Behavior Learning Disabilities
STUDENT HANDBOOK
Special Education General Curriculum
(P-12)

Initial Certification/Cohort Program
Fall 2014 (Incert 20 Cohort)

Master of Education (MEd)

This handbook has been prepared to assist students with Department and Program rules and policies regarding students’ academic programs. These rules and regulations are in addition to, but do not supplant, those of the University and College. It is the responsibility of the student to be familiar with the graduation requirements in the appropriate University Bulletin and to assume personal responsibility for meeting all registration, fee and other deadlines pursuant to graduation. The information presented here was correct as of the term indicated.

College of Education
Georgia State University
2014-2015
Georgia State University
The Executive Summary of Our Conceptual Framework

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

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.

Guiding Principles:


In addition, educators are **empowered** to serve as change agents in the pursuit of social justice and equity (Cochran-Smith 2004; Cochran-Smith & Lytle 1992, 2004; Edwards, 2011; Fairbanks, et al, 2010; Freire 1999; Nieto, Noffke, & Brennan 1997; Sleeter, 1992). Along with being reflective and deliberate in their actions (King & Kitchener, 2004; Pultorak, 1996; Schon, 1983, 1987; Van Manen, 1977; Zeichner & Liston, 1996), they understand how educational policies and practices affect the lives of those they serve (Freedman & Appleman, 2009; Milner, 2010; McDonough, 2009; Stenhouse & Jarret, 2012).

Outcomes

1.1 Our candidates use their knowledge of child, adolescent, and adult development and theories of learning to design meaningful educational opportunities for all learners.
1.2 Our candidates possess and use research-based, discipline-specific knowledge and pedagogy to facilitate learning for all.
1.3 Our candidates reflect critically upon data as part of a recursive process when planning, implementing and assessing teaching, learning, and development.
Our candidates navigate and critically analyze educational policies and/or ethical practices that affect learners in metropolitan contexts.

Educators are respectful of all learners and **committed** to the belief that all people can learn (Delpit, 1995; Dewey, 1933; Gay, 2000, 2010; Hilliard, 1995; King & Castenell, 2001; Ladson-Billings, 1995a, 1995b; Neito, 1992; United States Department of Education, 2002). They are caring, ethical, and knowledgeable advocates for students and their families (Freire 1999; Noddings, 2002; Pianta 1999; Pianta & Nimetz 1991). Educators view education as the pathway to personal and societal success (Goodlad, 2008; Kozol, 1992, 2005). Educators can design lessons and assessments for all students, including special needs and English language learners to maximize the potential of all learners in diverse educational environments (Fitts & Weisman, 2010). Additionally, educators continuously self-reflect, collaborate with colleagues, and are committed to their professional development to ensure that all students will be able to participate as a productive, respectful member of our global society (Connor, 2010; Darling-Hammond, 2005; Dee, 2012; Farnsworth, 2010; Garcia, Beatriz Arias, Harris Murri, & Serna, 2010; Haberman & Post, 1998).

**Outcomes**

2.1 Our candidates know and respect individual differences, establish productive and ethical relationships with students, and modify the learning environment to positively impact student learning.

2.2 Our candidates create engaging learning communities where the diverse perspectives, opinions, and beliefs of others are acknowledged and respected.

2.3 Our candidates demonstrate and commit to continuing personal and professional development.

Educators are **engaged** with learners, their families, schools, and local and global communities (Ferrara, 2011; Gilson & Martin, 2010; Lieberman & Mace, 2010; Kroeger & Lash, 2011; Marx & Moss, 2011). They understand and intentionally consider the dynamic interactions between learners and educators within complex socio-cultural contexts (Bronfenbrenner, 1986; Habermann & Post, 1998; Hill, 2012; Vygotsky, 1978; Wenger, 2002). Educators use culturally relevant materials, draw on community resources, and recognize the potential and use of technology to enhance learning and communication (Gee, 2003, Landow, 2006, Laurillard, 1993; Lin & Bates, 2010; Sherin, 2004; Waddell, 2011; Wysocki, 2004). They see technology as a vital cultural tool with socio-cultural implications (Hobbs, Cabral, Ebrahimi, Yoon & Al-Humaidan, 2011).

**Outcomes**

3.1 Our candidates use knowledge of students’ cultures, experiences, and communities to create and sustain culturally responsive classrooms and schools.

3.2 Our candidates coordinate time, space, activities, technology and other resources to provide active and equitable engagement of diverse learners in real world experiences.

3.3 Our candidates collaborate to implement various ways of communicating to promote student interaction, learning, innovation, and problem solving within local and global contexts.

Our candidates collaborate to implement various ways of communicating to promote student interaction, learning, innovation, and problem solving within local and global contexts.

“Moving lives forward!”
References


Updated Fall 2013
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Part I: Special Education General Curriculum: Consultative Behavior Learning Disabilities Program

Theme Statement

The Behavior and Learning Disabilities (BLD) 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.

Mission Statement

Through a focus on teacher education as an area of excellence and research, the BLD Program in the Department of Educational Psychology, Special Education, and Communication Disorders is committed to preparing special educators who can make decisions that enable them to provide high quality instruction and support services consistent with the diverse needs and abilities of individuals with disabilities and their families. Because there is a critical shortage of teachers for students with mild disabilities in Georgia, the members of the BLD Faculty are committed to attracting and retaining highly qualified students who will become new special education teachers. We are committed to providing advanced training and support to current special educators and to future special education leaders in schools and in higher education. The members of the BLD Faculty recognize that the personnel we prepare must have the flexibility to adapt to the changing role of the special educator, the changing patterns regarding how special education services are delivered, and the changing social and economic context in which individuals with disabilities will live. The growing availability of technology tools, such as the Internet, allows the BLD Faculty to engage in continuous support of and communication with current and former students as they pursue their careers in special education. We continue to improve the field-based learning experiences of our students to provide Georgia’s public and private schools with educators who will implement research-supported practices in special education, communicate effectively, and work collaboratively with other special educators, general educators, parents, and support personnel to enhance student learning.

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College of Education
P.O. Box 3979
Atlanta, GA 30302-3979
### GSU: Conceptual Framework Integration for Initial Programs

Program: Behavior/ Learning Disabilities - SEGC P-12

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

### GSU: Conceptual Framework Integration for Advanced Programs

Program: Behavior/ Learning Disabilities - SEGC P-12

<table>
<thead>
<tr>
<th>Conceptual Framework Components (Relationship to CEC standards)</th>
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</thead>
<tbody>
<tr>
<td>1. Educators are committed to students and their learning/development (CEC Standards 1, 2, 3)</td>
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<tr>
<td>2. The educator is an expert in his/her field and can effectively apply that expertise to promote learning/development (CEC Standards 2, 5, 6)</td>
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<tr>
<td>3. The educator is responsible for managing and mentoring student learning/ development (CEC Standards 1, 2, 3, 4, 5, 6, 7)</td>
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<tr>
<td>4. The educator thinks systematically about his/her practice and learns from professional experience (CEC Standards 4, 8, 9)</td>
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<tr>
<td>5. The educator is a member of one or more learning communities (CEC Standard 10)</td>
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</tbody>
</table>
Standards for Teacher Performance
Initial and Advanced Preparation Programs
Special Education

Initial Preparation Program

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. 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.

