of race, gender, sex, national origin,
      religion or disability;
   5. soliciting, encouraging, or consummating an inappropriate written, verbal, or
      physical relationship with a student; and
   6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or
      allowing a student to consume alcohol, or illegal/unauthorized drugs.

(c) Standard 3: **Alcohol or Drugs** - An educator should refrain from the use of alcohol
or illegal or unauthorized drugs during the course of professional practice. Unethical
conduct includes but is not limited to:
   1. being on school premises or at a school-related activity involving students while
      under the influence of, possessing, using, or consuming illegal or unauthorized
      drugs; and
   2. being on school premises or at a school-related activity involving students while
      documented as being under the influence of, possessing, or consuming alcoholic
      beverages. A school-related activity includes, but is not limited to, any activity
      sponsored by the school or school system (booster clubs, parent-teacher
      organizations, or any activity designed to enhance the school curriculum i.e.
      Foreign Language trips, etc).

(d) Standard 4: **Misrepresentation or Falsification** - An educator should exemplify
honesty and integrity in the course of professional practice. Unethical conduct includes
but is not limited to:
   1. falsifying, misrepresenting, omitting or erroneously reporting professional
      qualifications, criminal history, college or staff development credit and/or
degrees, academic award, and employment history when applying for employment and/or certification or when recommending an individual for employment, promotion, or certification;

2. falsifying, misrepresenting, omitting or erroneously reporting information submitted to federal, state, and other governmental agencies;

3. falsifying, misrepresenting, omitting or erroneously reporting information regarding the evaluation of students and/or personnel;

4. falsifying, misrepresenting, omitting or erroneously reporting reasons for absences or leaves; and

5. falsifying, misrepresenting, omitting or erroneously reporting information submitted in the course of an official inquiry/investigation.

(e) Standard 5: **Public Funds and Property** - An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;

2. failing to account for funds collected from students or parents;

3. submitting fraudulent requests for reimbursement of expenses or for pay;

4. co-mingling public or school-related funds with personal funds or checking accounts; and

5. using school property without the approval of the local board of education/governing board.

(f) Standard 6: **Improper Remunerative Conduct** - An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board;

2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;

3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or superintendent; and

4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator’s school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or the superintendent. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

(g) Standard 7: **Confidential Information** - An educator should comply with state and federal laws and local school board/governing board policies relating to the confidentiality of student and personnel records, standardized test material and other information covered by confidentiality agreements. Unethical conduct includes but is not limited to:
1. sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results—unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.;
4. violation of other confidentiality agreements required by state or local policy.

(h) **Standard 8: Abandonment of Contract** - An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:
   1. abandoning the contract for professional services without prior release from the contract by the employer, and
   2. willfully refusing to perform the services required by a contract.

(i) **Standard 9: Failure to Make a Required Report** - An educator should file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:
   1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission.
   2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner.
   3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(j) **Standard 10: Professional Conduct** - An educator should demonstrate conduct that follows generally recognized professional standards. Unethical conduct is any conduct that impairs the certificate holder’s ability to function professionally in his or her employment position or a pattern of behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.
(4) Reporting

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of local policies and procedures and/or the chain of command for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.).

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action

(a) The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator’s conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
5. suspension or revocation of any professional license or certificate
6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics.
Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5
Part II: Overview of the MSD/AUT Program

Program accreditation:

The teacher education programs in the College of Education at Georgia State University are accredited by the Georgia Department of Education and the National Council for Accreditation in Teacher Education (NCATE).

Program description:

The M.Ed. program in MSD/AUT provides students who already hold certification in special education with the depth of knowledge and the breadth of skills in educating students with disabilities required of a “master teacher.” The M.Ed. program is an advanced training program that emphasizes research-based strategies, effective pedagogy, and data-based decision making. Our graduates are prepared to work collaboratively and exhibit the highest standards of professionalism while maximizing pupil learning and development.

Students who do not hold a clear, renewable certificate in special education may apply for the M.Ed. program and will complete the certification courses as a part of the master’s degree course work. The certification course sequence prepares a student to teach pupils with disabilities and emphasizes the instructional considerations for those on the autism spectrum. Based on student interest and/or current teaching situation, the student may choose which clear, renewable certification is needed: Special Education General Curriculum Consultative (P-12) or Special Education Adapted Curriculum Consultative (P-12). Master level students are provided advanced instruction on how to select appropriate curricula, employ effective methods of instruction, make assessment based decisions, and utilize effective classroom and student management procedures. Georgia State University will only recommend an individual for clear, renewable 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.

Academic preparation:

Students may enter this program with a variety of educational backgrounds and experiences. Because of this, certain courses are built into the certification sequence as prerequisites. Students must complete the prerequisites or provide documentation of prior completion. The prerequisite courses (which may be taken after acceptance into the program) are:

EXC 4020* Exceptional Children & Instruction
EDRD 6600 Introduction to Materials and Methods in Reading Instruction
EXC 7926 Practicum I
EPY 2050* Human Growth and Development

* PLU credit may substitute for university course
To be recommended for a clear, renewable teaching certificate, the student must complete all of the coursework designated with a "C." Unless the student already has a content area, certification includes three courses that lead to the reading endorsement and make a teacher highly qualified in reading. Students who are admitted non-degree need to complete only the courses designated with a "C." Those who are admitted into the Master's program who do not already hold a clear, renewable certificate will complete all courses marked with a "C" and an "M." Students who enter the Master's program holding a clear, renewable certificate in special education, need to take the 12 courses designated with "M."

The courses are as follows:

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>COURSE NAME</th>
<th>COURSE NAME</th>
<th>COURSE NAME</th>
<th>COURSE NAME</th>
<th>COURSE NAME</th>
<th>COURSE NAME</th>
<th>COURSE NAME</th>
<th>COURSE NAME</th>
<th>COURSE NAME</th>
<th>COURSE NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXC 4020*</td>
<td>Exceptional Children &amp; Instruction</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDRD 6600</td>
<td>Introduction to Materials and Methods in Reading Instruction</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7926</td>
<td>Practicum I</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPY 2050*</td>
<td>Human Growth and Development</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7030</td>
<td>Applied Behavior Analysis</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7250</td>
<td>Characteristics of Severe MR and Autism</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7280</td>
<td>Methods for Teaching Students with Severe Disabilities</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7315</td>
<td>Assessment and Curricular Planning for Students with Autism Spectrum Disorders</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7320</td>
<td>Methods for Teaching Low-Functioning Students with Autism Spectrum Disorders</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7325</td>
<td>Methods for Teaching High-Functioning Students with Autism Spectrum Disorders</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7190</td>
<td>Alternative Approaches to Literacy Instruction for Students with Disabilities</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7310</td>
<td>Strategies for Challenging Behavior</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7936</td>
<td>Practicum II</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select 3 courses from the following 4 sets

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>COURSE NAME</th>
<th>COURSE NAME</th>
<th>COURSE NAME</th>
<th>COURSE NAME</th>
<th>COURSE NAME</th>
<th>COURSE NAME</th>
<th>COURSE NAME</th>
<th>COURSE NAME</th>
<th>COURSE NAME</th>
<th>COURSE NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY ______</td>
<td>EPY 7080 The Psychology of Learning and Learner-Life Span</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSF ______</td>
<td>EPSF 7100 Critical Pedagogy</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSF ______</td>
<td>EPSF 7110 Multicultural Education</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSF ______</td>
<td>EPSF 7120 Social and Cultural Foundations of Education</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPRS ______</td>
<td>EPRS 7900 Methods of Research in Education</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPRS ______</td>
<td>EPRS 7910 Action Research</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPRS ______</td>
<td>EPRS 7920 Classroom Testing, Grading, and Assessment</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDRD 7650</td>
<td>Individual Assessment and Instruction of At-Risk Readers</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reading Endorsement: C/ HQ M
Reading Endorsement:

Included in the coursework for certification are three courses that lead to a reading endorsement (EDRD 6600, EXC 7190, and EDRD 7650). According to the Professional Standard Commission's (PSC) interpretation of federal No Child Left Behind (NCLB) legislation, all individuals who are recommended for initial teaching certificates must hold certification in a content area. For students who do not already have a content area, the MSD/Autism program at GSU includes coursework for earning the reading endorsement. Reading was selected as the content area for the MSD/Autism program because it is critical for teachers to promote literacy skills in their pupils. Additionally, the reading endorsement provides the benefit of enabling a teacher holding it to teach reading to students without disabilities. Students who complete the reading endorsement are eligible to be teacher of record and provide reading instruction to pupils with and without disabilities.

