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 those of the University and College and do not supplant those of the University. It is the responsibility of the student to be familiar with the graduation requirements in the appropriate University Bulletin and to assume personal responsibility for meeting all registration fee and other deadlines prior to graduation. The information presented here was correct as of the date noted below. Visit our website for more information: http://education.gsu.edu/epse

College of Education
Georgia State University
August 2010
GSU Professional Education Faculty (PEF) Conceptual Framework

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

Mission:
The GSU PEF represents a joint enterprise within an urban research university between the College of Arts and Sciences and the College of Education, working in collaboration with P-16 faculty from diverse metropolitan schools. Grounded in these collaborations, our mission is to prepare educators (i.e., teachers and other professional school personnel) who are:
  - informed by research, knowledge and reflective practice;
  - empowered to serve as change agents;
  - committed to and respectful of all learners; and
  - engaged with learners, their families, schools, and local and global communities.

Program Resources

GSU homepage: http://www.gsu.edu

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

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

Council for Exceptional Children (CEC): http://www.cecsped.org

CEC’s Division for Physical, Health, and Multiple Disabilities: http://web.utk.edu/~dphmd/
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PART I  Foundations: Program Mission and Field of Physical & Health Disabilities/Orthopedic Impairments

Mission Statement Multiple and Severe Disabilities

The program in Multiple and Severe Disabilities strives:

1. to prepare master’s degree level teachers who are grounded in research-based curriculum development, instructional technology, and data collection and interpretation, in the areas of:
   (a) autism, (b) deaf/hard of hearing, (c) early childhood special education, (d) moderate/severe/profound mental retardation, (e) physical & health disabilities, and (f) students with multiple disabilities across areas a-e.

Within the master’s degree offerings the program offers Georgia initial teacher certification in the areas of: (a) emotional/behavioral disorders, (b) hearing impaired, (c) intellectual disabilities, (d) interrelated special education/early childhood, and (e) physical and health disabilities.

2. to be responsive to teachers, parents, school districts, the State Department of Education, and the legislature in the provision of information, resources, and technical assistance.

3. to conduct research in teacher preparation and to improve educational programming for students with multiple and severe disabilities.

Purpose of the Physical & Health Disabilities (Orthopedic Impairment) Program.

The physical and health disabilities program prepares teachers to instruct students with orthopedic impairments (e.g., limb deficiencies, amputations), neuromotor impairments (e.g., cerebral palsy, spina bifida), degenerative diseases (e.g., muscular dystrophy), and severe health impairments (e.g., seizure disorders) who may have additional cognitive/learning or sensory impairments.

To prepare teachers to instruct students with physical and health disabilities, a wide range of coursework is provided which includes such areas as characteristics, instructional strategies, instructional modifications of academic subjects (e.g., reading, math, science, social studies), expanded and functional curriculum areas, physical and health management, assistive technology, and augmentative communication. The coursework is designed to meet and exceed the standards in the field of physical and health disabilities and provide the learner with the necessary knowledge and skills to teach student who are placed in the Special Education category of Orthopedic Impairment(s).
State Definition and Eligibility: ORTHOPEDIC IMPAIRMENT (OI)

Definition.
Orthopedic impairment refers to students whose severe orthopedic impairments affect their educational performance to the degree that the student requires special education.

This term may include:
(1) Impairment caused by congenital anomalies, e.g., deformity or absence of some member. (2) Impairment caused by disease, e.g., poliomyelitis or bone tuberculosis. (3) Impairment from other causes, e.g., cerebral palsy, amputations, and fractures or burns that cause contractures. [refer to 34 CFR 300.7 (8)]

Secondary disabilities may be present, including, but not limited to, visual impairment, hearing impairment, communication impairment and/or intellectual disability.

Eligibility and Placement in OI.
Evaluation for initial eligibility shall include the following.

(1) A current medical evaluation from a licensed doctor of medicine. The evaluation report used for initial eligibility shall be current within one year. The evaluation shall indicate the diagnosis/prognosis of the student's orthopedic impairment, along with information as applicable regarding medications, surgeries, special health care procedures and special diet or activity restrictions.

(2) A comprehensive educational assessment or, for preschool-age children, an appropriate developmental assessment, to indicate the effects of the orthopedic impairment on the student's educational performance.