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.

Advanced Preparation Programs

The advanced preparation program leading to a master’s degree in Behavior Learning Disabilities is based on the following assumptions and candidate outcomes:

Assumptions guiding the program:
1. learning and teaching must continually adapt to changes in society and the expanding knowledge base;
2. learning is an active process;
3. quality teaching takes into account individual differences, learning styles, and backgrounds;
4. learning environments are based on the mutual respect of all participants;
5. a variety of teaching strategies and assessments are used to meet the needs of individual learners;
6. an integrated knowledge base consisting of content, skills, attitudes, technologies, and theories is developed and demonstrated in field-based applications.

The standards that guide the advanced program in BLD are taken from the National Board for Professional Teaching Standards (1994). The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following five core propositions.

- **Teachers are committed to students and their learning.**
  Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their
practice. They adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.

• **Teachers know the subjects they teach and how to teach those subjects to students.**
Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

• **Teachers are responsible for managing and monitoring student learning.**
Accomplished teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.

They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.

Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

• **Teachers think systematically about their practice and learn from experience.**
Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students -- curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences -- and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem-solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound
practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students.

Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

- **Teachers are members of learning communities.** Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

**Standards of Professional Practice**

In order to guide initial preparation programs for special educators, the department has articulated Interstate New Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards (April 2011) with Council for Exceptional Children (CEC) Initial and Advanced Preparation Standards (2012). The alignment of these standards is noted in the table below.


For more information on the InTASC standards, please refer to: [http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_%28InTASC%29.html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_%28InTASC%29.html).

<table>
<thead>
<tr>
<th>GSU PEF Conceptual Framework Alignment Chart</th>
<th>InTASC Model Core Teaching Standards</th>
<th>TKES-TAPS</th>
<th>NAEYC</th>
<th>CEC</th>
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<tbody>
<tr>
<td><strong>1. Informed &amp; Empowered</strong></td>
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<tr>
<td>1.1 Our candidates use their knowledge of child, adolescent, and adult development and theories of learning to design meaningful educational opportunities for all learners.</td>
<td>Standards: 1, 2, 7, 8 1a, 1b, 1d, 1c, 1f, 1h, 1j, 1k, 2e, 7i, 8f, 8i, 8j, 8k</td>
<td>Standards: 1, 4, 5, 10 1.7, 4.6, 5.6, 10.5</td>
<td>1, 3, 4b, 4d</td>
<td>2, 5</td>
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<tr>
<td>1.2 Our candidates possess and use research-based, discipline-specific knowledge and pedagogy to facilitate learning for all.</td>
<td>Standards: 2, 4, 5, 7, 8 2c, 4a, 4c, 4d, 4e, 4h, 4i, 4j, 4k, 4l, 4n, 4o, 4r 5c, 5f, 5h, 5i, 5j, 5m, 5q, 5r, 7a, 7c, 7g, 7h, 8e, 8h, 8o</td>
<td>Standards: 1, 2, 3 1.1, 1.2, 1.4, 1.5, 1.6, 2.2, 2.3, 2.5, 2.6, 3.3, 3.4, 3.6, 3.7</td>
<td>4b, 4c, 4d</td>
<td>1, 4</td>
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<tr>
<td>1.3 Our candidates reflect critically upon data as part of a recursive process when planning.</td>
<td>Standards: 2, 6, 7, 8 2a, 6a, 6b, 6c, 6e, 6f, 6g, 6h, 6i, 6j, 6l, 6m, 6o, 6q, 6r, 6s</td>
<td>Standards: 2, 4, 5, 6 2.1, 2.4, 3.2</td>
<td>1, 2, 4b, 4d, 5</td>
<td>4, 7, 8, 9</td>
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<tr>
<td>GSU PEF Conceptual Framework</td>
<td>InTASC Model Core Teaching Standards</td>
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<tr>
<td>Alignment Chart</td>
<td>implementing and assessing teaching, learning, and development.</td>
<td>6t, 7d, 7f, 7l, 7n, 7p, 7q 8b, 8p, 9c, 9d</td>
<td>4.4, 5.1, 5.3, 5.4, 5.5, 5.7, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</td>
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<tr>
<td>1.4 Our candidates navigate and critically analyze educational policies and/or ethical practices that affect learners in metropolitan contexts.</td>
<td>Standards: 5, 9, 10 5a, 5k, 9f, 9j, 9n, 9o, 10h, 10l</td>
<td>Standards: 9, 10 9.1, 9.3, 10.6</td>
<td>1, 2, 4a, 4b, 4d, 5</td>
<td>7, 10</td>
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<tr>
<td>2. Committed</td>
<td>Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 1i, 2b, 2g, 2h, 2i, 2j, 2l, 2m, 3q, 4f, 5s, 6d, 6k, 6n, 6p 6u, 6v, 7b, 7j, 7m, 8a, 8l, 9e, 10j, 10o, 10p</td>
<td>Standards: 4, 5, 6, 8 4.1, 4.2, 4.3, 5.2, 6.7, 8.2, 8.5, 8.6, 8.7</td>
<td>1, 2, 4b, 4d, 5</td>
<td>2, 3, 4, 5, 7, 8</td>
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<tr>
<td>2.1 Our candidates know and respect individual differences, establish productive and ethical relationships with students, and modify the learning environment to positively impact student learning.</td>
<td>Standards: 2, 3, 4, 5, 8, 10 2n, 2o, 3a, 3f, 3i, 3j, 3k, 3l, 3n, 3o, 3r, 4b, 4p, 5o, 8d, 8s, 10q</td>
<td>Standard: 7 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7</td>
<td>1, 3, 4b</td>
<td>5</td>
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<tr>
<td>2.2 Our candidates create engaging learning communities where the diverse perspectives, opinions, and beliefs of others are acknowledged and respected.</td>
<td>Standards : 4, 9, 10 4q, 9a, 9b, 9g, 9h, 9i, 9k, 9l, 9m, 10a, 10f, 10i, 10k, 10n, 10r, 10s, 10t</td>
<td>Standard: 9 9.2, 9.4, 9.5, 9.6, 9.7</td>
<td>5</td>
<td>9</td>
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<tr>
<td>2.3 Our candidates demonstrate and commit to continuing personal and professional development.</td>
<td>Standards: 1, 2, 4, 7, 8, 10 1g, 2d, 2k, 4m, 7o, 8c, 10d, 10m</td>
<td>Standards: 7, 10 7.5, 10.3, 10.7, 10.8</td>
<td>1, 2, 4a, 4b, 4d, 5</td>
<td>2, 3, 10</td>
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<tr>
<td>3. Engaged</td>
<td>Standards: 2, 3, 4, 5, 7, 8, 10 2f, 3d, 3e, 3m, 3p, 4g, 5b, 5l, 5p, 7k, 8g, 8n, 8r, 10e</td>
<td>Standards: 1, 3, 4, 7, 8 1.3, 3.1, 3.5, 3.8, 4.5, 7.8, 8.1, 8.3, 8.4</td>
<td>4a, 4b, 4d</td>
<td>4, 6</td>
</tr>
<tr>
<td>3.1 Our candidates use knowledge of students’ cultures, experiences, and communities to create and sustain culturally responsive classrooms and schools.</td>
<td>Standards: 1, 3, 5, 7, 8, 10 1c, 3b, 3c, 3g, 3h, 5d, 5e, 5g, 5n, 7e, 8m, 8q, 10b, 10c, 10g</td>
<td>Standard: 10 10.1, 10.2, 10.3, 10.4, 10.7, 10.9</td>
<td>4a, 4b</td>
<td>6</td>
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<tr>
<td>3.2 Our candidates coordinate time, space, activities, technology and other resources to provide active and equitable engagement of diverse learners in real world experiences.</td>
<td>Standards: 2, 3, 4, 5, 7, 8, 10 2f, 3d, 3e, 3m, 3p, 4g, 5b, 5l, 5p, 7k, 8g, 8n, 8r, 10e</td>
<td>Standards: 1, 3, 4, 7, 8 1.3, 3.1, 3.5, 3.8, 4.5, 7.8, 8.1, 8.3, 8.4</td>
<td>4a, 4b, 4d</td>
<td>4, 6</td>
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<td>3.3 Our candidates collaborate to implement various ways of communicating to promote student interaction, learning, innovation, and problem solving within local and global contexts.</td>
<td>Standards: 1, 3, 5, 7, 8, 10 1c, 3b, 3c, 3g, 3h, 5d, 5e, 5g, 5n, 7e, 8m, 8q, 10b, 10c, 10g</td>
<td>Standard: 10 10.1, 10.2, 10.3, 10.4, 10.7, 10.9</td>
<td>4a, 4b</td>
<td>6</td>
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**CEC Special Education Professional Ethical Principals**