There is no GACE assessment associated with the reading endorsement. When completing the PSC form for certification, students should indicate that they desire the reading endorsement. The PSC certification form is submitted to the certification officer in the Office of Academic Assistance, who will verify that the student has taken the three required courses necessary for the reading endorsement.

The flow chart on the next page provides general guidelines for earning the reading endorsement.
The Department of Middle/Secondary Education and Instructional Technology and the Department of Educational Psychology and Special Education offer graduate courses in literacy which apply to Georgia’s Reading Endorsement for classroom teachers. These courses focus on 3 areas: (a) understanding readers and the reading process, (b) linking assessment and instruction, and (c) using instructional strategies in specific content areas.

Reading endorsement candidates must have experiences working with reading at each of the grade levels covered by their base certificate, which includes children in PreK-12th grade.

REQUIRED COURSES:

**Strand 1: 3 credit hours**

EDRD 6600: Introduction to Materials and Methods of Reading Instruction

- Typically available on-line
- Good beginning class
- *If you have not done so already, you must register for LiveText (~$80-$100).*
- You can request that the instructor share the reading endorsement portfolio template with you through LiveText.
- If course section is full, contact MSIT department about enrollment.

**Strand 2: 3 credit hours**

EDRD 7650: Individualized Assessment for At-Risk Readers

- Working in the Urban Literacy Clinic
- Field Experience
- Theory Into Practice
- If course section is full, contact MSIT department about enrollment.

**Strand 3: 3 credit hours**

EXC 7190: Alternative Approaches to Literacy Instruction for Students with Disabilities

- Focuses on explicit instruction methods for struggling readers and students with high incidence disabilities
- Methods can be adapted for students with low incidence disabilities
- If course section is full, contact EPSE department about enrollment.

Keep all of your assignments from the reading endorsement courses and upload all of them as documents to LiveText as you take the courses.

Pass all of the reading endorsement courses. Your final grade must be a B or better. If you do not pass the courses, you must retake them and get a grade of B or better.

Attend the sessions offered during Professional Advisement Week.

If you have questions:

**Contact:**
Dr. Amy Flint
Reading Endorsement Coordinator
(404) 413 8388
aflint@gsu.edu

**Website:**
http://education.gsu.edu/literacyclinic/4201.html

If you do not pass the courses, you must retake them and get a grade of B or better.

Sessions are offered in COE during the 3rd weeks of October and March.

(check the reading endorsement website for the schedule and session info)
LIVETEXT

All students in all certification and Master’s degree programs in special education must have LiveText accounts. Students are required to buy Live Text during their first semester of enrollment; access will be continued at no additional cost during the entire enrollment period. To acquire LiveText:

1. Students will need to contact Ashley Carlock either by phone (404) 413-8321 or email, acarlock1@gsu.edu. The student will need to come to the Dept. of EPSE office, which is located in the College of Education Building on the 8th floor, between the hours of 8:30 am – 5:00 pm, in order to obtain a “LiveText Student Key code.” Please be sure to let Lee know when you are coming so that she can be available.

2. The cost of the key code is $80 each. The Department only accepts cash, check or money order. **Exact change only.**

3. After purchasing the key code from Lee, the student will be able to go to the LiveText website and begin their registration process.
   - https://www.livetext.com/

4. The student will need to click on **Purchase/Register** toward the top of the screen.

5. Then click on the **Register Membership.**

6. Step 1 will pop up. **Select Student.**

7. Step 2 will pop up. **Enter the key code.**

8. Step 3 will pop up. **Enter the information that is requested.**
Part III: Planning a Program of Study

Initial advisement:

When you receive notification of your acceptance into the master’s or certification program in MSD/Autism, you also will be given information about an orientation/advisement meeting. This meeting gives students an opportunity to meet the advisor and have any questions answered. After the general group informational meeting, students will meet individually with the advisor.

Role of advisors:

The purpose of this advisement session is to plan your program of study at Georgia State University. This will be the only time your advisor will be available without a scheduled appointment. The advisor teaches classes on and off campus, supervises interns and other field-based students, and does many other things which takes her out of her office. Please plan ahead and contact your advisor by email if you wish to meet with her.

Once you have completed a program plan with your advisor, the plan is reviewed by the Department Chair. An “approved” program plan with your signature and the signatures of your advisor and the Department Chair is sent to the Office of Academic Assistance in the College of Education (3rd floor, COE). A copy of this form is mailed to you; the original is filed in EPSE department files.

Student Identification Numbers:

When you are accepted into the College, you will be assigned a random and unique identifying number called a “Panther Number.” This will be your student identification number and appears on your Panther Card.

Panther Cards:

At your earliest convenience, go to the Auxillury Services Center (located on the 2nd floor of the old Student Center, on the level below the book store), to get your Panther Card. This card is necessary for admission to the library and Student Recreation Center. In addition, the card is used to print to networked printers and copiers. Money can be added to the cards for use in vending machines on campus.

Parking:

All vehicles are required to be registered on-line and students need to display a current permit to park on campus or at the Stadium Shuttle lot. Motorcycles and mopeds are also required to be registered and need to be parked in designated areas. Each Fall Semester vehicle registration allows students to register their vehicles for the entire academic year. An academic year consists of the Fall, Spring, and Summer Semesters.
Parking Registration is done through ParkingWeb (https://auxweb.gsu.edu/), which can be accessed at any computer lab on campus or through the Internet.

Registration:

Prior to the first time you register, you must activate your campus ID (www.campusid.gsu.edu). This site will allow you to activate both GSU email & GoSolar. Should you have any problems, call the Help Desk at 404-413-4357 (404-413-help).

To register, go to the GSU home page (www.gsu.edu) and click on “GoSOLAR,” then “GoSOLAR” again. You will need to enter your Panther number and Personal Identification Number (PIN).

After you have entered your student number and PIN, you can check your “time ticket” for registration. You cannot register before your designated time, but you can register any time after your designated time. To register, click on “Registration Menu” and then “Add/Drop/Withdraw.” You will be asked to select a term. Then you will be given the opportunity to register for your classes by entering a CRN.

If you do not pay your fees by the deadline, you will be dropped and will have to go through the late registration process. This could affect your ability to stay in the classes you need. If you are dropped from the system, you will have to re-register and there will be an additional $50 fee.

