Special Education Overview

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

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

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

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

Planned Program with Proposed Course Sequences
These planned programs are provided as part of a student’s initial orientation to the specific program, is reviewed by the student, signed by the student in all the indicated areas, signed by the student’s advisor, and signed by the Department Chair during the first semester of a student’s enrollment. On the back of the program plan are suggested course sequences and offerings per semester. Such course offerings are subject to change per enrollment numbers and other factors, and may be offered at times other than those indicated. If a student must take a leave from coursework, or alter their planned program in any manner, they must work with their adviser and provide a written plan to ensure they can proceed through the remaining coursework in a timely fashion.

Who We Are
The special education faculty is comprised of concentration experts across disability eligibilities who have rich experiences working with children and youth with disabilities who have active research and service foci. We include:
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<tr>
<th>Name</th>
<th>Title</th>
<th>Concentration</th>
<th>Contact Info</th>
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<td>Lauren Boden, PhD</td>
<td>Clinical Assistant Professor</td>
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<tr>
<td>Damita Boyd, MIP, CI/CT</td>
<td>Program Coordinator</td>
<td>Sign Language Interpreting for the Deaf</td>
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<tr>
<td>Certified Interpreter,</td>
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<tr>
<td>Certified Translator</td>
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<td>Claire Donehower, PhD</td>
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<td>Autism Spectrum Disorders</td>
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<td>Judith Emerson, PhD</td>
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<td>Deaf Education</td>
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<td>Sarah Hansen, PhD</td>
<td>Assistant Professor</td>
<td>Early Childhood Special Education</td>
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<td>David Houchins, PhD</td>
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<td>Behavior and Learning Disabilities</td>
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<td>Eliseo Jimenez, PhD, BCBA-D</td>
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<td>Tracy McKinney, PhD, BCBA-D</td>
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<td>DaShaunda Patterson, PhD</td>
<td>Clinical Assistant Professor</td>
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<td>Jessica Scott, EdD</td>
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<td>Nicole Patton-Terry, PhD</td>
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**Department Chair:** Laura Frederick, PhD (lfrederick@gsu.edu)

**Support Personnel:**
- Ms. April Smith, Senior Administrative Coordinator, (aprilsmith@gsu.edu; X8320)
- Ms. Sanquinette (Sandy) Vaughn, Administrative Coordinator, (svaughn@gsu.edu; X8318)
Bachelor of Science in Education (B.S.E.)

B. S. E. in Special Education – with concentrations in Adapted Curriculum, General Curriculum, or Deaf Hard of Hearing (DHH)

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

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

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

Definitions

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

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

Consultative Special Education Teacher: An educator who holds either a Special Education General Curriculum (Consultative) or Special Education Adapted Curriculum (Consultative) is “highly qualified” as a special education teacher in Georgia providing consultative special education services along with a “highly qualified” classroom content teacher who is instructing students in core academic content. The term incorporates references such as inclusion, collaborative or co-teaching.
Conceptual Framework

**GSU PEE Conceptual Framework Alignment Chart**

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<tr>
<th>InTASC Model Core Teaching Standards</th>
<th>TKES-TAPS</th>
<th>CEC</th>
<th>CED</th>
<th>PSC</th>
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<td><strong>1. Informed &amp; Empowered</strong></td>
<td>Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
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<td>1.1 Our candidates use their knowledge of child, adolescent, and adult development theories to design meaningful educational experiences for all learners.</td>
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<td>1.2 Our candidates engage in cycles of idea generation, theory development, and evaluation to inform and improve educational experiences for all learners.</td>
<td>Standards: 3, 4, 5, 6, 7, 8, 9, 10</td>
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<td>1.3 Our candidates reflect critically upon data as part of a recursive process that planning, implementing, and assessing teaching, learning, and development.</td>
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<td>1.4 Our candidates analyze and critically analyze educational policies and/or ethical issues that affect learners in a variety of educational contexts.</td>
<td>Standards: 5, 6, 7, 8, 9, 10</td>
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<td><strong>2. Committed</strong></td>
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<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, 6, 7, 8, 9, 10</td>
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<td>2.2 Our candidates create engaging learning communities where students' perspectives, experiences, and beliefs are acknowledged and respected.</td>
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<td>2.3 Our candidates demonstrate commitment to continuing personal and professional development.</td>
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<td><strong>3. Engaged</strong></td>
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<td>3.1 Our candidates use knowledge of students' cultures, experiences, and communities to create and sustain culturally responsive classrooms and schools.</td>
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<td>3.2 Our candidates design and implement engaging learning experiences that enable students to achieve high levels of learning and success.</td>
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<td>3.3 Our candidates engage with students to implement various ways of communicating to promote student initiative, learning, innovation, and problem solving within local and global contexts.</td>
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**B.S. in Special Education –Concentrations in:**

