Multiple and Severe Disabilities-Autism Program
Masters of Arts in Teaching (M.A.T)

Leadership and Scholarship Focused on Learning and Development

Student Handbook

Multiple and Severe Disabilities Program
Department of Educational Psychology, Special Education, and
Communication Disorders
Georgia State University
Atlanta, GA

“Preparing informed, empowered, committed, and engaged educators”

This handbook was prepared to assist students with program planning during their time in the ECSE program. This handbook provides policies and suggestions that are in addition to the rules and regulations of the College of Education & Human Development and Georgia State University. It is the responsibility of the student to be familiar with the graduation requirements and academic policies of the College and University and for meeting all registration, fee, and other deadlines pursuant to continuous enrollment, sufficient academic progress, and graduation.

College of Education & Human Development
Georgia State University
2015-2016

I certify that I have reviewed this handbook, which includes an outline of the program requirements, including information on background checks and the required ethics module for certification.

Name_______________________________________ __________________________    Date_________
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
  Introduction to Program
  Faculty
  Preservice Certificate
  edTPA
  Program Accreditation
  Program Description
  Academic Preparation
  Reading Endorsement
  Requirement for LiveText
  Professional Behavior
  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......................... 40
  Descriptions
  EXC 7926
  EXC 7936
  Application procedures
  Tort liability insurance and Criminal Background Check
  University supervision
  Responsibilities and professional behavior
  Grades

Part VI: Additional Resources................................................................ 50
  Professional organizations
  University resources

Appendices........................................................................................... 52
  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://www.gsu.edu

College of Education homepage: http://www.education.gsu.edu

Department homepage http://esc.education.gsu.edu

Council for Exceptional Children: http://www.cecsped.org

Association for Behavior Analysis International http://www.abainternational.org
GSU: Conceptual Framework Integration for Initial Programs

Program: Multiple/Severe Disabilities: Autism Masters of Arts in Teaching (MAT)

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

<table>
<thead>
<tr>
<th>Conceptual Framework Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>(GSU’s Framework is consistent with CEC’s)</td>
</tr>
<tr>
<td>1. Subject matter content and pedagogy (CEC Standard 1)</td>
</tr>
<tr>
<td>2. Human growth and development (CEC Standard 2)</td>
</tr>
<tr>
<td>3. Teaching diverse groups of learners (CEC Standard 3)</td>
</tr>
<tr>
<td>4. Using of a variety of instructional strategies, including <strong>technology</strong> (CEC Standard 4)</td>
</tr>
<tr>
<td>1. Creating a positive learning environment (CEC Standard 5)</td>
</tr>
<tr>
<td>6. Has effective communication skills (CEC Standard 6)</td>
</tr>
<tr>
<td>7. Plans for instruction based on subject matter, students, and curriculum (CEC Standard 7)</td>
</tr>
<tr>
<td>8. Uses assessment to evaluate learning (CEC Standard 8)</td>
</tr>
<tr>
<td>9. Reflective practice and professional growth (CEC Standard 9)</td>
</tr>
<tr>
<td>10. Foster relationships with colleagues, parents, and community (CEC Standard 10)</td>
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**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 will 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 and Requirements

Introduction to Program Faculty

Christopher A. Tullis, Ph.D., BCBA-D. (The Ohio State University). Dr. Tullis is an Assistant Professor and Program Coordinator for the Multiple and Severe Disabilities-Autism program at Georgia State University. Dr. Tullis’ research interests are related to the application of the science of Applied Behavior Analysis to classroom and clinic settings to improve the lives of people with Autism Spectrum Disorder (ASD). He has worked in classrooms, clinics, and other community settings in various roles.

Dr. Tullis teaches three of the major courses in the MSD-ASD program, and supervises practicum experiences. You will also have courses with other MSD and College of Education and Human Development faculty as well.

Participation in edTPA

The edTPA is a subject-specific performance assessment administered during the candidate’s student teaching (EXC) which is designed to be educative and predictive of effective teaching and student learning. As of Fall 2015, students in the MSD-ASD program are required to score successfully on the Special Education edTPA which includes a video demonstration of their teaching and extensive planning, instruction, and reflection of their work. There is a cost of approximately $300 to submit edTPA portfolios.