The CEC’s Special Education *Professional Ethical Principals* (2010) provide the foundation for professional practice for special educators and provide guidance on respect for the diverse
charactersitics and needs of individuals with exceptionalities and their families. For the complete list of principles, please refer to: http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards.

The State of Georgia Code of Ethics for Educators

The Code of Ethics for Educators (adopted in 2009) defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety, and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession. For the complete Code of Ethics, please refer to: http://www.gapsc.com/Ethics/CodeOfEthics.aspx.
Part II: Overview of the Behavior Learning Disabilities Program

Program accreditation:

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

Program Description:

The BLD program offers certification and/or the Master’s degree. The certification course sequence prepares a student to teach students with disabilities across categories of mild disabilities (i.e., emotional and behavioral disorders, learning disabilities, and mild mental retardation). The certification course of study meets the requirements for a professional renewable certificate in SEGC P-12. Georgia State University will only recommend an individual for professional 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.

The M.Ed. program in Behavior/Learning Disabilities provides students who already hold certification in special education with the depth of knowledge and the breadth of skills in educating students with mild disabilities required of a “master teacher.” The M.Ed. program is an advanced training program that emphasizes research-based strategies, effective pedagogy, and data-based decision making. Our graduates are prepared to work collaboratively and exhibit the highest standards of professionalism while maximizing pupil learning and development. Master level students are provided advanced instruction on the characteristics of students with behavior and learning exceptionalities, taught to select appropriate curricula, employ effective methods of instruction, make assessment based decisions, and utilize effective classroom and student management procedures.

Students who do not hold a professional renewable certificate in special education may apply for the M.Ed. program but must complete the certification courses prior to taking the master’s degree coursework.

Academic Preparation for the Initial and Advanced Programs

The professional renewable certification sequence (initial preparation) consists of the following course work and is independent of the requirements for the master’s degree. Students following the professional renewable certification sequence must be employed in an educational setting serving students with mild disabilities or be available for placement in this type of setting during regular school hours.
Required courses for a Renewable Professional Certificate in Special Education
General Curriculum: (P-12)

EPY 2050  Human Growth and Development
EXC 4010  Characteristics of Students with Disabilities*
(if a student does not pass 4010 she/he may not continue in the program)
EXC 6560  Educational Evaluation of Students with Disabilities**
(passing grade in 4010 and 6570)
EXC 6661  Practicum I: BLD**
(passing grades in 4010 and 6570)
EXC 6570  Individual and Classroom Management**
EXC 6580  Instructional Methods for Students with Behavior/Learning Disabilities**
(passing grades in 4010, 6661, and 6570)
EXC 6590  Functional & Social Methods for Students with BLD**
(passing grades in 4010, 6570, 6661, 6580, and 6560)
EXC 6671  Partnerships and Practicum II: BLD**
(passing grades in 4010, 6570, 6661, 6580, and 6560)
EXC 7190  Alternative Approaches to Literacy Instruction for Students with Disabilities**
(passing grades in 6580, 6661, and 6560)

Reading Endorsement Courses
EDRD 6600  Introduction to Materials and Methods of Reading Instruction
EDRD 7650  Individualized Assessment and Instruction for At-Risk Readers
EXC 7190  Literacy for Students with Disabilities

* Students MUST pass EXC 4010 prior to taking any other courses in the initial certification course sequence.
** Prerequisites for each course are in bold underneath the course.

Given the streamlined nature of the program which involved combining courses that are commonly taught through other agencies and institutions, ALL of the above courses MUST be taken at GSU with the following exception: *EPY 2050--This course may have been taken in an undergraduate program. “General Psychology” courses do not count. The course must consider human growth and development across the life span. The EPY 2050 requirement may also be satisfied via SDU/PLU courses taken in school districts. It is the student’s responsibility to provide an official transcript indicating a passing grade to their advisor if this requirement it to be met outside of GSU.
Tentative Schedule for Initial Certification Program

The following table presents the typical schedule of course offerings to assist in planning your class schedule. Please be advised that this information is subject to change.

<table>
<thead>
<tr>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Summer 2015</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXC 4010</td>
<td>EXC 6590</td>
<td>EDRD 6600</td>
<td>EXC 6671</td>
</tr>
<tr>
<td>EXC 6560</td>
<td>EXC 6570</td>
<td>EDRD 7650</td>
<td>EPY 2050</td>
</tr>
<tr>
<td>EXC 6580</td>
<td>EXC 6661</td>
<td>EXC 7190</td>
<td></td>
</tr>
<tr>
<td>Apply to take EXC 6661</td>
<td>Apply to take EXC 6671</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Georgia Educator Ethics Assessment Requirement

The Georgia Educator Ethics Assessment is designed to both teach and assess knowledge of the Georgia Code of Ethics for Educators and ethical skills to guide behaviors and decision making. Effective May 2014, the individuals enrolled in educator preparation programs in Fall 2014 must attempt the Educator Ethics Assessment. A passing score is not required at enrollment. However, the assessment must be attempted by January 1, 2015. Thereafter, a passing score must be earned in order to gain certification. For more information about the Georgia Educator Ethics Assessment, please refer to: http://www.gapsc.com/Certification/CertificationLicensureAssessments/ethicsAssessment.aspx. To access the GACE Ethics Assessment, please refer to: http://gace.ets.org/about/assessments/.