IF YOU HAVE ANY DIFFICULTY REGISTERING, CONTACT Ms. Vaughn
404-413-8318   svaughn@gsu.edu

Instate Tuition:

Students who move to Georgia and are hired by a local public school system are eligible for in-state tuition. A copy of the school employment contract must be taken to Jeff Sumter (Assistant Registrar and Residency Auditor) in the Registrar's Office. Mr. Sumter can be contacted at jsumter1@gsu.edu or 404-413-2222.

GSU Student Email:

Students are required to activate their GSU email addresses and regularly check or forward their GSU student email to a personal account. The university sanctions student email accounts as the official method of contact and will use student email accounts for any university-related notifications. In addition, university policy requires that instructors use these accounts to contact groups of students. The "Windows Live" system appears to be universally hated by students. Therefore, it is recommended that set up your GSU student emails to be automatically forwarded to another email account.
that you check regularly and that is easier for you to use. To set up your GSU email account, go to: www.student.gsu.edu and enter your campus ID and password. Click on “Options” (box with check marks) and “Mailbox Management.” Select “yes” under “Forward All New Messages” and enter the email address(es) to receive the forwarded emails.

**Changing from Non-degree to Master's Status:**

Application to the Master's program requires the provision of GRE scores. For this reason, some students will apply and be accepted into the initial certification program as “non-degree seeking students.” As dictated by university policy, only three courses (9 hours) of Master's classes taken prior to acceptance into the Master's program will count toward the 36 hours required for the Master's. Students accepted into the MSD/Autism program as non-degree seeking students MUST SUBMIT A NEW APPLICATION WITH GRE SCORES FOR CONSIDERATION OF ADMISSION INTO THE MASTER'S PROGRAM.

**Receiving credit for prerequisites:**

Your planned program may contain prerequisite coursework. These courses do not count in the hours (minimum 36 semester hours) required for a Master's degree. Prerequisite coursework may have been taken at another college or university. Transcripts requested as part of the admissions procedures will generally confirm the names of the courses and your grades.

In terms of the prerequisite courses, your advisor may request more information from you about a particular course or courses for which you are seeking credit. You may need to supply additional information and/or documentation (e.g. a copy of the syllabus, a catalog description) so that your advisor can have a clear idea of course content. This may be the only way your advisor can confirm the appropriateness of the course for credit on your planned program. It is the students’ responsibility to provide their advisor with any and all requests for additional documentation or information. Inadequate or missing information may result in not receiving credit for a prerequisite previously taken. Documentation of related classroom experiences will be required in order to exempt students from the initial practicum.

**Transferring credit into the Master's program:**

To transfer graduate credit into the Master's program, students must obtain a petition to transfer credit from the Office of Academic Assistance (OAA), located on the 3rd floor of the College of Education. Students must complete the petition, provide the required documentation, and submit the packet to their advisor for approval and forwarding. Courses transferred in this manner must also meet the University's time limit (i.e. courses may not be more that 6 years old at the time of graduation). A minimum grade of “B” is necessary for transfer of graduate level courses.
Course requirements for Master’s degree:

In addition to the courses required for certification, the Master's courses include the core courses required of all students earning a Master of Education degree at Georgia State University. These three courses are:

EPY option:
   EPY 7080  Psychology of Learning and the Learner

Choose one from:
   EPSF 7120  Social and Cultural Foundations
   EPSF 7100  Critical Pedagogy
   EPSF 7110  Multicultural Education

Choose one from:
   EPRS 7900  Methods of Research in Education
   EPRS 7910  Action Research
   EPRS 7920  Educational Measurement

NOTE: Students who do not have a content area per NCLB MUST take the three courses for the reading endorsement. Those students will take only TWO courses from the three sets of core options (i.e., only an EPSF and EPRS or an EPRS and EPY or an EPSF and EPY course).
Typical course schedule:

The following table presents the typical schedule of course offerings for the Master's and non-degree MSD/Autism program to assist in planning your class schedule. Please be advised that this information is subject to change. Scan the schedules as they are available each semester to verify.

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXC 4020</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EDRD 6600</td>
<td>X--online</td>
<td>X--online</td>
<td>X--online</td>
</tr>
<tr>
<td>EXC 7926</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EPR 2050*</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EXC 7030</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EXC 7250</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>EXC 7280 (prereq 7250 or 7320)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7190</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>EXC 7310 (prereq 7030)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>EXC 7315</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>EXC 7320</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EXC 7325</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>EXC 7936</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDRD 7650</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EPY 7080 (some online)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>--some online-- EPSF 7100</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>(EPSF 7110/7120 taught on irregular schedule)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--some online-- EPRS 7900</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>(EPRS 7910/7920 taught on irregular schedule)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Diversity Experiences across ages, grade level, and disabilities: All students need experiences across grade levels, ages, and disabilities to be appropriately trained as a P-12 Special Education teacher. Therefore the following information needs to be submitted with your practicum (EXC 7936) application. You cannot be authorized for practicum without submitting the diversity of experiences form. You can reproduce the table in a word processing program (e.g., Microsoft Word) in order to type the entries, or you can handwrite on the form provided.
Experiences with Diverse Students during Career in the Special Education Program at Georgia State University

Student name: __________________________ Initial- or- Advanced Masters ________
Panther #:____________________________ Certification Only__________________________
Program: ______________ (i.e., BLD, AUT, MR, DHH, PHH)

<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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Totals: PK-2=________ 3-5=________ 6-8=________ 9-12=________
Caucasian=________ African-American=________
Hispanic/Latino=________ Asian/other=________

Date: document dates and times
Activity: e.g., class assignment, observation, volunteer activity, practicum
*Grade Placement: PK-2, 3-5, 6-8, 9-12
Racial/Ethnic: Students must have field experiences with students from diverse racial/ethnic, gender, and socioeconomic groups.
Students in the MSD/Autism program have the option to be recommended for certification in EITHER Special Education General Curriculum Consultative (P-12) or Special Education Adapted Curriculum Consultative (P-12). The decision of which certification is made based on career aspirations as well as current or desired employment. GSU will recommend program completers for certification based on the GACE assessment which is taken. Students who wish to be recommended for Special Education General Curriculum Consultative (P-12) must pass GACE #081 and GACE #082. Students who wish to be recommended for Special Education Adapted Curriculum Consultative (P-12) must pass GACE #083 and GACE #084.

For either area, both tests may be taken the same day (to identify test dates and register, go to http://www.gace.nesinc.com/). Each test consists of 60 multiple choice questions and two "constructed response" (CR) questions. The constructed response questions require a narrative answer that fits on less than one page. The multiple choice questions comprise 80% of the score and the CR item equates to 20% of the score. The topics covered on each test are as follows:

**GACE #081:**

<table>
<thead>
<tr>
<th>UNDERSTANDING STUDENTS WITH DISABILITIES</th>
<th>22 multiple choice</th>
<th>1 CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 0001</td>
<td>Understand human development.</td>
<td></td>
</tr>
<tr>
<td>Objective 0002</td>
<td>Understand the various characteristics and needs of students with disabilities.</td>
<td></td>
</tr>
<tr>
<td>Objective 0003</td>
<td>Understand factors affecting learning and development of students with disabilities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSING STUDENTS AND DEVELOPING PROGRAMS</th>
<th>38 multiple choice</th>
<th>1 CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 0004</td>
<td>Understand types and characteristics of various assessments.</td>
<td></td>
</tr>
<tr>
<td>Objective 0005</td>
<td>Understand procedures for conducting assessment activities to address the individual needs of students with disabilities.</td>
<td></td>
</tr>
<tr>
<td>Objective 0006</td>
<td>Understand how to interpret and communicate assessment results.</td>
<td></td>
</tr>
<tr>
<td>Objective 0007</td>
<td>Understand procedures for developing, implementing, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans.</td>
<td></td>
</tr>
<tr>
<td>Objective 0008</td>
<td>Understand uses of instructional and assistive technologies to support the communication and learning of students with disabilities.</td>
<td></td>
</tr>
</tbody>
</table>
### GACE #082:

<table>
<thead>
<tr>
<th>Objective 0009</th>
<th>Understand strategies for managing the learning environment to create a safe, supportive, and inclusive classroom climate that promotes the development and learning of students with disabilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 0010</td>
<td>Understand the development and implementation of effective behavior management and behavior intervention strategies for students with disabilities.</td>
</tr>
<tr>
<td>Objective 0011</td>
<td>Understand principles and methods of planning and delivering instruction for students with disabilities.</td>
</tr>
<tr>
<td>Objective 0012</td>
<td>Understand strategies and techniques for promoting the development of communication, social, and life skills of students with disabilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WORKING IN A PROFESSIONAL ENVIRONMENT</th>
<th>30 multiple choice</th>
<th>1 CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 0013</td>
<td>Understand how to communicate and collaborate with students with disabilities and their families to help students achieve desired learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>Objective 0014</td>
<td>Understand how to communicate and collaborate with colleagues, administrators, service providers, and community agencies to help students with disabilities achieve desired learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>Objective 0015</td>
<td>Understand the historical, social, and legal foundations of the field of special education.</td>
<td></td>
</tr>
<tr>
<td>Objective 0016</td>
<td>Understand the professional, ethical, and legal roles and responsibilities of the special educator.</td>
<td></td>
</tr>
</tbody>
</table>

### GACE #083

<table>
<thead>
<tr>
<th>UNDERSTANDING STUDENTS</th>
<th>27 multiple choice</th>
<th>1 CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 0001</td>
<td>Understand human development.</td>
<td></td>
</tr>
<tr>
<td>Objective 0002</td>
<td>Understand characteristics, causes, and prevention of significant developmental disabilities.</td>
<td></td>
</tr>
<tr>
<td>Objective 0003</td>
<td>Understand the educational implications of various factors that affect learning and development in students with significant developmental disabilities.</td>
<td></td>
</tr>
</tbody>
</table>
### Objective 0004
Understand the effects of significant developmental disabilities on students' social development and development of functional living skills (e.g., independent living, recreation and leisure skills, other adaptive behaviors).

### Developing Individualized Programs

<table>
<thead>
<tr>
<th>Objective 0005</th>
<th>Understand types and characteristics of assessment instruments and methods.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 0006</td>
<td>Understand procedures for determining eligibility for special education and related services for students with significant developmental disabilities.</td>
</tr>
<tr>
<td>Objective 0007</td>
<td>Understand procedures for developing, implementing, evaluating, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans.</td>
</tr>
<tr>
<td>Objective 0008</td>
<td>Understand how to interpret and communicate assessment results and evaluate and monitor student progress.</td>
</tr>
<tr>
<td>Objective 0009</td>
<td>Understand uses of instructional technologies and assistive technologies to support the communication and learning of students with significant developmental disabilities.</td>
</tr>
</tbody>
</table>

### GACE #084

<table>
<thead>
<tr>
<th>Objective 0010</th>
<th>Understand how to plan and implement instruction in a safe, supportive, and inclusive classroom environment that promotes the learning and development of students with significant developmental disabilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 0011</td>
<td>Understand strategies and techniques for promoting the development of communication and literacy skills in students with significant developmental disabilities.</td>
</tr>
<tr>
<td>Objective 0012</td>
<td>Understand strategies and techniques for promoting the development of social and self-determination skills in students with significant developmental disabilities.</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Objective 0013</td>
<td>Understand strategies and techniques for promoting the development of independent functional living skills in students with significant developmental disabilities.</td>
</tr>
<tr>
<td>Objective 0014</td>
<td>Understand the development and implementation of effective behavior-management and intervention strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL COLLABORATION</th>
<th>27 multiple choice</th>
<th>1 CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 0015</td>
<td>Understand how to communicate and collaborate with students and their families to help achieve desired learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>Objective 0016</td>
<td>Understand how to communicate and collaborate with colleagues, administrators, service providers, and community agencies to help students with significant developmental disabilities achieve desired learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>Objective 0017</td>
<td>Understand how to collaborate with others to support students’ transitions.</td>
<td></td>
</tr>
<tr>
<td>Objective 0018</td>
<td>Understand the historical and social foundations of special education, key issues and trends, roles and responsibilities, and legal and ethical issues.</td>
<td></td>
</tr>
</tbody>
</table>

**GACE preparation materials and sample questions are available at:**


**NOTE:** If you want to all content areas for students in elementary and middle schools, take the GACE exams in *Special Education Academic Concentrations*.

#87 = Reading and English Language Arts/Social Studies
#88 = Mathematics/Science
Certification

Complete the following steps to get your renewable professional certificate and/or pay increase for the Master's degree:

_____ GACE tests passed
_____ All certification coursework completed with grades of B or higher
_____ Download PSC application, complete applicant sections, and submit to Office of Academic Assistance, COE
_____ Request official copy of transcripts (after grades posted) to be sent to you; DO NOT OPEN WHEN RECEIVED
_____ Submit PSC application returned from GSU and unopened transcripts to HR officer in school district for forwarding to PSC

* Make a copy of completed application for your files

Message from the Professional Standards Commission (PSC)

We are happy to inform you of the upcoming January 4, 2010 version 2.0 release of our paperless certification system, 'MyPSC'. This release will include added features that will allow current educators and prospective educators (that have taken Georgia assessments or applied for Georgia certification), the opportunity to:

- view and print their Georgia teaching certificate(s)
- view certification details
- request an electronic email copy of certification-related correspondences created on or after Jan 1, 2010.
- view a list of correspondences created prior to Jan 1, 2010.

After registration, educators will be required to maintain accurate personal data by logging in to their MyPSC account and clicking the 'Profile' tab.

As of January 4, 2010, the PSC will no longer mail certificate copies or correspondence to educators (unless requested by the educator or school system). This information will be available through our self-service paperless system, MyPSC. To ensure a smooth transition to paperless, we ask that you help to communicate the importance of MyPSC registration and the maintenance of accurate contact information to your educators.

Thank you for your continued support,

Commaleta Singleton, Database Administrator
Technology Division
Georgia Professional Standards Commission
Two Peachtree Street, Suite 6000
Atlanta, GA 30303
Phone: (404)232-2607
Part IV: Policies

College of Education and
Department of Educational Psychology and
Special Education

The Graduate Bulletin

Graduate students must assume full responsibility for knowledge of the policies, rules and regulations of the College of Education and the university and of the departmental requirements concerning their individual programs.

The most current issue (at the time of admission to Georgia State) of the Graduate Bulletin of the College of Education at Georgia State University is an important source of information for students seeking a graduate degree or certification courses in the Multiple and Severe Disabilities program. The statements set forth in the bulletin are for informational purposes only and should not be construed as the basis for a contract between the student and the institution, college or department. While the provisions in the bulletin will ordinarily be applied as stated, Georgia State University and the Department of Educational Psychology and Special Education reserve the right to change any provision listed in the bulletin, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Office of the Registrar for changes made by the university and in the Office of the Dean when changes are made by the college. **It is especially important that each student note that it is the student’s responsibility to keep apprised of current graduation requirements for his or her particular degree program.** For all matters not dealt with in this bulletin, the student is referred to the GSU General Catalog to which the Graduate Bulletin of the College of Education is a supplement.