Ethics Assessment

Applicants for the MSD-ASD program must take the Georgia Educator Ethics Assessment prior to admission. This is a self-paced modular, computer-based test designed to both teach and assess knowledge and skills in the areas of the Georgia Code of Ethics for Educators and of ethical understanding to guide behaviors and decision-making. Candidates must again take the GACE Ethics program exit assessment prior to program completion. Educators must pass the assessment for the Induction certificate. Georgia State University’s school code is 5090. For questions or to sign up to take the GACE Ethics Assessment, please contact Ruchi Bhatnagar in the Dean’s Office (rbhatnagar@gsu.edu) or go to gsugacehelp@gsu.edu

Grade Requirements

Participation in the MAT program is conditional upon acceptable performance in coursework and practica. Students must maintain a minimum 3.0 grade point average (GPA) in all graduate courses taken in the degree and licensure program. In addition, students must receive a grade of “A” or “B” in all core courses. Students who receive a grade of “C+” or lower in a core course must retake the class. A student who fails to earn a grade of “A” or “B” after taking the course a second time will be scholastically excluded from this major. Students who are experiencing difficulty in either coursework or practicum are expected to immediately notify the course instructor or practicum supervisor. During practicum and student teaching, any student who is asked to withdraw from his or her site by site or university personnel must voluntarily withdraw (or be withdrawn) from the site and course, and receives a grade of no pass or incomplete, depending on instructor’s discretion. The student will not be placed in a subsequent practicum or student teaching site. A letter grade of “D” or “F” or an “N” (no pass) in a graduate course at Georgia State University is not accepted for credit, but is computed as part of the GPA. The accumulation
of more than five credits of “N” or “F” grades regardless of the GPA or a GPA below 3.0 at any
time is considered unsatisfactory.

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 initial certification in MSD/AUT provides students who do not already hold a certification in special education with the knowledge to qualify for initial teacher certification (induction certificate). The program focuses on the basic knowledge and skills a teacher must have to be effective as the teacher of record in a special education classroom. The 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 (K-12) or Special Education Adapted Curriculum Consultative (K-12). MAT level students are provided initial 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.

Board Certified Behavior Analyst (BCBA)

MSD-ASD students may also be interested in pursuing the necessary coursework to sit for the BCBA exam. This certification may be pursued concurrently in the M.Ed. program, and may be pursued with extra course work in the Educational Psychology – Applied Behavior Analysis concentration in combination with the M.A.T. If you would like to pursue these requirements PLEASE MEET WITH YOUR ADVISER TO DETERMINE IF THIS IS THE BEST COURSE OF STUDY, AND TO ACQUIRE FURTHER INFORMATION ABOUT THE CERTIFICATION. The BCBA credential is not similar to an endorsement, or other “add-on” certifications that may typically be found in the education field, it requires both intensive study and fieldwork in addition to the requirements of the MSD-ASD program.

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 if the syllabi are provided to your adviser

EXC 7030 Applied Behavior Analysis (3)
EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (3)
EXC 7280 Methods for Teaching Students with Severe Disabilities (3)
EXC 7310 Strategies for Challenging Behaviors (3)
EXC 7315 Assessment and Curricular Planning for Students with Autism Spectrum Disorders (3)
EXC 7320 Methods of Teaching Low-functioning Students with Autism Spectrum Disorders (3)
EXC 7325 Methods of Teaching High-functioning Students with Autism Spectrum Disorders (3)
EXC 7926 Practicum I: Autism (3)
EXC 7936 Practicum II: Autism (3)
Opening School Experience (OSE) (0)

Students who do not have a content concentration based on previous coursework in social science, science, math, or language arts, will complete the Reading Endorsement and will select two of the three “Professional Studies” courses from the options listed above in section A, plus EDRD 7650 Individual Literacy Assessment and Instruction (3).
The planned program for the M.A.T in Autism Spectrum Disorder:

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>COURSE NAME</th>
<th>Credit</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXC 4020</td>
<td>Characteristics and Instructional Strategies for Students with Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EORD 7600</td>
<td>Methods of Teaching Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7250</td>
<td>Characteristics of Severe Intellectual Disabilities and Autism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7030</td>
<td>Applied Behavior Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7190</td>
<td>Alternative Approaches to Literacy Instruction for Students with Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7310</td>
<td>Strategies for Challenging Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7280</td>
<td>Methods for Teaching Students with Severe Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7320</td>
<td>Methods for Teaching Low-Functioning Students with Autism Spectrum Disorders</td>
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<td></td>
</tr>
<tr>
<td>EXC 7325</td>
<td>Methods for Teaching High-Functioning Students with Autism Spectrum Disorders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7315</td>
<td>Assessment and Curricular Planning for Students with Autism Spectrum Disorders</td>
<td></td>
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</tr>
<tr>
<td>EXC 7926</td>
<td>Practicum I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXC 7936</td>
<td>Practicum II</td>
<td></td>
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</table>

Select 3 courses from the following 4 sets (must be from 3 different sets)

- **EPY**
  - EPY 7080 The Psychology of Learning and Learner-Life Span

- **EPSF**
  - EPSF 7100 Critical Pedagogy
  - EPSF 7110 Multicultural Education
  - EPSF 7120 Social and Cultural Foundations of Education