(3) Assessments shall document deficits in: pre-academic or academic functioning, social-emotional development, adaptive behavior, motor development or communication abilities resulting from the orthopedic impairment. When assessment information indicates significant deficit(s) in cognitive/academic functioning, a psychological evaluation shall be given.

Students served in a class for orthopedic impairments should be functioning no lower than criteria outlined for mild intellectual disabilities programs. For those students with orthopedic impairments served in other special education programs due to the severity of their sensory or intellectual disability, support by the OI teacher regarding the implications of the student's orthopedic impairment may be appropriate.
PART II  Overview of the Physical & Health Disabilities Program

Program Accreditation

The teacher education programs in the College of Education at Georgia State University are accredited by the Georgia Department of Education and NCATE.

Degree and Nondegree Programs

Applicants to the Multiple and Severe Disabilities Program may enter either a Degree Program or a Non-degree Program. The Physical & Health Disabilities Program (formally known as Orthopedic Impairments) accepts individuals from educational and noneducational backgrounds, provided they meet the admissions requirements.

A Degree Program is a Masters Degree in Special Education with an area of concentration in Physical & Health Disabilities. Those persons completing a degree program will qualify for certification in Physical and Health Disabilities (formally known as Orthopedic Impairments). They will also qualify for a reading endorsement. Teachers in the Physical and Health Disabilities Degree Program often qualified for HOPE scholarships.

Students entering a Nondegree program are not seeking a Masters Degree, but are often seeking only certification in Physical & Health Disabilities. People may enter the Nondegree program to: a) add a teaching field to a certificate, b) renew a teaching certificate, c) take courses for enrichment, or d) obtain initial certification.

Changing from Nondegree to Degree. Students entering GSU as a nondegree admission may change to a degree program by reapplying to GSU and meeting admission requirements. No more than 9 semester hours of credit earned as a nondegree student may be applied towards meeting the requirements of a master’s degree in the College of Education. (This does not include prerequisite courses.)

A GRE is required for admission to the Masters Degree program.

Postbacculareate. Students who enter GSU as a postbacculareate are unable to take courses in the Multiple and Severe Disabilities program.

Highly Qualified Requirements

For a teacher certified in physical and health disabilities to be the teacher of record in an academic subject, the teacher needs to meet the state standards of Highly Qualified as specified by the Professional Standards Commission. The Degree and Nondegree programs in Physical and Health Disabilities offers the Reading Endorsement which meets the qualifications for highly qualified in reading. This consists of completing the required courses in reading and a reading portfolio (see http://education.gsu.edu/literacyclinic/programs.htm)

Teachers are encouraged to take the GACE in other academic areas to qualify to be the teacher of record in those areas (This is usually the Special Education Academic Content Concentrations with Test I (Test Code 087) for social studies and language arts and Test II (Test code 088) for mathematics and science).
Advisement

The purpose of this advisement session is to plan your program of study at Georgia State University. This session is to acquaint you with the policy and procedures of the program and of Georgia State University. If you have any question after this meeting, you advisor will be happy to answer them. Since faculty are often out of the office supervising teachers, attending meetings, or providing technical assistance around the state, the best way to contact your advisor is by e-mail or by calling the department. You can meet with your advisor by making a scheduled appointment. (However, your advisor also teaches several of your classes, and you can also meet with her after class if you prefer).

Your advisor is:
Kathryn (Kathy) Wolff Heller, Ph.D., RN
Professor, Physical & Health Disabilities
E-mail: kheller@gsu.edu
Phone: 404-413-8040 (Dept. EPSE), 404-413-8316 (office) please do not leave voice mail

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 EPSE 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. (If this is a course that Dr. Heller teaches, please e-mail her as well).

Financial Aid
Check out the Financial Aid website (http://www.gsu.edu/es/financial_aid.html). You can also call the Student Financial Aid Office (404-413-2400). If you would like to go in person, it is located in the Office of Enrollment Services in Sparks Hall (2nd floor, Room 227, 228). The staff there has numerous options for helping you search for support. Also, HOPE Scholarships are often available on a first come first serve basis for individuals getting a masters degree in the field of Physical & Health Disabilities. Check out their website (http://www.gsfc.org/HOPE/).
PART III  Course of Study

Planned Program.
Prior to taking courses, you must fill out a planned program form with your advisor. (This is also called “Course Requirements for the Masters Degree and Certification: Physical and Health Disabilities.”) The planned program form is the official list of courses you must take in order to meet degree and/or certification requirements. Your acceptance letter to GSU will inform you of an advisement time to meet with your advisor. Following initial advisement, a copy of the planned program form will be mailed to with your signature, your advisor's signature, and the department chairperson's signature. If you do not complete a planned program form, registration may be blocked.