Deadlines

It is the responsibility of the student to become knowledgeable of, and to observe, all regulations and procedures required by the program being pursued. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that the individual was not informed of a specific requirement by an advisor or other university authority. This is especially important in meeting deadlines for practica placements and graduation. The student should become very familiar with the GSU General Catalog, the Education Graduate Bulletin, the offerings and requirements of the Department of Educational Psychology and Special Education, and any changes published in the Schedule of Classes on GOSOLAR.

Materials pick up

Faculty and other part-time instructors in the EPSE department will leave student-authored papers and other projects in the front office at the end of a semester. **There is**
a 3-week time limit after the start of the NEXT semester for pick-up. When you come to retrieve your materials, the receptionist will ask for your GSU (picture) ID. If you wish to have a friend or colleague pick up something for you, that person must have a signed note from you indicating that you have given them permission to collect your materials. After the 3-week pickup time has passed, student projects and papers will be returned to the instructor of record for the class section. There is NO guarantee that these articles will be available from individual instructors after the 3-week time limit.

Time Limitations

If you have been admitted as a M.Ed. student, you should recognize that no course work for the master’s degree may be more than six calendar years old at the time of graduation.

Continuous Enrollment

Graduate students must register for at least a total of six semester hours of course work during any period of three consecutive semesters (fall, spring, and summer) until completion of degree. In order to graduate, students must be actively enrolled in course work in the program of study during the semester they finish degree requirements for graduation. For the most up-to-date continuous enrollment policy, go to current students at the following website: http://education.gsu.edu/oaa/.

Independent Study

Independent study courses cannot be substituted in place of a course which is taught on a regular basis.

Incomplete Grades

Incompletes are given for medical reasons only and must be removed before the end of the next grading period. See a complete discussion of the policies concerning the incomplete grade in the Bulletin.

Passing Grades

Students must earn a "B-" or better to pass courses in their major (EXC). Courses may be retaken once, if necessary. Cumulative GPA must be above 3.0 to maintain active status in the MSD program at Georgia State.

Overflows (for classes that are listed as “closed” when you attempt to register)

If an EXC or EPY class is full when a student attempts to register, the student should call April Smith in the EPSE office (404-413-8320) and request to be put on the waiting list for that specific course. If the course has an EPSF or EPRS prefix, call the Educational Policy Studies department (404-413-8030). If the course has an EDRD
prefix, call the Middle Secondary Instructional Technology department (404-413-8060)
OR contact Dr. Amy Flint (404) 413-8388/ aflint@gsu.edu
These lists are reviewed by faculty and overflow decisions are made from these lists.

Desperate measures for desperate people: When a class is closed because it is full,
you can check periodically to see if individuals have dropped, freeing up space for you
to register. Definitely check the day registration reopens after students have been
dropped for non-payment of fees. Typically, 2-5 students will not have paid and will be
dropped, freeing up space for you to register.

APA Style

In the preparation of research papers and other types of manuscripts for academic
credit or other scholarly endeavors, the College of Education at Georgia State and the
Department of Educational Psychology and Special Education require adherence to the
The student is responsible for the information contained in the most recent edition of
the APA Manual and the application of these standards to any and all literary
submissions.

Policy on Academic Honesty
(From the Graduate Bulletin, College of Education)

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 practices that are fair 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 conduct in the course of their academic work.

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 suggest conditions under which unacceptable
behaviors of the indicated types normally occur; however, there may be unusual cases
that fall outside these conditions which also will be judged unacceptable by the
academic community.

For any and all instances of violations of the standards of academic honesty, a student
will receive a zero grade for the assignment or project. The zero will be averaged with
other points at the end of the course; it may result in a failing grade. Please consult the
Policy on Student Professional Development and Conduct contained in this section for
further information.
Definitions and Examples

Plagiarism. Plagiarism is presenting another person’s work as one’s own. Furthermore, plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submission 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 paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects prepared 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 instructor. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. Finally, there may be forms of plagiarism that are unique to an individual discipline or course. Examples of these forms should be provided in advance by the instructor.

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 instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). 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 instructor.

Unauthorized collaboration. Unless the instructor authorizes such activity, working with another person or persons on a specific project, paper, examination, or other academic exercise is a violation of academic honesty.

Falsification. It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise or assignment (e.g. false or misleading citation of sources, the falsification of the results of experiments or of computer data).

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 instructor(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.

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 Office of the Dean of each College and the Office of the Dean of Students.
Policy on Student Professional Development and Conduct

The EPSE department places significant emphasis on academic performance as well as a student’s suitability for responsible participation in his/her chosen professional field. To meet this obligation, the department continuously monitors and evaluates students’ academic and non-academic behaviors in classes and field-based experiences. Professional behavior is expected of all students and includes issues of conduct and academic honesty as described in the Graduate Bulletin. Students are required to follow the policies stated in the Bulletin including those related to cheating, academic honesty, unauthorized collaboration, multiple submissions and plagiarism. Violations of academic honesty are taken seriously and action will be initiated.

Professional behavior also includes appropriately interacting with instructors and other students. According to GSU policy, “Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations), which disrupts the educational process. Disruptive class* behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages, or pages during class, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, excessive tardiness, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class. For purposes of this document, the word “class” is defined as one specific meeting of students and professor while the word “course” refers to the entire section.

Inappropriate or unprofessional conduct by a student may result in a student being dropped from a course or the program. If such removal from a course is necessary, the student will receive a grade of "F" and may be judged ineligible to re-enroll in the course. 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. In addition to providing the student with a copy of the written documentation, the instructor will place a copy in the student’s file. Any subsequent documentation of disruptive or unprofessional behavior will result in the instructor notes that there is already documentation of a previous instance of unprofessional behavior, the student will be 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 Bulletin which requires the completion of a Petition for Resolution form which is available in the department office.
Students with Disabilities

Students with disabilities should register with the Office of Disability Services at the beginning of their graduate program at Georgia State. Students should also disclose this information to instructors. This office coordinates the services available for students with disabilities including special parking needs. If a student is registered with this office, special accommodations will be suggested to faculty members teaching courses in which the student is enrolled. Faculty are then able to adapt course requirements, for example requests for special accommodations in testing, with the support and help of the Office of Disability Services. Please note: Adaptations cannot be made unless a student is registered with this office. For further information, contact the Director of Disability Services at 404-413-1560.

Sexual Harassment and Discrimination

"Georgia State University is committed to maintaining an environment entirely based on mutual respect and civility. We will not tolerate any actions that impede academic freedom or diminish the dignity of any member of the Georgia State family." (Carl V. Patton, Previous President)

Georgia State’s policies regarding sexual harassment and discrimination apply to all on campus and off-campus facilities. If you have any questions or concerns, you may speak to your advisor or the University Ombudsperson.
Part V: Clinical Experiences
Practica and Internships

Descriptions

Practica experiences for students admitted to the certification and Master's degree programs in Multiple and Severe Disabilities are a significant part of the preparation. The performance of GSU students in classroom settings, which serve children with autism spectrum disorders is an extremely important aspect of any preparation program in teacher education.

Field-based experiences are organized in a developmental continuum. In this way, students should acquire essential competencies in planning and delivering instruction, managing students and classroom procedures, evaluating and assessing student change as a basis for decision-making, and developing related professional behaviors.