- Deaf Education
- Adapted Curriculum
- General Curriculum

**Program Contacts**

Dr. DaShaunda Patterson, Special Education Program Coordinator, General concentration
Dr. Jessica Scott, DHH concentration
Dr. Lauren Boden, Adapted concentration

**Application Deadlines**

Fall admission: June 1st
Spring Admission (DHH ONLY): October 1st

**Program Admission requirements**
Licensure Testing Information

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Program Degree Requirements

**Advisement**
Upon admission into the teacher preparation program, students will be assigned a major advisor. Students should meet with their advisor each semester to confirm the courses required for program completion.
Areas A-E. Core Curriculum Recommendations
Students must complete 42 semester hours in Area A-E of the Undergraduate Core Curriculum [MATH 1101] or [MATH 1111] is recommended in Area A2. [ASL 1002] is recommended in Area C for Deaf Education concentration students.

Area F. Courses Appropriate for a Major (18)
Required (15):
EDUC 2110 Investigating Critical and Contemporary Issues in Education (3)
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)
EDUC 2130 Exploring Teaching and Learning (3)
EPY 2050 Human Learning and Development (3)
AL 2101 Introduction to Language (3)

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

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

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

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

Listed below are course suggestions for each content area.

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

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

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

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

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

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

Special Education Concentrations

1- Adapted Curriculum Concentration

Major Courses (39 hours)
CSD 4320 Introduction to Language Disorders (3)
EDRD 4600 Reading and Writing in the Content Areas (3)
EXC 4010 Characteristics of Students with Disabilities (3)
EXC 4560 Educational Evaluation of Students with Disabilities (3)
EXC 4600 Infusing Co-Teaching Strategies across the Content areas (3)
EXC 4030 Introduction to Applied Behavior Analysis (3)
EXC 3280 Methods for Teaching Students with Severe Disabilities (3)
EXC 4281 Adapted/Functional Curriculum for Students with Severe Disabilities (3)
EXC 4325 Methods for Teaching High Functioning Students with Autism Spectrum Disorders
EXC 4570 Individual and Classroom Management (3)
EXC 4760 Special Topics in Special Education (3)
EXC 4190 Reading in Special Education (3)
EXC 4140 Diversity in Urban Education (3)

2-General Curriculum Concentration

Major Courses (39 hours)
CSD 4320 Introduction to Language Disorders (3)
EDRD 4600 Reading and Writing in the Content Areas (3)
EXC 4010 Characteristics of Students with Disabilities (3)
EXC 4560 Educational Evaluation of Students with Disabilities (3)
EXC 4600 Infusing Co-Teaching Strategies across the Content areas (3)
EXC 7030 Introduction to Applied Behavior Analysis (3)
EXC 4570 Individual and Classroom Management (3)
EXC 4580 Instructional Methods for Students with Behavior and Learning Disabilities (3)
EXC 4590 Functional and Social Methods for Students with Behavior and Learning Disabilities (3)
EXC 4030 Introduction to Applied Behavior Analysis (3)
EXC 4760 Special Topics in Special Education (3)
EXC 4190 Reading in Special Education (3)
EXC 4140 Diversity in Urban Education (3)

3-Deaf Education Concentration

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

Area H. Student Teaching (12 hours)

1-Adapted Curriculum Concentration
EXC 4650 Opening School Experience (0)
EXC 4925 Practicum I: Adapted Curriculum (3)
EXC 4935 Student Teaching: Adapted Curriculum (9)