Prerequisite Courses. On the Planned Program Form, there is a dark line separating EXC 7927 and EXC 7260. Courses above the dark line are considered prerequisite course. If you are currently certified in another area of Special Education, you will have probably taken many of these courses and will not need to repeat them. If you are from outside of special education, many of these courses will be required. You and your advisor will determine which of these courses you need to take and when they should be taken. Notice that two of the courses (EXC 2010 & EDMT 7400) may be met through PLU credit. This will need to be approved by your advisor.

Certification Courses. The courses listed below the heavy line are the ones which encompass the Certification and Master’s Degree program. The second narrow column indicates which courses are required for certification and they are indicated by a “C”. There are 5 courses (below the dark line) that are required for certification in Physical & Health Disabilities.

Highly Qualified Courses. 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 Physical & Health Disability 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.

Master’s Degree Program. The courses listed below the heavy line are the ones which encompass the Certification and Master’s Degree program. The third narrow column indicates which courses are required for a master’s degree with certification and they are indicated by a “M”. The master’s degree program consists of 12 courses. The master’s degree program contains the courses to be certified in Physical & Health Disabilities, receive a Reading Endorsement and meet the requirements to be Highly Qualified in reading.

Changes to the Planned Program Form. Any changes to the courses indicated on the planned program form must be approved in advance by your advisor and a revised planned program form will have to be written, signed, and sent to the Office of Academic Assistance.
# Program in Multiple and Severe Disabilities
Department of Educational Psychology and Special Education, Georgia State University

## COURSE REQUIREMENTS FOR THE M.ED. DEGREE AND CERTIFICATION
PHYSICAL and HEALTH DISABILITIES (formally Orthopedic Impairments)

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Panther Number</th>
<th>Semester</th>
<th>Admitted</th>
<th>E-mail</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>Telephone (W)</th>
<th>(H)</th>
<th>(Reading Endorsement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Semester Admitted:**
- H = Highly Qualified (Reading Endorsement)
- C = Certification
- M = Masters

<table>
<thead>
<tr>
<th>Praxis I</th>
<th>Passed or Credit (Certification or GRE +/- 1030)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>COURSE NAME</th>
<th>Credit</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXC 4020*</td>
<td>Characteristics and Instructional Strategies for Students with Disabilities</td>
<td>C</td>
<td>M</td>
</tr>
<tr>
<td>EDRD 6600</td>
<td>Introduction to Materials and Methods in Reading Instruction</td>
<td>H</td>
<td>C</td>
</tr>
<tr>
<td>EDMT 7400*</td>
<td>Mathematics Concepts for Special Learners</td>
<td>C</td>
<td>M</td>
</tr>
<tr>
<td>EPY 2050</td>
<td>Human Growth and Development</td>
<td>C</td>
<td>M</td>
</tr>
<tr>
<td>EXC 7030</td>
<td>Applied Behavior Analysis</td>
<td>C</td>
<td>M</td>
</tr>
<tr>
<td>EXC 7927</td>
<td>Practicum</td>
<td>C</td>
<td>M</td>
</tr>
<tr>
<td>EXC 7260</td>
<td>Characteristics of Severe Physical and Multiple Disabilities</td>
<td>C</td>
<td>M</td>
</tr>
<tr>
<td>EXC 7330</td>
<td>Physical and Health Management of Students with Disabilities</td>
<td>C</td>
<td>M</td>
</tr>
<tr>
<td>EXC 7290</td>
<td>Methods for Teaching Students with Physical and Multiple Disabilities: Reading and Academics</td>
<td>H</td>
<td>C</td>
</tr>
<tr>
<td>EXC 7300</td>
<td>Assistive Technology: Reading and Academics</td>
<td>H</td>
<td>C</td>
</tr>
<tr>
<td>EXC 7190</td>
<td>Alternative Approaches to Literacy Instruction for Students w/ Disabilities</td>
<td>H</td>
<td>M</td>
</tr>
<tr>
<td>EXC 7280</td>
<td>Methods for Teaching Students with Severe Disabilities</td>
<td>H</td>
<td>M</td>
</tr>
<tr>
<td>EDRD 7650</td>
<td>Individualized Assessment and Instruction for At-risk Readers</td>
<td>H</td>
<td>M</td>
</tr>
<tr>
<td>EXC/ Comm</td>
<td>Guided Elective (course must be approved by advisor)</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>EXC 7937</td>
<td>Practicum</td>
<td>C</td>
<td>M</td>
</tr>
<tr>
<td>EPY 7080 or 7090 or 7100</td>
<td>The Psychology of Learning and Learner-Life Span</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Psychology of Learning and Learner-The Young Child</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Psychology of Learning and Learner-PreAdo/Adelescent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSF 7100 or 7110 or 7120</td>
<td>Critical Pedagogy</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multicultural Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social and Cultural Foundations of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPRS 7900 or 7910 or 7920</td>
<td>Methods of Research in Education</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Action Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational Measurement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum Credit hrs 36</td>
<td>Total</td>
<td>M</td>
<td></td>
</tr>
</tbody>
</table>