EXC 7926. Practicum I in Special Education is the first of two required practica in the MSD program. Students may receive credit for the course by submitting a letter from an administrator (on school letterhead) verifying that the student has taught for one year. The letter may be sent to:

Dr. Juane Heflin
Dept. EPSE
P.O. Box 3979
Atlanta, GA 30302-3979

Students without public school experience will enroll in EXC 7926 and be placed with an exemplary teacher in a classroom serving pupils with autism spectrum disorders for 20 hours per week. This will be a non-paying position.

EXC 7936. Practicum II in Special Education is the final field-based experience for students seeking initial certification in special education. This intensive practicum provides in-depth experiences with students who have autism spectrum disorders and marks the culmination of the professional preparation program at Georgia State. To be eligible for EXC 7936, students must have completed ALL but one of their major area courses, with the final course being taken in conjunction with the practicum. **All but one of the following courses MUST be completed prior to registering for practicum:** EXC 4020 (or equivalent credit), EXC 7926 (or equivalent credit), EXC 7030, EXC 7250, EXC 7280, EXC 7310, EXC 7315, EXC 7320, and EXC 7325.

There are two options with this second practicum. The first option is placement in metro Atlanta classrooms with a mentor or cooperating teacher. The second option is an "on-the-job" (OTJ) practicum. To qualify for an OTJ practicum, the graduate student must be employed in an accredited school in a classroom serving children with autism spectrum disorders. The public and private schools must be in the metropolitan Atlanta area. This area includes the ten counties recognized by the Atlanta Regional Commission and Gwinnett County. These ten counties are: Fulton, Cobb, DeKalb,
Douglas, Clayton, Fayette, Henry, Rockdale, Cherokee, and Forsyth. Independent school systems within these counties would also qualify (e.g., Atlanta City, Marietta City, Decatur City). In addition, a one-way trip to visit or supervise a practicum student cannot be more than 30 miles from the downtown campus of Georgia State University.

Please note: The final practicum (EXC 7936) must be completed during the traditional academic year. Competencies must be evident at the end of the semester. No additional time will be given for remediation. Persons unable to demonstrate teaching competencies will receive a grade for their performance and then repeat the practicum during the next academic semester; summer practica are not available.

Application procedures

Applications are available at the front desk of the EPSE office and must be submitted prior to registering for the course. An application form also appears in the Appendices at end of this Handbook. Application submission does not guarantee approval; course work completion will be verified prior to authorization. The "Diversity of Experiences" form MUST be submitted with the application for EXC 7936.

Tort liability insurance and Criminal Background Check

In order to be approved for a “placed” practicum, students in Special Education at Georgia State University must show evidence of liability coverage before they will be allowed in public or private settings serving children with disabilities. Failure to provide adequate and timely proof of coverage will result in administrative withdrawal from courses. A Tort Liability Form is provided in Appendices section at the end of this Handbook. Tort liability is NOT required if the GSU student is under contract to work in the school system where the practicum will take place.

In addition, the college of education is now requiring criminal background checks on all student teachers who are “placed” in school settings. Background checks are not necessary if you are employed in a school system and are completing an on-the-job practicum. Forms are available in the Office of Academic Assistance, 3rd floor, College of Education. For further information, contact the office via phone: 404-413-8000.

University supervision

University supervisors will be full-time faculty members or, in some cases, part-time instructors (including doctoral students) who have experience in supervision. All supervisors will provide verbal and written feedback or evaluations to the students during their experiences.
Responsibilities and professional behavior

Students enrolled in programs in special education at GSU are expected to exhibit the professional and ethical standards as noted in the **CEC Code of Ethics and Standards of Practice**. Students may be administratively withdrawn from a practicum site if they fail to exhibit responsible, professional behaviors. University supervisors as well as site supervisors for “placed” practicum may recommend and initiate the withdrawal process.

Grades

Students are expected to earn a minimum passing grade in practica. Passing grades are defined as “B” or better. Students will be given a practicum syllabus which describes practicum expectations and assignments. Students, who do not exhibit the expected competencies in field-based courses, will be required to repeat the sequence. Practica and internships may be repeated one time (for a total of two opportunities); this is considered a reasonable time to expect students to show improvement in any or all areas noted in evaluative feedback. Competencies must be demonstrated during the academic semester (usually 15 weeks). Time may not be extended for remediation of difficulties; the student must repeat the course during another academic semester. If it is not possible for a student to earn a passing grade in a field-based course after repeating it, the student will not be recommended for certification by Georgia State University.
Part VI: Comprehensive Examinations

Guidelines

To demonstrate mastery of the critical content in the Master’s program, the student must pass a comprehensive exam. An application to take the comprehensive exam must be submitted a semester prior to the desired exam opportunity. Applications are available at the front desk of the EPSE office.

The comprehensive exam consists of four questions which assess understanding of issues in the areas of characteristics and assessment; instruction; management; and professional collaboration.

All comprehensive exams will be taken in a computer lab on the date assigned and completed using Microsoft Word. This is part of the comprehensive exam and is a partial demonstration of students’ competencies in computer literacy. The only exceptions to this policy will be the accommodations necessary for students who are registered with the Office of Disability Services. Scoring will be guided by the rubric available from the advisor.

Final Outcome: Notification of Pass/Fail

Students are notified in a timely fashion concerning passing or failing the comprehensive exam. According to college policy, there are three opportunities to secure a passing score on the comprehensive exam. It is important for students to contact the advisor and discuss the exam prior to re-taking it.

Study Guide

The following pages contain a comprehensive exam study guide that should be helpful in preparing for the comprehensive exam. The recommendation is that you outline an answer for each question as you complete the course(s) affiliated with the question. Students can email their advisor 2 weeks prior to the comprehensive exam date to request a short list of potential questions. The short list will contain the 10 questions from which the 4 for the exam will be taken.
The following study questions should guide you in focusing your study for the comprehensive examination. Actual exam questions may come directly from these, or close approximations of them (but not exclusively). FOUR questions from the study guide will comprise the exam, covering the topics of Characteristics & Assessment, Instruction, Management, and Professional Collaboration as they relate to students with autism spectrum disorders. The primary course(s) in which the information contained in the question was covered is designated after each.

The Master's Degree Comprehensive Examination is scheduled on a Saturday during the fall, spring, and summer terms. The exact dates are listed on the application form. You must register for the exam one semester in advance of taking it. The form to register is available in the department office. You will receive a letter from the department one month before the exam confirming your registration and informing you of the room in which you will take the exam.