EdTPA

edTPA is an assessment of a teacher candidate’s ability to effectively teach specific subject matter to students. Through submission of a comprehensive three-part portfolio, students demonstrate skills that are essential to students learning (e.g., using assessment to guide instruction; implementation of instructional evidence-based practices, reflection upon students’ response to instruction). Effective in 2015, teacher candidates in Georgia will be required to pass the edTPA assessment in their subject area in order to gain certification. Students in the BLD initial preparation program will submit the Special Education edTPA assessment. Students will be supported throughout the program to learn more about edTPA and to successfully submit their portfolios. For more information about edTPA, please refer to: http://edtpa.aacte.org/. For more information about edTPA as it is being implemented in Georgia, please refer to: http://www.gapsc.com/GaEducationReform/PPEMs/edTPA.aspx.

Reading Endorsement Information:

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 be highly qualified in a content area. Highly qualified is documented by coursework. Reading was selected as the area of high qualification for the BLD program because it is
critical for teachers to promote literacy skills in their pupils. Additionally, the reading endorsement provides the additional 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.

Earning the reading endorsement requires submitting a reading endorsement portfolio. Portfolio assignments are completed as students take the reading endorsement courses. These assignments are submitted online using LiveText while students take the endorsement courses. While completing the reading endorsement courses, students should attend at least one "portfolio seminar." Each fall and spring semester, portfolio development seminars will be held during the Language and Literacy Education Unit’s Professional Standards week, which is offered by the Department of Middle, Secondary, and Instructional Technology (MSIT). During these seminars, faculty and students collaboratively discuss the standards for the program, relevant artifacts, and how to compile a program portfolio. The portfolio seminar is invaluable for helping students know how to prepare the reading endorsement portfolio. The instructors for the three courses should announce the dates for the seminar each term. If not, look for flyers posted in the College of Education indicating when the seminars will be held. The reading endorsement portfolios are submitted to and evaluated by faculty in MSIT.

Note that there is no GACE assessment associated with the reading endorsement. Once a student has completed the three courses required for the reading endorsement and has submitted a satisfactory reading endorsement portfolio, paperwork will be submitted to the Office of Academic Assistance so that when the certification officer completes the GSU portion of the PSC recommendation form, documentation will be provided that the student has earned the reading endorsement.
REQUIRED COURSES:

Strand 1: 3 credit hours
EDRD 6600: Introduction to Materials and Methods of Reading Instruction or EDRD 7600: Theory and Pedagogy in the Study of Reading
- Typically available on-line
- Introductory course
- 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
- Work with students 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
- Required within BLD Program itself. Several pre-requisites (see student handbook)
- 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.

WHAT YOU NEED TO DO TO COMPLETE THE PORTFOLIO:

Keep all of your assignments from the reading endorsement courses and upload all of them as documents to LiveText. You will need these as evidence for the portfolio.

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

Attend the sessions offered during Professional Advisement Week. Sessions are offered in COE during the 3rd weeks of October and March. (check the reading endorsement website for the schedule and session info)

If you have questions:

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

**Website:**
http://mse.education.gsu.edu/programs/bachelors-and-non-degree-programs/reading-endorsement/
Required courses for Master's (MEd) program

The Master's in the Behavior Learning Disabilities program covers the broad scope of advanced information in the education of students, from early childhood through high school (ages 4-21), with mild behavioral and learning disabilities. Courses include:

EXC 7130  Assessment for Instructional Planning
EXC 7150  Methods of Teaching Academics
EXC 7160  Strategies for Social and Emotional Behavior
EXC 7170  Methods of Teaching Functional Life Skills
EDMT 7400  Math Concepts for Special Learners
EXC 7460  Mathematics Instruction in Special Education (I)
EXC 7941  Practices and Interventions: Practicum III - BLD

Students who do not have classrooms, will be required to be placed in an interrelated classroom for 20 hours a week for 10 weeks for a total of 200 hours for this practicum.

The core courses for all students earning a Master of Education degree at Georgia State University are:

An Educational Psychology requirement:
EPY 7080  The Psychology of Learning and the Learner OR

A Social Foundations requirement; choose one from:
EPSF 7120  Social and Cultural Foundations OR
EPSF 7100  Critical Pedagogy OR
EPSF 7110  Multicultural Education

An Educational Research requirement; choose one from:
EPRS 7900  Methods of Research in Education OR
EPRS 7910  Action Research OR
EPRS 7920  Educational Measurement

Additional Guided Electives (choose two):
EXC 7340  Post-School Transition for Students with Disabilities OR
EXC 7320  Methods of Teaching Students with Autism OR
EXC 7010  Language Development and Disabilities OR
EXC 7030  Applied Behavioral Analysis OR
EXC 7310  Strategies for Challenging Behaviors OR
EXC 7470  Mathematics Instruction in Special Education (II) (for math HQ)

Tentative Schedule for MEd Program

The following table presents the typical schedule of course offerings to assist in planning your class schedule. Please be advised that this information is subject to change.
### Fall 2014 | Spring 2015 | Summer 2015 | Fall 2015
---|---|---|---
EXC 7130* | EXC 7170* | EXC 7160 | EPSF Elective
EXC 7150* | EXC 7941* | EDMT 7400 | EPRS Elective
EPY 7080 (EPY Elective) | EXC 7460 | EXC Elective #1 (e.g., EXC 7010/7030/7310/7190) | Comprehensive Exams
*Apply to take EXC 7941* | EXC Elective #2 (e.g., EXC 7010/7030/7310/7190) | *Apply to take comprehensive exams*

*indicates hybrid course*

### BLD Faculty
Dr. Nicole Patton-Terry (LD; Program Coordinator)
Dr. David Houchins (MID)
Dr. Kristine Jolivette (BD)
Dr. Tracy McKinney (ECSE/Autism)
Dr. Debra McKeown (LD)
Dr. DaShaunda Patterson (Field Services Coordinator)
Ms. Adrienne Stuckey (Field Services)
Ms. Jacqueline Towson (Field Services)

### Program resources:
GSU homepage: [http://ww.gsu.edu](http://ww.gsu.edu)
College of Education homepage: [http://education.gsu.edu/](http://education.gsu.edu/)
Department homepage [http://esc.education.gsu.edu/](http://esc.education.gsu.edu/)
Part III: Planning a Program of Study

Initial advisement: When you receive notification of your acceptance into the master’s or certification program in BLD, you also will be given information about an orientation/advisement meeting. Students preparing to begin the graduate program or certification program in BLD must attend this initial advisement meeting. Failure to attend this meeting will result in having your ability to register for classes rescinded for the next academic session. This meeting gives students an opportunity to meet the faculty and have any questions answered. After the general group informational meeting, students will meet individually with their advisors. Your acceptance notice indicates the name of your advisor. All advisors are full-time faculty members in the BLD program. For members of cohort groups supported by a local school system, an advisement session will be held at a convenient location within the boundaries of your sponsoring school system. You are required to attend this orientation/advisement session.