2-General Curriculum Concentration
EXC 4650 Opening School Experience (0)
EXC 4661 Practicum I: General Curriculum (3)
EXC 4667 Student Teaching: General Curriculum (9)

3-Deaf Education Concentration
EXC 4650 Opening School Experience (0)
EXC 4650 4920 Practicum I: Deaf/Hard of Hearing (3)
EXC 4940 Student Teaching: Deaf/Hard of Hearing (9)

**Total Program Hours:** 124 (General and Adapted Curriculum); 127 (Deaf/Hard of Hearing)
Course Schedule Adapted Curriculum

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*Last update March 2017*
## Course Sequence Deaf/Hard of Hearing

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Total hours 127
edPTA
edTPA – Teacher Performance Assessment

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

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

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

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

Preparing for the Program

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

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

Last update March 2017
In addition, for those seeking certification (all BSE students)

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

LiveText
LiveText needs to be purchased once during your program as you will upload many artifacts from your courses into the online database. Please see a staff member at the front desk on the 8th floor of the College of Education and Human Development to purchase LiveText.

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


Requirements
- Be admitted to an educator preparation program that leads to Induction certification in a teaching field;
- Have a successful criminal record check (conducted by the GaPSC);
- Complete the GACE Educator Ethics – Program Entry assessment (Test Code 350)

The Pre-Service certificate is valid for as many as 5 years, and may be extended at the request of the educator preparation provider. It is invalidated upon program completion, or if the candidate withdraws, transfers, or is removed from the program. A former candidate who re-enrolls in an educator preparation program may be issued a new 5-year Pre-Service certificate at the request of the provider. A current background check is required in this case.

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

Tort Liability Insurance Information
TEACHER EDUCATION STUDENTS ARE REQUIRED TO OBTAIN TORT LIABILITY INSURANCE PRIOR TO ANY FIELD EXPERIENCE. This insurance covers expenses related to civil suits brought against education students for acts or omissions that occur during any type of field experience. Although no amount of vigilance or professionalism can prevent some accidents, lawsuits that incur expenses can be brought against a person, even if it is groundless.
Students are required to provide proof of tort liability coverage at the beginning of each term of a field experience. If your coverage expires prior to you actually beginning the experience or during the experience; you will be required to submit proof again. That proof can be a photocopy of your membership card or a copy of the membership letter addressed to you, or if you have private coverage a photocopy of documentation showing length and type of coverage. *All documentation must include your name and indicate the period of coverage. Do not submit originals, they will not be returned.

This insurance may be obtained by one of several ways:

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

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

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

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

**Diverse Experiences**

Each student must maintain a log of all practical experiences with P-12 learners across age, grade, development level, and race/culture on the Diverse Experiences form. These experiences may occur through the following activities: practicum, student teaching, course assignments, observations, tutoring, volunteering, or other approved experiences. Recommendations may be made by your advisor and/or course instructor(s) regarding the process by which these experiences can be achieved. You should document these experiences using the Diverse Experience form (see below). This form should be submitted to your advisor prior to program completion.
Diverse Experiences Form

Student name: _______________________________   Panther #:___________________________________________

Program: ____________________________________________ (i.e., General Curriculum, Adapted Curriculum, DHH)

Advisor: ____________________________________________

<table>
<thead>
<tr>
<th>Grade Level*</th>
<th>Date</th>
<th>Setting</th>
<th>Activity</th>
<th>Class in which the activity might occur</th>
<th>Demographics</th>
<th>Disability Category</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>P-2</td>
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</tbody>
</table>

*Candidates are **required** to provide evidence of diverse experiences at the four levels listed (i.e., P-2, 3-5, 6-8, 9-12). Candidates are encouraged to include additional experiences if applicable.
Opening School Experience

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

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

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

EXC 4650: Opening School Experience

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

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

Field Experiences

As part of the program of study, students will complete multiple practica experiences supervised by a university supervisor. All practica experiences must be conducted during either the fall or spring semester (junior and senior year). Students may not enroll in practicum courses during the summer semester. Please see the Practicum Experience Handbook for details on this requirement.