1. Researchers and educators in the area of Applied Behavior Analysis have developed and systematized various procedures for use in maintaining and changing behavior. Explain ____ of the following and give an example of how each can be used to further learning and/or management in the classroom. (EXC 7030)

   a) event recording, duration recording, and time sampling
   b) fixed ratio and variable ratio schedules of reinforcement
   c) fixed response duration and variable response duration schedules of reinforcement
   d) secondary reinforcers
   e) DRA, DRL, and DRO
   f) token economy
2. Discuss, from a behavioral theory perspective, how appropriate and inappropriate behaviors develop in students. (EXC 7030)

3. When reducing an inappropriate behavior it is best practice to replace the behavior being reduced or eliminated with an alternative behavior that is more appropriate. This procedure is known as Differential Reinforcement of Alternative Behavior (DRA). a) What guidelines would you use when choosing an alternative behavior to replace an inappropriate behavior, and b) What are the procedures for implementing a DRA procedure? (EXC 7030 & 7310)

4. Environmental factors often occasion inappropriate behavior in instructional environments. Select ______ such environmental factors and: a) discuss how each will occasion inappropriate behavior, and b) classroom modifications of curriculum, instruction, and/or the environment which may be made in order to reduce the inappropriate behavior. (EXC 7030, 7310, 7320)

5. Best practice and IDEA require that a Functional Behavior Assessment be conducted for student behavior which impedes learning and/or which may lead to suspension from school. Describe the process of conducting a functional behavioral assessment and the impact that the information will have on subsequent programming for the student. (EXC 7310, EXC 7320)

6. Discuss the use of indirect measures (e.g., behavioral interview, behavioral scales, questionnaires) to form a hypothesis regarding the function of behavior. After explaining the process, elaborate on the pros and cons of using indirect measures. (EXC 7030, 7310, EXC 7320)

7. Discuss the use of direct methods (e.g., A-B-C assessment, scatter plot) to form a hypothesis regarding the function of behavior. After explaining the process, elaborate on the pros and cons of using direct measures. (EXC 7310)

8. Describe the process of using a Functional Analysis to verify a hypothesis regarding the function of a behavior. Discuss both the clinical approach (i.e., placing the student in four conditions) and an applied approach that can be used in the classroom (i.e., multielement conditions). Discuss the pros and cons of each. (EXC 7310, EXC 7320)

9. Most definitions of autism consist of a series of characteristics considered essential for classifying an individual as having autism. Select one of the definitions (e.g., Kanner, Rutter, Autism Society of America, IDEA, DSM IV) and discuss and operationalize the characteristics. Also discuss THREE problems that arise in classifying an individual with autism and steps that can be taken to enhance the possibility of making an accurate determination. (EXC 7250, EXC 7315 & 7320)
10. List and discuss 6 verbal language characteristics of students with moderate and severe intellectual disabilities. In your discussion provide an example of how each may be manifested in students' attempts at communication. (EXC 7250)

11. Socialization is a critical area of concern for students with autism spectrum disorders, and social abilities range from total withdrawal to interested but inept. Describe the social characteristics for a hypothetical individual at one point along the spectrum and discuss how the abilities and deficits affect functioning. (EXC 7250 & 7320)

12. First, explain three ways in which an instructional session may be defined (when it begins and when it ends). Then, discuss and provide an example of when you would use each of the following for on-going data collection and how often data should be collected for each:
   a) dichotomous data
   b) coded data
   c) trial-by-trial data collection
   d) probe data collection
   (EXC 7280)

13. Response prompt-based instructional strategies used with students with moderate and severe disabilities include: System of Maximum Prompts, System of Least Prompts, Graduated Guidance, Time-Delay, and Simultaneous Prompting. Discuss and explain through use of an applied example the components and processes of EACH of these five strategies. (EXC 7280)

14. What is the purpose of antecedent prompts for instruction? List and discuss 4 types of antecedent prompts (one of which must be picture or auditory prompts). Provide an example of how you would use each. What are the guidelines to be remembered for effective use of antecedent prompts? (EXC 7280)

15. Discuss the following concerning group instruction:
   a) What are the advantages of group instruction?
   b) Explain through example and discussion group formatting for each of the following:
      - same theme – same task/objective – same materials
      - same theme – same task/objective – different materials
      - same theme – different task/objective – same/different materials
      - different themes – different task/objective – different materials
   (EXC 7280)
16. With the availability and recognized importance of early intervention for children with autism spectrum disorders, there is a greater emphasis on identifying the disorder as early as possible. Diagnostic criteria in the DSM-IV and most of the available assessments were not designed to identify children at young ages. Fortunately, researchers are beginning to identify "early markers" to flag children at very young ages (e.g., American Academy of Neurology, American Academy of Pediatrics). Describe FIVE of these early markers and how the presence of each will affect a child's development. (EXC 7315)

17. One of the difficulties in identifying individuals with autism spectrum disorders (ASD) is that there are no behaviors unique to the condition. All behaviors demonstrated by individuals with ASD also are demonstrated by others, particularly those with behaviorally-defined conditions. Select THREE of the following and describe characteristics which are similar to those with ASD. Also describe features/behaviors that will distinguish each of the three conditions you selected from those with ASD. (EXC 7315)
   a) anxiety/obsessive compulsive disorder (OCD)
   b) depression
   c) bipolar disorder (BPD)
   d) attention-deficit/hyperactivity disorder (ADHD)
   e) tic disorders
   f) psychosis

18. Assessment should serve as the basis for instructional planning. Choose TWO of the following and discuss: a) the information available after conducting the assessment, b) limitations and/or cautions related to the assessment, and c) a setting and student that would be warrant use of the assessment.
   a) Autism Diagnostic Observation Scale (ADOS)
   b) Assessment of Basic Language and Learning Skills-Revised (ABLLS-R)
   c) Psychoeducational Profile, 3rd edition (PEP-3)
   d) TEACCH Transition Assessment Profile (TTAP)
   (EXC 7315)

19. Treatments and intervention programs for students with autism spectrum disorders can be classified into three broad categories (excluding the combined programs). Describe the theoretical basis for each of the three categories, give examples of programs in each, and identify when the selection of programs within each category would be desirable. (EXC 7320)

20. Methodology controversies in the field of autism have created great contention among advocates and have resulted in long, arduous IEP meetings and many due process complaints. Generate a list of guiding questions that a team could use to evaluate various treatments and interventions, and justify why each question is sound and useful. (EXC 7320)
21. Specific classroom components and strategies have been demonstrated to be useful in helping students with autism spectrum disorders benefit from their educational opportunities. You have been charged with setting up a program for students with autism. Based on demonstrated utility, describe FIVE elements you would include in the program and justify why each is important to support the learning and/or behavior of individuals on the autism spectrum. (EXC 7320)

22. Students with autism spectrum disorders often engage in self-stimulatory behaviors. Describe current, research-based understanding of the functions of self-stimulation and delineate general considerations for developing programs to address the behavior. (EXC 7320)

23. Describe sensory processing and integration issues across each of the seven sensory systems that might affect the behavior and performance of students with autism spectrum disorders. Discuss environmental and instructional modifications that can be used to address these sensory issues. (EXC 7320)

24. An advocate requests a specific type of systematic instruction known as “Discrete Trial Training” (a.k.a., “Lovaas” or “ABA”). Describe the components of discrete trial training and give an example of how it might be used in instructions. Delineate the pros and cons of using this approach and what you could tell an advocate who wants to know if you use DTT in your classroom. (EXC 7320)

25. Students functioning on the high end of the autism spectrum experience behavioral and learning needs that differ from students on the lower end of the autism spectrum and from students who are neurotypical. Describe a hypothetical student functioning on the high end of the autism spectrum (i.e., HFA, Aspergers, PDD-NOS), emphasizing FIVE characteristics that will affect his/her performance in the classroom. Discuss THREE supplemental aids and supports that could help the student participate in general instruction and THREE modifications and accommodations to facilitate learning in academic content areas. (EXC 7325)

26. Explain the concept behind “Social Stories” and when they might be useful for an individual with autism spectrum disorders. (EXC 7325)

27. The behavior of students functioning on the higher end of the autism spectrum is often influenced by classical conditioning, as the students develop aversions to certain stimuli (people, tasks, locations, etc.). Their behavior also can be influenced by irrational thinking. Create a hypothetical student whose functioning is being negatively affected as a result of classical conditioning or irrational thinking. Develop an intervention you could use to address the student’s issue (e.g., ESM, respondent extinction, counter-conditioning, cognitive behavior modification, contingencies to support change). Describe the intervention in detail. (EXC 7325)
Part VII: Additional Resources

Professional Organizations

GAE (Georgia Association of Educators)
3951 Snapfinger Parkway, Decatur, GA 30035
(404) 289-5867

PAGE (Professional Association of Georgia Educators)
2971 Flowers Road, Chamblee, GA
(770) 216-8555

CEC  (see web address under Code of Ethics section)

Autism Society of America (ASA)  www.autism-society.org

Greater Georgia ASA  www.asaga.com

University Resources

Health Services. Health Services provides immediate medical attention for injuries and illnesses such as colds, flu, sore throats, earaches, sprains and minor cuts/abrasions. Some additional services provided include pregnancy tests, glucose tests, tuberculosis skin testing, immunizations (tetanus, hepatitis B, flu vaccines and MMR), CPR classes, health promotion classes such as stop smoking and weight loss, limited lab services and medical counseling and referral. For further information contact Health Services.