Role of advisors: The purpose of this advisement session is to plan your program of study at Georgia State University. This will be the only time your advisor will be available without a scheduled appointment. Faculty in the BLD program conduct research, teach classes on and off campus, supervise interns and other field-based students, and other duties that take them out of their offices. Please plan ahead and e-mail your advisor if you wish to meet with him/her. All faculty members have access to voice mail as well as e-mail communications. A student who decides to “just drop” by may be disappointed. 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 and the original is filed in ESC department files.

Changing from Non-degree to MEd Status: Application to the MEd 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 MEd classes taken prior to acceptance into the MEd program will count toward the 36 hours required for the MEd. If you are completing your certification courses with Georgia State University, none of the EXC courses at the master’s level may be taken prior to the completion of all the certification classes. If you are not completing your certification classes at Georgia State University, you must have a clear and renewable certificate in Special Education General Curriculum: Consultative (P-12) prior to taking EXC master’s level courses.

Students must consult their advisor prior to enrolling in M.Ed classes if still taking classes as part of the initial certification program. None of the initial certification courses count toward the MEd, so as long as non-degree students are taking only the initial certification courses, they will not be in danger of losing credit toward the MEd. HOWEVER, if non-degree students start taking the courses required for the MEd prior to acceptance into the MEd program, they may be in jeopardy of losing some of that course credit once they matriculated into the MEd program. The student is responsible for monitoring this situation. Students accepted into the BLD program as non-degree seeking students MUST SUBMIT A NEW APPLICATION WITH GRE SCORES AND PAY ADDITIONAL FEES FOR CONSIDERATION OF ADMISSION INTO THE MED PROGRAM.

Receiving credit for prerequisites: Your planned program may contain pre-requisite 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, an 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 (bulletin) 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 advisors 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.

**Transferring credit into the Master's program:** To transfer credit into the MEd 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 THE M.ED. DEGREE, INITIAL CERTIFICATION, and HIGHLY QUALIFIED IN READING AND/OR MATH

**MAJOR: SPECIAL EDUCATION GENERAL CURRICULUM: CONSULTATIVE (P-12)**

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Panther #</th>
<th>Semester Admitted</th>
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<tbody>
<tr>
<td>Address</td>
<td>Telephone (W)</td>
<td>(H)</td>
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<tr>
<td>Initial/Certification</td>
<td>Advanced/Masters</td>
<td>HQ-R</td>
</tr>
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<td>Employment name/address:</td>
<td>GSU student email address</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>COURSE NAME</th>
<th>Initial</th>
<th>Highly qualified</th>
<th>Advance</th>
<th>Credit</th>
<th>Required</th>
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<tbody>
<tr>
<td>EXC 4010</td>
<td>Characteristics of Students with Disabilities (3)</td>
<td>C</td>
<td></td>
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<tr>
<td>EXC 6560</td>
<td>Educational Evaluation of Students with Disabilities (3)</td>
<td>C</td>
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<tr>
<td>EXC 6661</td>
<td>Practicum I: Behavior/Learning Disabilities (3)</td>
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<tr>
<td>EXC 6570</td>
<td>Individual and Classroom Management (3)</td>
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<tr>
<td>EXC 6580</td>
<td>Instructional Methods for Students with Behavior/Learning Disabilities (3)</td>
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<tr>
<td>EXC 6590</td>
<td>Functional and Social Methods for Students with Behavior/Learning Disabilities (3)</td>
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<td>EXC 6671</td>
<td>Partnerships &amp; Practicum II: BLD (3)</td>
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<tr>
<td>EPY 2050*</td>
<td>Human Growth and Development (3)</td>
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<td>EDRD 6600</td>
<td>Introduction to Materials and Methods of Reading Instruction (3)</td>
<td>C</td>
<td>HQ-R**</td>
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<tr>
<td>EXC 7190</td>
<td>Alternative Approaches to Literacy Instruction for Students with Disabilities (3)</td>
<td>C</td>
<td>HQ-R**</td>
<td></td>
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<tr>
<td>EDRD 7650</td>
<td>Individualized Assessment &amp; Instruction for At-Risk Readers (3)</td>
<td>C</td>
<td>HQ-R**</td>
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<tr>
<td>EXC 7460</td>
<td>Mathematics Instruction in Special Education (I)</td>
<td>HQ-M***</td>
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<tr>
<td>EDMT 7400</td>
<td>Math Concepts for Special Learners</td>
<td>HQ-M***</td>
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<td>EXC 7150</td>
<td>Methods of Teaching Academics: BLD (3)</td>
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<tr>
<td>EXC 7130</td>
<td>Assessment for Instructional Planning (3)</td>
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<tr>
<td>EXC 7160</td>
<td>Strategies for Social &amp; Emotional Behavior: BLD (3)</td>
<td>M</td>
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<tr>
<td>EXC 7170</td>
<td>Methods of Teaching Functional Life Skills: BLD (3)</td>
<td>M</td>
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<tr>
<td>EXC 7941</td>
<td>Practicum in Special Education III (3)</td>
<td>M</td>
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Select 1 from each of the following three categories

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<tr>
<th>EPRS 7900</th>
<th>Methods of Research in Education (3)</th>
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<th>M</th>
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</thead>
<tbody>
<tr>
<td>or 7910</td>
<td>Action Research (3)</td>
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</tr>
<tr>
<td>or 7920</td>
<td>Educational Measurement (3)</td>
<td></td>
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<tr>
<td>EPY 7080</td>
<td>The Psychology of Learning and Learners (3)</td>
<td>M</td>
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<tr>
<td>or 7090</td>
<td>The Psychology of Learning and Learners: The Young Child (3)</td>
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<tr>
<td>or 7100</td>
<td>The Psychology of Learning and Learners: PreAdo/Adolescent (3)</td>
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<tr>
<td>EPSF 7120</td>
<td>Social and Cultural Foundations of Education (3)</td>
<td>M</td>
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<tr>
<td>or 7100</td>
<td>Critical Pedagogy (3)</td>
<td></td>
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<tr>
<td>or 7110</td>
<td>Multicultural Education (3)</td>
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</table>
## Guided electives (Select two)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>EXC 7010</td>
<td>Language Development and Disabilities (3)</td>
<td>M</td>
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<tr>
<td>EXC 7030</td>
<td>Applied Behavior Analysis (3)</td>
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<td>EXC 7340</td>
<td>Post-School Transition for Students with Disabilities (3)</td>
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<tr>
<td>or</td>
<td>Methods of Teaching Students with Autism (3)</td>
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<tr>
<td>EXC 7320</td>
<td>Strategies for Challenging Behavior (3)</td>
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<tr>
<td>or</td>
<td>Mathematics Instruction in Special Education (II)</td>
<td>HQ-M***</td>
</tr>
<tr>
<td>EXC 7310</td>
<td>Or other courses with the approval of the advisor</td>
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<tr>
<td>EXC 7470</td>
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</table>

## Math courses taken outside of the program to count toward highly qualified in math

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math course taken outside of program (Write course from transcripts in space to the left.)</td>
<td>HQ-M***</td>
</tr>
<tr>
<td>Math course taken outside of program (Write course from transcripts in space to the left.)</td>
<td>HQ-M***</td>
</tr>
</tbody>
</table>

## Other potential requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Grade</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Examination(s) Passed</td>
<td>C</td>
<td>M</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Reading portfolio completed and passed</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Total Hours: Master’s: Minimum Credit Hours – 36</td>
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</tbody>
</table>

* PLU credit may substitute for university course with permission of the advisor. Five PLU credits equals one three hour university course.