- **EPRS**
  - EPRS 7900 Methods of Research in Education
  - EPRS 7910 Action Research
  - EPRS 7920 Classroom Testing, Grading, and Assessment

Minimum Credit Hrs 36

- State Certification Exam (Circle one: ADAPTED or GENERAL Curriculum)
- Comprehensive Exam
- edTPA
- Opening School Experience (OSE)

*PLU credit may substitute for university course

I understand that Georgia State University will recommend me for certification after the successful completion of this program and passing state certification exam. Of the basic 36 hours for the master's degree, no more than nine (9) hours may be taken as a non-degree student.

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 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: [http://education.gsu.edu/soa/](http://education.gsu.edu/soa/)

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

Revised September 1, 2015

1EPSE-
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 ESC department about enrollment.

I. All reading endorsement courses must be passed with a final grade of B, or better. If you do not achieve a B, or better, you must retake the course.
II. Keep all of your assignments, and upload them to LiveText as they are completed.
III. Attend the sessions offered during Professional Advisement Week (check the reading endorsement website for the schedule and session info.)
IV. If you have questions: **Contact**: Dr. Amy Flint, Reading Endorsement Coordinator (404) 413 8388 aflint@gsu.edu **Website**: [http://education.gsu.edu/literacy_clinic/4201.html](http://education.gsu.edu/literacy_clinic/4201.html)
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. LiveText is required to submit edTPA. To acquire LiveText:

1. Students will need to contact David Brown either by phone (404) 413-8321 or email, dbrown96@gsu.edu. The student will need to come to the Dept. of ESC 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.
Professional behavior:

Students are expected to conduct themselves in a professional manner at all times including, but not limited to in-class interactions and email correspondence. These professional skills are not only required for the MSD-ASD program, but also integral for success in future professional arenas.

All email correspondence with ESC faculty and staff should have a professional tone. If at any point a student feels they cannot convey their ideas via email correspondence, they should schedule an appointment with the staff person or faculty member to convey their concerns in person.

When emails are received from staff or faculty all students are required to confirm receipt and respond within 24–48hrs (if the email is received during the week).

Part III: Planning a Program of Study

Initial advisement:

When you receive notification of your acceptance into either program in MSD-ASD, 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. These sessions may initially be conducted in a group setting (depending on enrollment), with individual advisement after.

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 an appointment scheduled at least one week in advance. The advisor teaches classes on and off campus, supervises interns and other field-based students, and does many other things which takes him out of her office. Please plan ahead and contact your advisor by email if you wish to meet. When contacting your adviser, please offer at least three different dates/times where you are available. This allows your adviser to efficiently set an appointment with you.

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 ESC 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. **An active Panther card with money credited to your account is required for your comp exams.**

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.

<table>
<thead>
<tr>
<th>IF YOU HAVE ANY DIFFICULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>REGISTERING, CONTACT Ms. Vaughn</td>
</tr>
<tr>
<td>404-413-8318 <a href="mailto:svaughn@gsu.edu">svaughn@gsu.edu</a></td>
</tr>
</tbody>
</table>

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 jsunter1@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 (students admitted prior to August 2015):

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 than 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 of Arts in Teaching (M.A.T)

In addition to the courses required for certification, the M.A.T courses include the core courses required of all students earning a Master of Arts in Teaching 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 MAT degree MSD/Autism program to assist in planning your class schedule. Please be advised that this information is subject to change depending on enrollment. Scan the schedules, as they are available each semester to verify. If at any point you have a question related to course offerings, please contact your adviser immediately.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXC 4020</td>
<td>X</td>
<td></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>EPY 2050*</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EXC 7030</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>EXC 7250</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>EXC 7280 (prereq 7250 or 7320)</td>
<td>X</td>
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<tr>
<td>EXC 7190</td>
<td>X</td>
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<tr>
<td>EXC 7310 (prereq 7030)</td>
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<td>X</td>
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<tr>
<td>EXC 7315</td>
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<td>EXC 7320</td>
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<td>EXC 7325</td>
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<td>EXC 7936</td>
<td>X</td>
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<tr>
<td>EDRD 7650</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EPY 7080 (some online)</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>--some online-- EPSF 7100 (EPSF 7110/7120 taught on irregular schedule)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>--some online-- EPRS 7900 (EPRS 7910/7920 taught on irregular schedule)</td>
<td>X</td>
<td>X</td>
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</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 K-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.
The M.A.T program at GSU is a K–12 certification program. A requirement to be certified in K-12 is to acquire experiences in a number of settings that encompass kindergarten through 12th grade. The GaPSC requires that all preservice teachers show proof of this experience. The appropriate form is included below:

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>
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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.
Georgia Assessments for the Certification of Educators (GACE)

Students in the MSD/Autism program have the option to be recommended for certification in EITHER Special Education General Curriculum Consultative (K-12) or Special Education Adapted Curriculum Consultative (K-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 (K-12) must pass GACE #081 and GACE #082. Students who wish to be recommended for Special Education Adapted Curriculum Consultative (K-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>
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<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>
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</table>
### GACE #082:

<table>
<thead>
<tr>
<th>PROMOTING STUDENT DEVELOPMENT AND LEARNING</th>
<th>30 multiple choice</th>
<th>1 CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 0009</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Objective 0010</td>
<td>Understand the development and implementation of effective behavior management and behavior intervention strategies for students with disabilities.</td>
<td></td>
</tr>
<tr>
<td>Objective 0011</td>
<td>Understand principles and methods of planning and delivering instruction for students with disabilities.</td>
<td></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>
<td></td>
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<thead>
<tr>
<th>WORKING IN A PROFESSIONAL ENVIRONMENT</th>
<th>30 multiple choice</th>
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<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>
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### GACE #083:

<table>
<thead>
<tr>
<th>UNDERSTANDING STUDENTS</th>
<th>27 multiple choice</th>
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</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>
<tr>
<td>Objective 0004</td>
<td>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).</td>
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<table>
<thead>
<tr>
<th>DEVELOPING INDIVIDUALIZED PROGRAMS</th>
<th>33 multiple choice</th>
<th>1 CR</th>
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</thead>
<tbody>
<tr>
<td>Objective 0005</td>
<td>Understand types and characteristics of assessment instruments and methods.</td>
<td></td>
</tr>
<tr>
<td>Objective 0006</td>
<td>Understand procedures for determining eligibility for special education and related services for students with significant developmental disabilities.</td>
<td></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>
<td></td>
</tr>
<tr>
<td>Objective 0008</td>
<td>Understand how to interpret and communicate assessment results and evaluate and monitor student progress.</td>
<td></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>
<td></td>
</tr>
</tbody>
</table>

GACE #084

<table>
<thead>
<tr>
<th>PROMOTING STUDENT LEARNING</th>
<th>33 multiple choice</th>
<th>1 CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 0010</td>
<td>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.</td>
<td></td>
</tr>
<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>
<td></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>
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<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>
<td></td>
</tr>
<tr>
<td>Objective 0014</td>
<td>Understand the development and implementation of effective behavior-management and intervention strategies.</td>
<td></td>
</tr>
<tr>
<td>PROFESSIONAL COLLABORATION</td>
<td>27 multiple choice</td>
<td>1 CR</td>
</tr>
<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:

- ______ GACE tests passed
- ______ EdTPA 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 ESC 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 an M.A.T 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/](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 (or other extenuating circumstances) 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 ESC 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 rules described in the _Publication Manual of the American Psychological Association_. 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. Example 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 ESC 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 If, when placing a copy of the written notification in the student’s file, the instructor notes that there is already documentation of a previous instance of unprofessional behavior, the student will be 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. Christopher
Tullis
Dept. ESC
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 ESC 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 a 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
Part VI: 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](http://www.autism-society.org)

**Greater Georgia ASA**  [www.asaga.com](http://www.asaga.com)

**Georgia Association for Behavior Analysis**  [www.georgia-aba.com](http://www.georgia-aba.com)

**ABAI**  (see web address in Code of Ethics section)

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.
   d. Possess a GaPSC pre service teaching certificate

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. Tullis: Autism (EXC 7926 or EXC 7936)

4. If you withdraw your application at any time, you must submit another application according to established deadlines.
DEPARTMENT OF EDUCATIONAL
PSYCHOLOGY, SPECIAL EDUCATION, and
COMMUNICATION DISORDERS
Program in Multiple and Severe Disabilities
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.

Last Name First Name Middle          Panther Number

______________________________

Address

______________________________

City State Zip

______________________________

Home Phone Business Phone          Email

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.

Name of School          School Address          School District

______________________________

School Phone          Special Education Supervisor

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.

Student Signature          Date

______________________________

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 (K-12): Consultative  
   OR  
   Special Education Adaptive Curriculum (K-12): Consultative  
Upon completion of the program AND satisfactory scores on the edTPA, you will be recommended for certification based on which GACE test you have taken.

2. 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.

3. 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 (K-12).

4. 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. 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.

5. What if I do not pass the edTPA?  
If you do not pass the edTPA assessment, you will be allowed to enroll in a one-hour course so you can retake the assessment. All retakes will cost an additional fee.