Counseling Center. The center is located in the Counseling Center Building, 106 Courtland Street. Counseling is available to students having career, educational, personal, or relationship concerns. Small group experiences are offered to meet particular needs; for example, personal growth, sexual abuse survivors, vocational assessment, anxiety reduction, and communication skills training groups are offered. Referral services are provided to students having special needs. All counseling is confidential. For further information, contact the Counseling Center at 404-413-1640.

Student Support Services. The mission of Student Support Services is to increase retention and graduation rates of students enrolled in the program. All students regardless of family background or the presence of a disability should have the opportunity to reach their full personal, academic and career potential. The program offers a variety of support services to assist the eligible Georgia State University student: 1) reader and proctor services; 2) tutoring; 3) group counseling; 4) referrals; 5) advocacy; 6) personal counseling; 7) workshops and 8) individualized assistance. For further information, contact Student Support Services at 404-413-1680.
Regents Center for Learning Disorders. The Board of Regents of the University System of Georgia has established three centers for the provision of assessment, resources, and research related to students within the University System with learning disorders. The Centers are located at Georgia State University, the University of Georgia, and Georgia Southern University. The Georgia State Center serves thirteen institutions in the Northwest region of the state.

The Center will assist each institution in obtaining assessments for students who have learning problems due to a disability. Center personnel are also available to provide information regarding requests for special accommodations, to review outside evaluations, and to provide recommendations regarding how to best maximize students’ functioning in college. For further information, contact the Director of Disability Services at 404-413-1560.
Appendices

Tort Liability Form
Practicum Application
FAQs
TORT LIABILITY WAIVER FORM

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND
SPECIAL EDUCATION GEORGIA STATE UNIVERSITY

NAME ___________________________________________________________________ SEMESTER __________________

The State of Georgia requires that "prior to professional laboratory experience placement, students must provide evidence of having adequate tort liability insurance or waive such coverage in writing."

Please initial the appropriate category or categories and sign. Thank you.

_____ I hold current membership in a professional association which provides tort liability insurance coverage.

Name of association: ______________________________________________________

_____ I hold current tort liability insurance through an insurance carrier via a personal policy.

Name of policy provider: __________________________________________________

_____ I am employed in the school system where the practicum will occur and can provide documentation of system coverage.

Name of school system/agency: ____________________________________________

______________________________________________________________________

Signature ___________________________ Date ________________________________

This agreement is valid only for the semester noted. You must update this form for EACH field based placement.
PRACTICUM APPLICATION
Program in Multiple and Severe Disabilities

Application Information

1. In order to register for practicum, you must:
   a. have taken the special education courses needed for certification and/or your degree. (Methods courses must be taken at GSU)
   b. have a 3.0 GPA for your teaching field courses.
   c. if you are not currently employed as a certified teacher, you must show proof of Tort Liability Insurance.

2. Obtain and complete your application from the secretary in the Department of Educational Psychology and Special Education Office. Applications must be filed by the following dates:
   - Fall semester - no later than April 15
   - Spring semester - no later than October 15

3. Submit your completed application for approval to:
   - Dr. Alberto: Mental Retardation (EXC 7925 or EXC 7935)
   - Dr. Heller: Physical & Health Disabilities (EXC 7927 or EXC 7937)
   - Dr. Steed: Early Childhood Special Education (EXC 7929 or EXC 7939)
   - Dr. Heflin: Autism (Behavior Disorders) (EXC 7926 or EXC 7936)
   - Dr. Easterbrooks: Deaf/Hard of Hearing) (EXC 7920, 7930, 7940)

4. If you withdraw your application at any time, you must submit another application according to established deadlines.
To be completed by all applicants. A copy of this form will be sent to the school system in which you have your practicum experience.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle</th>
<th>Panther Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Address

City State Zip

<table>
<thead>
<tr>
<th>Home Phone</th>
<th>Business Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Special Education Advisor: ______________________________

Semester you are applying for: _______Fall, 20___ OR _______Spring, 20___

Type of Placement Requesting: ___On-the-job Practicum ___I require a placement by the department

Area in which you are seeking certification: Autism

If applying for On-the-job placement, please complete the following. Note: Please attach a copy of a map to your school.

<table>
<thead>
<tr>
<th>Name of School</th>
<th>School Address</th>
<th>School District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Phone</th>
<th>Special Education Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Principal’s Name Type of class you teach

Practicum applying for (circle one):   EXC 7926   EXC 7936

Please read the following and sign in the designated place.

The practicum supervisor has the authority to withdraw a student from a classroom experience if the student’s performance constitutes a deterrent to the students in the class. If such removal is necessary, the student will be given an “F” for the course(s).

I understand that the information on this form will be forwarded to school systems where practicum placement is sought for me. I certify that the information given on this form is correct.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The practicum as requested above is: _____Approved       _____Disapproved
Georgia State University
Multiple and Severe Disabilities/Autism Program
MSD/AUT

FAQs:

1. What will my certification be?
The MSD/AUT program at GSU is in a unique position to recommend you for certification in either:
   - Special Education General Curriculum (P-12): Consultative
   OR
   - Special Education Adaptive Curriculum (P-12): Consultative

Upon completion of the program, you will be recommended for certification based on which Praxis or GACE test you have taken.

2. I’ve already taken Praxis II. Do I need to take the GACE also?
No. If you’ve already taken Praxis II, you do not need to take the GACE. If you took Praxis II in Interrelated (#0353), GSU will recommend you for the General Curriculum certificate. If you took Praxis II in BD, GSU will recommend you for the General Curriculum certificate. If you took Praxis II in MR, GSU will recommend you for the Adaptive Curriculum certificate.

3. How do I decide which GACE to take?
Ask one of your supervisors which certificate you need to hold to keep your job or to get a job you would like. In general, if most of the students you teach take standardized assessments (even with modifications), you will need the General Curriculum certificate. If most of the students you teach are on the GAA, you will need the Adaptive Curriculum certificate.

4. Will this program result in me being highly qualified?
Yes. In completing the certification program, you will earn a reading endorsement. The reading endorsement makes you highly qualified to teach ALL students (students receiving either general or special education services) at the level of your base certificate (P-12).

5. What if I want to be HQ in areas other than reading?
You can contact the PSC if you believe your undergraduate work makes you eligible to be HQ in certain areas. Alternately, if you took Praxis #0511, you are HQ in math, science, language arts, and social studies for students 8th grade and lower. The GACE Special Education Academic Content Concentrations (tests 087 and 088; both must be taken) will allow you to be HQ in multiple content areas in certain situations.