** HQ-R = Highly Qualified Course in Reading
*** HQ-M = Highly Qualified Course in Math

Statement concerning highly qualified: Under the No Child Left Behind Act, teachers of students with mild disabilities (learning disabilities, emotional/behavioral disabilities, mild mental retardation) must demonstrate coursework or the equivalent in a content area approved by the Georgia Professional Standards Commission.

I understand that Georgia State University will recommend me for certification after the successful completion of this program and passing the state examination(s). A minimum of 36 hours for the Master’s degree is required with no more than 9 hours 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 course work in the program of study during the semester they finish degree requirements and comprehensive exam 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/).

I understand that this program plan is pending upon the Professional Standards Commission’s (PSC) approval and is subject to change as needed.

<table>
<thead>
<tr>
<th>Signature of Student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Advisor</td>
<td>Date</td>
</tr>
<tr>
<td>Signature of Chairperson</td>
<td>Date</td>
</tr>
<tr>
<td>BLD Handbook Received:</td>
<td>Date</td>
</tr>
</tbody>
</table>

I understand that in order to meet the requirements for the practicum courses (EXC 6661 & 6671) as set forth by the Georgia State PSC, I will either be employed or be available to be placed for the required hours per week for both practicum courses (EXC 6611 & 6671) with students receiving services for high incidence Behavior and/or Learning Disabilities (e.g., LD; ADHAD; MI; EBD).

Signature of Student:

Revised August 30, 2014

M:\PLANPROG\SEMESTER\PLPROG.BLD
**College assessment system:** All students will complete on-line evaluations of their programs of study two times during their matriculation at GSU. The first evaluation opportunity occurs early in the program; a second evaluation occurs toward completion of the program. You will be notified through your GSU student email account when data need to be completed.

**Diversity Experiences across ages, grade level, and disabilities:** All students must document that they have had experiences across grade levels, ages, and disabilities while taking GSU certification and/or Master’s coursework. This documentation is an indication that you have been appropriately trained as a P-12 Special Education teacher. Use the form below. You may make a copy of the form or format the table in Microsoft Word if you wish to type the information. Please update the form anytime you have an educational experience with P-12 students while taking GSU coursework. It is your responsibility to make sure you gain experience with students with disabilities across the FIVE grade categories, documenting at least one experience in each category (P-K, 1-3, 4-5, 6-8, 9-12). Experiences will include all activities derived from assignments in your classes. Additional outside of coursework activities may be appropriate (e.g., tutoring, Special Olympics, volunteering). This will be discussed more fully at the orientation and in your ongoing courses. Note that we are transitioning to this form on Live Text so you may be asked to submit it in another format in the future.

---

**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>
<th>**Other characteristics as required by program</th>
</tr>
</thead>
<tbody>
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</table>

Totals:

P-K=
1-3=
4-5=
6-8=
9-12=
Caucasian=
African-American=
Hispanic/Latino=
Asian/other=
**DHH Students
Oral=
Sign=
Self-Contained=
Inclusion=
Itinerant=
Multiple Disabilities=

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

**Georgia Assessments for the Certification of Educators (GACE):** Students seeking certification must pass the GACE in Special Education General Curriculum P-12 before GSU can recommend them for certification. Students in the BLD program must take GACE #081 and #082. Both may be taken the same day (to identify test dates and register, go to http://www.gace.nesinc.com/). Each test consists of 60 multiple choice questions and two "constructed response" (CR) questions. The constructed response questions require a narrative answer that fits on less than one page. The multiple choice questions comprise 80% of the score and the CR item equates to 20% of the score. The topics covered on each test are as follows:
**GACE #081:**

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

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

**GACE #082:**

<table>
<thead>
<tr>
<th>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>
</tr>
</tbody>
</table>

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

GACE preparation materials and sample questions are available at:

Checklists for BLD Program

PRACTICA CHECKLISTS (note that the applications for practica are submitted online and should be submitted one semester prior to taking the practicum)

1. EXC 6661 Practicum I: SEGC (P-12) Behavior/Learning Disabilities

   Requirements:
   a. Full time employment as a teacher of students with mild disabilities
      or
   b. Placement with a teacher of students with mild disabilities for 15-20 hours a week for a full
      semester at an accredited public or private school
      ______ Tort Liability Form (if placement required)
      ______ Criminal Background Check
      or
   c. Employment as a paraprofessional assigned to a classroom with students with mild disabilities.
      and
   d. Submit practicum application form electronically to the practicum coordinator one semester prior
      to taking the practicum.

2. EXC 6671 Partnerships and Practicum II: Behavior/Learning Disabilities

   Requirements:
   a. Full time employment as a teacher of students with mild disabilities
      or
   b. Full time (40 hours a week) placement with a teacher of students with mild disabilities for a full
      semester at an accredited public or private school
      ______ Tort Liability Form (if placement required)
      ______ Criminal Background Check
      or
   c. Employment as a paraprofessional assigned to a classroom with students with mild disabilities.
      and
   d. Submit practicum application and diverse experiences forms electronically to the practicum
      coordinator one semester prior to taking the practicum.

3. EXC 7941 Partnerships and Practicum II: Behavior/Learning Disabilities

   Requirements:
   a. Cumulative GPA in graduate coursework at Georgia State of 3.0,
      and
   b. Employment in an approved public or private setting serving students, P-12, with behavior
      learning disabilities
      and
   c. Recommendation of GSU/BLD program advisor.
      and
   d. All core EXC courses, 2 of the 3 required COE core courses, and 2 guided elective courses must
      have been taken and passed with at least a grade of B.
      ______ EXC 7460 Mathematics Instruction in Special Education
      ______ EDMT 7400 Math Concepts for Special Learner
      ______ EXC 7130 Assessment for Instructional Planning
      ______ EXC 7150 Methods of Teaching Academics
Strategies for Social and Emotional Behavior
Methods of Teaching Functional Life Skills
2 of the 3 required COE core courses (EPRS, EPY, EPSF courses)
Guided elective #1
Guided elective #2

and

e. Options for taking EXC 7941 (pick one):
   a. EXC 7941 can be taken alone
   b. EXC 7941 can be taken with 1 COE core course.
   c. EXC 7941 can be taken during the same semester as comprehensive exams.
   d. EXC 7941 can be taken with 1 COE core course during the same semester as comprehensive exams.

and

f. Submit practicum application and diverse experiences forms electronically to the practicum coordinator one semester prior to taking the practicum.

COMPREHENSIVE EXAMINATION CHECKLIST

Note. Comprehensive examinations are administered during the Fall and Spring semesters only.