Graduation and Certification Requirements

Applying for Graduation

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

Georgia Certification

The Georgia Professional Standards Commission (GPSC) is the accrediting body in Georgia for teacher certification. Questions regarding the status of your certificate should be directed to the GPSC. GSU does not certify teachers. http://www.gapsc.com/
You may apply for certification when you have completed all requirements for certification on your planned program. You must file the necessary forms required for the recommendation for certification to the Office of Academic Assistance, Room 300, College of Education and Human Development Building. http://education.gsu.edu/student-services/office-of-academic-assistance/

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

- **Pre-service certification.** Students who are admitted teacher candidates and have completed: (a) a successful background check, and (b) the Georgia Educator Ethics entry exam will receive pre-service certification.
- **Induction certification.** Candidates who (a) complete the program, (b) including passing the relevant GACE exam(s), (c) pass the edTPA, (d) pass the Georgia Educator Ethics exit exam, and (e) who have fewer than 3 years of experience in the last 5 years, will receive the Induction certificate.
- **Professional certification.** Once students have begun completed two years of teaching and have at least two years with successful performance on the Teacher Keys Effectiveness System (TKES), they will be eligible for the standard professional certificate.

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

**Resources**

**Professional Organizations**

**Council for Exceptional Children (CEC)**

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

- **Council for Children with Behavioral Disorders (CCBD):** http://www.ccbd.net/home
- **Division of Research (DR):** http://www.cecdr.org/home
- **Division on Autism and Development Disabilities:** http://daddcec.org/Home.aspx
- **Division for Communicative Disabilities and Deafness (DCDD):** http://community.cec.sped.org/dcdd/home
- **Division for Early Childhood: (DEC):** http://www.dec-sped.org/
- **Division for Learning Disabilities (DLD):** http://teachingld.org/
- **Teacher Education Division (TED):** http://www.tedcec.org/
- **Council for Education of the Deaf (CED):** http://councilondeafed.org/standards/

**National Association for Education of Young Children (NAEYC)**

This organization promotes the wellbeing and high-quality education of children birth to age 8 years. https://www.naeyc.org/caep/files/caep/NAEYC%20Initial%20and% Advanced%20Standards%202010_2012.pdf

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GSU Policies and Student Services

- GSU Policies
  - Title IX / Sexual Misconduct
  - Mandatory Reporting / Awareness and/or Witness
  - Faculty as Mandatory Reporters
  - Confidential Disclosure of Sexual Harassment

- GSU Student Services
  - Office of Academic Assistance
  - Counseling Services
  - Disability Services
  - Health Services
  - Emergency Services
  - Office of Field Placements
  - Financial Services – Tuition costs and fees
  - Health Services
  - ITC
  - Office of Performance Enhancement
  - Recreational Services
  - Safety and Escort Service
  - Student Victim Assistance
  - Student Advocacy and Outreach Center

- GSU Auxiliary Services
  - Panther Card
  - Transportation and Parking

GSU Policies

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

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

Title IX prohibits sex discrimination in any federally funded education program or activity. Sexual misconduct or violation includes sexual harassment and sexual violence, which constitutes sexual discrimination.

http://deanofstudents.gsu.edu/title-ix/

Sexual Misconduct

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

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

Title IX Coordinators

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
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</table>
| Title IX Coordinator | Linda Nelson | Respond to reports of sexual misconduct by faculty and

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Discriminatory and Sexual Harassment

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

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

Mandatory Reporting / Awareness and/or Witness

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

All university employees except those listed as a “Confidential Resource” (Counseling and Testing Center, Student Health Clinic and Student Victim Assistance) serve as “Responsible Employees” who are required to share all reports of sexual misconduct with administrative officials for university review per the instructions below.
http://deanofstudents.gsu.edu/responsible-employee-defined/

University Report:

Sexual Misconduct by members of the university community should be immediately reported as described below:

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

  - Sexual Misconduct by **faculty or staff** should be reported to:
    Assistant Vice President of Human Resources Administration
    Opportunity Development/Diversity Education Planning (ODDEP)
Important Note About Confidentiality
In instances of sexual misconduct, all university employees except those described below serve as responsible employees who are required to share all reports of sexual misconduct with administrative officials for university review. If you wish to disclose an incident of sexual misconduct confidentially, contact one of the confidential disclosure resources below.