| Comprehensive Exam | H | M |
| Reading Portfolio  |   |   |

* PLU credit may substitute for university course

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

Prerequisite Courses:
These courses are usually taken by students in undergraduate programs in Special Education. The student and Dr. Heller will review which, if any, of these courses will be necessary. (HQ indicates a Highly Qualified Course)

EXC 2010 Exceptional Children & Youth
EDRD 6600 Introduction to Materials & Methods in Reading Instruction (HQ course)
EDMT 7400 Mathematics Concepts for Special Learners
EPY 2050 Human Growth & Development
EXC 7030 Applied Behavior Analysis
EXC 7927 Initial Practicum

Teaching Field/Major
The Department of Educational Psychology and Special Education requires a student to earn grades of “B” or higher in all courses in the teaching field/major. If a student earns a grade below “B” in a course, that course must be repeated. A student will be allowed to repeat a course one time. A student who fails to earn a grade of “B” after taking the course a second time will be scholastically excluded from this major.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Semester Offered*</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXC 7260</td>
<td>Characteristics of Severe Physical and Multiple Disabilities</td>
<td>Fall</td>
<td>This course analyzes the impact of physical, health, and multiple disabilities on learning and the resulting educational implications. Major physical, sensory, and health impairments that are often found in school age populations are addressed.</td>
</tr>
<tr>
<td>EXC 7330</td>
<td>Physical and Health Management of Students with Disabilities</td>
<td>Fall</td>
<td>This course includes a wide variety of techniques to meet the student's physical and health needs, including how to position the student for optimal instruction, lifting and handling procedures, feeding techniques, and health care procedures (e.g. tube feeding, catheterization).</td>
</tr>
<tr>
<td>EXC 7290</td>
<td>Methods of Teaching Students with Physical and Multiple Disabilities</td>
<td>Spring</td>
<td>This course focuses on: a) adaptation of academic and functional curriculum for students with mild and severe disabilities who have a concomitant physical impairment, b) academic and functional literacy skills, c) augmentative communication, and d) use of assistive technology for instruction.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Semester</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EXC 7300</td>
<td>Assistive Technology for Students with Physical and Multiple Disabilities</td>
<td>Spring</td>
<td>This course provides students with an overview of a wide range of forms of assistive technology, including switches, computer use and adaptations, and communication devices.</td>
</tr>
<tr>
<td>EXC 7280</td>
<td>Methods of Teaching Students with Severe Disabilities</td>
<td>Fall</td>
<td>This course includes the study of instructional methodologies for skill acquisition. Curriculum development and implementation based on community referenced model for students with disabilities is studied.</td>
</tr>
<tr>
<td>EDRD 7650</td>
<td>Individualized Assessment &amp; Instruction for At Risk Readings</td>
<td>Fall, Spring, Summer</td>
<td>EDRD 7650 is taken to meet the qualifications for the Reading Endorsement.</td>
</tr>
<tr>
<td>EXC 7190</td>
<td>Alternate Approaches to Reading Instruction</td>
<td>Fall, Spring, Summer</td>
<td>Students study the design, implementation, and evaluation of reading instruction for students with disabilities, with an emphasis on an explicit, direct approach to instruction as supported by research. Students study explicit instructional procedures in phonological awareness, decoding, and comprehension. Commercial programs that are research-based and that meet the needs of students with disabilities are reviewed and demonstrated.</td>
</tr>
<tr>
<td>Guided Elective</td>
<td></td>
<td></td>
<td>Student will work with advisor to determine most appropriate elective.</td>
</tr>
<tr>
<td>EXC 7937</td>
<td>Practicum</td>