Requirements:
1. Options for taking comprehensive exams (pick one):
   a. Comprehensive exams can be taken alone (with all prior coursework completed)
   b. Comprehensive exams can be taken with EXC 7941
   c. Comprehensive exams can be taken with EXC 7941 and 1 elective course (not guided elective course).
2. Meet with your advisor to review your progress in required coursework and to discuss plans for taking the comprehensive exam.
3. Submit application to take comprehensive exams to the ESC department front office one semester prior to taking the exam. Applications are available in the ESC office.

Comprehensive examinations are taken in a Computer Lab and completed using Microsoft Word. This arrangement is a partial demonstration that students have met part of the program competencies in technology. The only exceptions to this policy will be any necessary accommodations for students with verified disabilities per the GSU Office of Disability Services.

Graduation checklist

____ Passed satisfactorily the comprehensive examination
____ Completed coursework on program plan with grades of "B" or higher in EXC courses
____ Submitted application to Graduation Office/ Registrar’s Office

Certification checklist

____ Passed GACE #081 and 082 with documentation submitted to GSU
____ Completed all certification coursework with grades of "B" or higher
____ Completed PSC application
____ Completed application returned to the Office of Academic Affairs (OAA)
____ Completed all HQ requirements

(Make a copy of your completed PSC application for your files)
Part IV: Policies
College of Education and
Department of Educational Psychology, Special Education, and Communication Disorders

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 Behavior Learning 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, Special Education, and Communication Disorders 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.

Assessments

Students will be required to upload materials into Livetext for assessment and accreditation purposes. We encourage students to review the assessment rubric results used in the program.

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, Special Education, and Communication Disorders, 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 a Master’s 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 student 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.

Independent Study

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

Incomplete Grades

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

Passing Grades

Students who achieve passing grades in the initial certification courses (i.e., an "A" or a "B" for 6000-level courses; an "A," "B," or a "C" for EXC 4010) can register for the next courses in the sequence. Students who do not achieve a passing grade in a course(s), must retake the course(s) AT THE NEXT TIME OFFERED (may be more than a semester later) and cannot register for the next courses in the sequence. There is one exception to this rule: students who fail EXC 7190 may continue to take certification courses while retaking the course. COURSES IN THE INITIAL CERTIFICATION PROGRAM MUST BE TAKEN IN THE SEQUENCE INDICATED. Students may retake a course only ONE time. If the course is not passed the second time it is taken, the student will be excluded from the program.

Additionally, a minimum GPA of 3.0 (with grades of “B” or above in major courses) is required to maintain active status in the BLD program at Georgia State University.

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 the ESC office (404) 413-8040 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 at (404) 413-8030. If the course has an EDRD prefix, call the Middle Secondary Instructional Technology department at (404) 413-8060. These lists are reviewed by faculty and overflow decisions are made from these lists.
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, Special Education, and Communication Disorders 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. Duplicating copyrighted materials is illegal and copying and selling such material is a felony. Purchasing such material or accepting it as a “gift” is theft by receiving. In all cases, one is subject to prosecution. Any student found with illegal materials in this class will be subject to expulsion from both the class and program for unprofessional conduct.

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 student being withdrawn from the course with a grade of “F” and withdrawn from the program. If, when placing a copy of the written notification in the student’s file, the instructor notes that there is already documentation of a previous instance of unprofessional behavior, the student will be 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 is 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.

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."

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.
Descriptions

Practica experiences for students admitted to the certification/cohort and master’s degree programs in Behavior Learning Disabilities are a significant part of the preparation. The performance of GSU students in classroom settings, which serve children with behavior learning disabilities, 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 6661.** Practicum I in Special Education is the first of two practica in the BLD program.

**EXC 6671.** 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 behavior and/or learning disabilities. Traditionally, student teaching marks the culmination of an undergraduate teacher preparation program; the Practicum in Special Education II marks the culmination of the professional preparation program in BLD program at Georgia State (Special Education General Curriculum: Consultative P-12).

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 public or private school in a classroom serving children with mild disabilities. The schools must be in the metropolitan Atlanta area. **A one-way trip to visit or supervise a practicum student must be not more than 30 miles from the downtown campus of Georgia State University.** Students outside this requirement will be dealt with on a case by case basis. Students desiring OTJ practica must be approved by their site supervisor their special education coordinator or their lead teacher.

**EXC 7941.** This course is required for completion of the master’s program in BLD, for EXC 7941, Practicum III - Practices and Interventions - BLD. Criteria for authorization to register for this seminar format course are:

1. “B” or higher in major graduate coursework,
2. Cumulative GPA in graduate coursework at Georgia State of 3.0,
3. Employment in an approved public or private setting serving students,
4. P-12, with behavior learning disabilities,
5. Completion of all coursework as described previously in this handbook, and
6. Recommendation of GSU/BLD program advisor.
Application procedures

Applications must be received by the Practicum Office, ESC according to the following schedule:

- **September 15** Application deadline - Spring Semester
- **March 15** Application deadline - Fall Semester

For an application form see Appendices at end of this Handbook.

**Tort liability insurance**

All students in the certification and graduate programs 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 behavior learning disabilities. EXC 6661 and 6671 require that our students are covered as student teachers. Effective July 1, 2005, the state of Georgia received authorization under Senate Bill 34 to purchase *Educators Professional Liability Insurance* for certified school personnel and student teachers at no cost to the recipients. If the student prefers additional coverage, he/she may do so through one of the two professional educator organizations in Georgia or through private coverage. Tort liability is NOT required if the GSU student is under contract to work in the school system where the student teaching will take place.

**University supervision**

Supervision of certification and graduate practica are the mutual responsibility of the University and the local education agency or school setting. Field-based experiences necessitate partnerships between these two professional groups. 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*. See Part I of this Handbook and the appendices. Students may be administratively withdrawn from a practicum site if they fail to exhibit responsible, professional behaviors. University supervisors as well as site supervisors, including principals and supervising teachers, may recommend and initiate the withdrawal process.

**Grades**

Students are expected to earn a minimum passing grade for each of the separate practica listed on their planned program. For EXC 6661, EXC 6671, and EXC 7941, a passing grade is defined as “B” or better. Students will be given a practicum handbook. Students who do not exhibit the expected competencies in their field-based courses, will be required to repeat the sequence. Practica and internships may be repeated once (for a total of two (2) opportunities); this is considered a reasonable time to expect students to show improvement in any or all areas noted in evaluative feedback. Competencies must be demonstrated during the academic semester (usually 15 weeks). Time may not be extended for remediation of difficulties; the student must repeat the course during another academic semester. If it is not possible for a student to earn a passing grade in a field-based course after repeating it, the student will not be recommended for certification by Georgia State University.
Part VI: Comprehensive Examinations

Comprehensive examinations are administered during the Fall and Spring semesters only.

Guidelines

To demonstrate mastery of the critical content in the M.Ed. program, students must take a 4 hour comprehensive examination. All comprehensive exams will be taken in a computer lab and completed using Microsoft Word. This is part of the comprehensive examination and is a partial demonstration of students’ competencies in computer literacy. The only exceptions to this policy will be the accommodations necessary for students who are registered with the Office of Disability Services. Scoring will be guided by the rubric contained on the following pages.