While the services below are available to any student who has experienced any crime, sexual misconduct in particular, may be disclosed confidentially in the following areas:

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

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

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

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

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

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

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

Counseling Center
[http://counselingcenter.gsu.edu/](http://counselingcenter.gsu.edu/)
**Location:** Citizen’s Trust Building (Next to University Commons) 75 Piedmont Ave, N.E.
Counselors act as facilitators to help students better understand themselves and the world around them.
Counselors work with students to help them understand and explore how their feelings and thoughts influence their choices, decisions and actions.
Counselors help students develop more effective coping and problem-solving skills.

While counseling might be helpful in numerous situations, students are strongly encouraged to seek counseling services for the following:

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

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

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

If you are in crisis, have been victimized or simply feel like talking with a counselor would be helpful, please contact the after hours on call counselors by dialing 404-413-1640 and follow the prompts. If you are seriously and immediately feeling like you may harm yourself or someone else, please call 911 or 3-3333 if on campus for immediate assistance. [http://counselingcenter.gsu.edu/crisis-services/]
Disabilities Services
Location: The Student Center, Suite 230, 44 Courtland Street, Atlanta, GA 30303
Phone: (404) 413-1560 (Office) Fax: (404) 413-1563 (Fax)
Website: http://disability.gsu.edu

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

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

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

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

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

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

Financial Services/Aid
Location: 227/228 Sparks Hall

Last update March 2017
Health Services

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

The health clinic offers High Quality Primary and Urgent Care services provided by a Board Certified Family Practice Physician and Certified Nurse Practitioners. These services include but not limited to; immunizations, physicals, gynecologic exams, STD and HIV testing.

The Instructional Technology Center (ITC)

Location: College of Education and Human Development, 2nd Floor.
Phone: 
Website: http://itc.gsu.edu/
Hours: Students may use the ITC for a variety of services including computer use, equipment rental, meeting space and printing.

Library Services

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

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

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

**Location:** 75 Piedmont N. E., Suite 200A (Citizen’s Trust Building; Counseling & Testing Center)
**Phone:** 404-413-1640
**Website:** http://counselingcenter.gsu.edu/performance-enhancement-center/

**Office Hours:**
- Tuesday and Wednesday: 8:30 a.m. – 7 p.m.
- Monday, Thursday and Friday: 8:30 a.m. – 5 p.m.
- Spring Break and Summer Semester: Monday – Friday: 8:30 a.m. – 5 p.m.

The Performance Enhancement Center contains information and/or guided exercises on:

- Performance anxiety
- Mental toughness
- Fear of public speaking
- Test-taking anxiety
- Relaxation breathing exercises
- Muscle relaxation
- Healthy eating
- Sleep issues
- Meditation
- Guided imagery
- Positive thinking and self-talk
- Relaxation imagery and relaxation music
- Stress and time management
- Goal setting
- Problem solving

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

Recreation Services

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

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

Members have access to the following:

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

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

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

**Hours:** One security guard is assigned to the Escort Van from 5:00 p.m. to 1:00 a.m. Monday through Thursday and 5:00 p.m. to 11:00 p.m. Friday when classes are in session. When Daylight savings time is in effect, the times are subject to change. These hours may vary or the escort van may not operate when classes are not in session, between semesters and holiday periods. (During this time escorts are performed by GSU campus security).

For details on how to prepare and prevent crime, visit: [http://safety.gsu.edu/safety-you/personal-safety/](http://safety.gsu.edu/safety-you/personal-safety/).

For a list of current safety programs, visit [http://safety.gsu.edu/police/our-services/crime-prevention/](http://safety.gsu.edu/police/our-services/crime-prevention/).

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

Student Victim Assistance

**Location:** 75 Piedmont Ave., Suite 239

**Phone:** 404-413-1965

**Website:** [http://victimassistance.gsu.edu](http://victimassistance.gsu.edu).

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

Student Advocacy and Outreach

**Location:** Dean of Students, Student Center East, Suite 303

**Phone:** 404-413-1514

**Website:** [http://deanofstudents.gsu.edu](http://deanofstudents.gsu.edu)

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

Auxiliary Services

Panther Card / Panther ID

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

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