<td>Fall, Spring</td>
<td>This intensive practicum course provides opportunity for full-time in-depth experiences with exceptional students. Prerequisite: Consent of instructor. (Practicum application form needs to be completed and turned into department by the deadline in order to take the practicum.)</td>
</tr>
</tbody>
</table>
**Professional Studies** (9 semester hours):
Three of these courses are required of all students in the masters degree program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Semester Offered</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPRS 7900</td>
<td>Methods of Research in Education</td>
<td>Every semester</td>
<td>See <em>COE Graduate Bulletin</em> for course descriptions</td>
</tr>
<tr>
<td>or EPRS 7910</td>
<td>Action Research</td>
<td></td>
<td>See <em>COE Graduate Bulletin</em> for course descriptions</td>
</tr>
<tr>
<td>or EPRS 7920</td>
<td>Educational Measurement</td>
<td></td>
<td>See <em>COE Graduate Bulletin</em> for course descriptions</td>
</tr>
<tr>
<td>EPSF 7100</td>
<td>Critical Pedagogy</td>
<td>Every semester</td>
<td>See <em>COE Graduate Bulletin</em> for course descriptions</td>
</tr>
<tr>
<td>or EPSF 7110</td>
<td>Multicultural Educ.</td>
<td></td>
<td>See <em>COE Graduate Bulletin</em> for course descriptions</td>
</tr>
<tr>
<td>or EPSF 7120</td>
<td>Social and Cultural Foundations of Education</td>
<td></td>
<td>See <em>COE Graduate Bulletin</em> for course descriptions</td>
</tr>
<tr>
<td>EPY 7080</td>
<td>The Psychology of Learning &amp; Learners</td>
<td>Every semester</td>
<td>See <em>COE Graduate Bulletin</em> for course descriptions</td>
</tr>
<tr>
<td>or EPY 7090</td>
<td>The Psychology of Learning &amp; Learners: Young Child</td>
<td></td>
<td>See <em>COE Graduate Bulletin</em> for course descriptions</td>
</tr>
<tr>
<td>or EPY 7100</td>
<td>The Psychology of Learning &amp; Learners: Adolescent</td>
<td></td>
<td>See <em>COE Graduate Bulletin</em> for course descriptions</td>
</tr>
</tbody>
</table>

**Course Sequence**
The course sequence will depend upon which semester the student begins his/her program. During initial advisement, a suggested course sequence will be provided. Certification in the area of Physical and Health Disabilities is from preschool to 12th grade.
PART IV  Reading Endorsement Portfolio

Reading Endorsement Portfolio

Earning the reading endorsement requires submitting a reading endorsement portfolio. During the terms the three reading endorsement courses are taken, students should attend a "portfolio seminar." The portfolio seminar is invaluable for helping students know how to prepare the reading endorsement portfolio. The seminars are offered once during fall and spring semesters, during the Department of Middle, Secondary, and Instructional Technology (MSIT) "Professional Standards Week." 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. Information about the portfolio (as provided by MIST) follows:

Composition of the Portfolio. Portfolios will consist of two types of items: artifacts and narrative explanations. Artifacts are items submitted by the student as reflective of the student’s competencies with regard to each of the standards. Artifacts may emphasize work completed in courses (papers, projects, lesson plans, videotaped presentations, multimedia productions, etc.) but students may also include items constructed independently of course work (such as journals documenting community work, volunteer tutoring, personal writing, etc.). In addition to the artifacts, students should provide a narrative explanation that explains specifically how elements of specific artifacts demonstrate proficiency for a given standard. (See http://education.gsu.edu/literacyclinic/programs.htm).

Professional Standards Week – Portfolio Development Seminars. Each fall and spring semester, portfolio development seminars will be held during the Language and Literacy Education Unit’s Professional Standards week. During these seminars, faculty and students collaboratively discuss the standards for the program, relevant artifacts, and how to compile a program portfolio.