Format

Possible topics for the exam will be released 3 weeks in advance of exam (on the 3rd Monday before the exam is scheduled). Multiple topics will be given because students will have some choice in answering the question on the comprehensive exam. The topics will only be released to students who have been approved to take the exam that semester. The student is responsible for picking up the topics from the ESC department office. When they pick up the topics, students will be given a list of articles to refer to while studying. Students should also check their course syllabi for the most recent literature, as the article list is not exhaustive. Students are encouraged to review all course materials while studying for the exam. Students are also encouraged to create and maintain an electronic database (e.g., Livetext) while they are taking courses throughout program. Students can then refer to this database while studying for comprehensive exams.

Scoring rubric

Students will be provided with a scoring rubric prior to the taking of the comprehensive examination. The examination will cover content covered in their core master’s level courses. The comprehensive examination will be based on professional standards.

Final Outcome: Notification of Pass/Fail

Students are notified in a timely fashion concerning passing or failing the comprehensive exam. Students may pass some sections and not others. Students are encouraged to contact their advisors and discuss the exam prior to re-taking it.
Part VII: Additional Resources

Professional Organizations

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

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

CEC (see web address under Code of Ethics section)

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 at 404-413-1930.

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 404-413-1515.

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 404-463-9044.
Appendices

Tort Liability Waiver Form
Criminal Background Check
Practicum Application
Thoughts on Professionalism
TORT LIABILITY WAIVER FORM

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SPECIAL EDUCATION, AND COMMUNICATION DISORDERS, GEORGIA STATE UNIVERSITY

NAME ___________________________ SEMESTER __________________

For: EXC 6661 or EXC 6671 (Please circle)

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 have read and understand the memorandum from the Georgia Department of Education dated August 5, 2005 that explained coverage for student teaching and have elected to accept that level of coverage.

_____ 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.
Criminal Background Check

The College of Education is now requiring criminal background checks on all student interns, practica students and student teachers who are placed in school settings as part of their certification and/or degree requirements. The background checks apply to placements for EXC 6661 and EXC 6671. Background checks are NOT necessary if you are employed as a teacher in the school system where you will be doing an “on-the-job” practicum.

Forms are available in the Office of Academic Assistance, 3rd floor, College of Education. For further information, please contact the Office of Field Placements at the following webpage http://education.gsu.edu/student-services/office-of-field-placements/criminal-background-checks/.
A. To be completed by all applicants.

1. Semester you are applying for: (Deadline September 15 for Fall and March 15th for Spring)

   Last Name                    First Name   MI   Panther card number.

   Street Address                City             State     Zip

   (_____)____________________(_____)____________________(_____)____________________

   Home Phone                    Cell Phone       Business Phone

   GSU Student Email             Other optional Email

2. Adviser’s Name:

3. Type of experience you are applying for: (Check the appropriate course)

   Certification Only  ____ EXC 6661 Practicum  ____ EXC 6671 Practicum  Master’s level Only  ____ EXC 7941 III

4. Your current certification type and area:__________________________________________________________

   IF CURRENTLY TEACHING, SKIP TO PART C.

B. To be completed by those who need a “placed” practicum.

List any placement preferences (area of city, type of school, etc.) and/or any special circumstances affecting your placement. Also list preferred age level i.e. elementary, middle school or secondary. This information and your geographical location will be taken into consideration but will not be the determining factor in placement. Students are encouraged to participate in designated GSU Professional Development Schools through the metro-Atlanta area. A list of these schools is available upon request.

___________________________________________________________________________________________

___________________________________________________________________________________________

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Please complete next page.
The practicum or internship supervisor has the authority to withdraw a student from a classroom experience if the student’s performance constitutes a detriment 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 placement is sought for me. I certify that the information given on this form is correct.

Student Signature __________________________ Date __________________________

Note: If you withdraw your application at any time, you must re-activate your application according to established deadlines.

C. To be completed by all applicants for On-The-Job (OTJ) Practicum.

1. Briefly describe the disability types you currently serve.

________________________________________________________________________
________________________________________________________________________

2. (Check one)

_______ Resource _______ Self-Contained _________ Other:
(please specify)

3. School Name __________________________ Phone __________________________

Street Address __________________________ City __________________________ State __________________________ Zip __________________________

4. School Contact Person (Immediate Supervisor or person who conducts your evaluations)

Name __________________________

Title __________________________

School System __________________________

Street Address __________________________

City __________________________ State __________________________ Zip __________________________
PROFESSIONALISM

Professions require certain behaviors of their practitioners. Professional behaviors (which may or may not directly involve other people) have to do with professional tasks and responsibilities, with the individuals served by the profession, and with relations with other professionals. Included among professional tasks are education and training. The following conveys expectations about the behaviors of those who seek to join this profession.

1. You show up.

2. You show up on time.

3. You show up prepared.

4. You show up in a frame of mind appropriate to the professional task.

5. You show up properly attired.

6. You accept the idea that "on time," "prepared," "appropriate," and "properly" are defined by the situations, by the nature of the task, or by another person.

7. You accept that your first duty is to the ultimate welfare of the persons served by your profession, and that "ultimate welfare" is a complex mix of desires, wants, needs, abilities and capacities.

8. You recognize that professional duties and situations are about completing tasks and about solving problems in ways that benefit others, either immediately or in the long term. They are not about you. When you are called upon to behave as a professional, you are not the patient, the customer, the star, or the victim.

9. You place the importance of professional duties, tasks and problem solving above your own convenience.

10. You strive to work effectively with others for the benefit of the person served. This means you pursue professional duties, tasks and problem solving in ways that make it easier (not harder) for others to accomplish their work.

11. You properly credit others for their work.

12. You sign your work.

13. You take responsibility for your actions, your reactions, and your inaction. This means you do not avoid responsibility by offering excuses, by blaming others, by emotional displays, or by helplessness.

14. You do not accept professional duties or tasks for which you are personally or professionally unprepared.
15. You do what you say you will do. By the time you said you would do it. To the extent you said you would do it. And to the degree of quality you said you would do it.

16. You take active responsibility for expanding the limits of your knowledge, understanding and skill.

17. You vigorously seek and tell the truth, including those truths that may be less than flattering to you.

18. You accept direction (including correction) from those who are more knowledgeable or more experienced: You provide direction (including correction) to those who are less knowledgeable or less experienced.

19. You value the resources required to perform professional duties, tasks, and problem solving, including your time and that of others.

20. You accord respect to the values, interests, and opinions of others that may differ from your own, as long as they are not objectively harmful to the persons served.

21. You accept the fact that others may establish objectives for you. While you may not always agree with those goals, or may not fully understand them, you will pursue them as long as they are not objectively harmful to the persons served.

22. When you attempt a task for the second time, you seek to do it better than you did it the first time. You revise the ways you approach professional duties, tasks, and problem solving in consideration of peer judgments of best practices.

23. You accept the imperfections of the world in ways that do not compromise the interests of those you serve, or your own pursuit of excellence.

24. You base your opinions, actions and relations with others upon sound empirical evidence, and upon examined personal values consistent with the above.

25. You expect all of the above from other professionals.