Evaluation of the Portfolio. Formal evaluation of the portfolio takes place at the end of coursework. Portfolios are submitted during the professional standards week during fall and spring semesters. The final evaluation will be based on an examination of the submitted documents. All portfolio standards must be met by a minimum rating of a “3” for candidates to be recommended for the endorsement as a classroom teacher of reading.

Portfolio Template

Content Knowledge
As a Reading Endorsement teacher-candidate, the following standards must be demonstrated:

1. Candidates have knowledge of the linguistic, psychological, and sociological foundations of reading and writing processes and instruction.

Teaching Performance
As a Reading Endorsement teacher-candidate, teacher candidates must have
experiences in at the levels of their base certificate (i.e. Pk-K, 1-3, 4-5, 6-8, and/or 9-12 settings). The following teaching standards must be demonstrated through artifacts related to these field experiences:

1. Candidates are knowledgeable about and can apply research-based practices for the teaching of phonemic awareness, phonics, vocabulary, fluency, and comprehension (SBRR principles).
2. Candidates integrate knowledge and dispositions of instructional practices, curricular materials, assessment and evaluation to create a literate environment that fosters both reading and writing.
3. Candidates view professional development as a career long effort and responsibility.

Impact on Student Learning

As a Reading Endorsement teacher-candidate, the following standards must be addressed through artifacts that demonstrate the impact of the candidate’s teaching on the language and literacy achievement of (a) an individual student and (b) a group of students.

1. Candidates use a variety of assessment tools and practices to plan effective instruction.

Obtaining the Reading Endorsement

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

**Strand 2: 3 credit hours**

**EDRD 7650: Individualized Assessment for At-Risk Readers**
- Working in the Urban Literacy Clinic
- Field Experience
- Theory Into Practice
- If course section is full, contact MSIT department about enrollment.

**Strand 3: 3 credit hours**

**EXC 7190: Alternative Approaches to Literacy Instruction for Students with Disabilities**
- 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 EPSE 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 or 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. Tiffany Coleman, Reading Endorsement Coordinator (770) 658-7193 msttsc@langate.gsu.edu **Website:** http://education.gsu.edu/literacyclinic/4201.html

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

Practicum Form and Register
In order to register for practicum you must fill out the Practicum Application Form that is available in the EPSE department office. An application is also on the next page. The completed form is returned to your advisor no later than:

April 15 for the following fall semester
October 15 for the following spring semester

You are still required to register for the practicum during registration for the semester you have selected and registration will be blocked until the above forms are submitted. Additional forms may be submitted to the EPSE department with the Practicum Application Form, including the Documentation of Experience Form (see page 30), Tort Liability (see p. 29), and Background Check (obtained in Academic Assistance). (If you are doing an on the job practicum, the last 2 forms are not needed).

Practicum Courses

EXC 7927 Practicum:
This practicum is required of students who do not have an education background. It provides the student an opportunity to become familiar with the teaching field and the types of instruction occurring with students with physical & health disabilities. It requires approximately 20 hours of observations a week for the entire semester in select classrooms. Activities and assignments will be given. This practicum must be completed early in the program. The student must have the consent of their advisor as to when to register for it.

EXC 7937 Practicum:
This Practicum is required of all students working towards a master's degree and/or certification. This practicum provides the student with the opportunity to demonstrate application of the knowledge and skills learned from their coursework. It also allows the student the opportunity to clarify concepts and strengthen their skills. It requires approximately 40 hours a week for the entire semester. The activities and projects required within the practicum are outlined in the Practicum form available from your advisor.

Practicum Placement
Practicum placement may be on-the-job if you are teaching students who the school has placed in the special education category of orthopedic impairments. If you are not doing an on-the-job practicum, placement will be assigned to you.

Practicum Handbook: Physical & Health Disabilities (Orthopedic Impairments)
During the first week of the semester, all persons who have registered for the practicum will meet with the practicum supervisor to go over the requirements of the practicum. During that time, students will be given a practicum handbook and will discuss how the practicum is designed to assist the teacher in applying the strategies, principles, adaptations, and technologies discussed in the courses.
**Criminal Background Check for Practicum & Classroom Observations**

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 7927 and EXC 7937. 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 Academic Assistance at the following webpage [http://education.gsu.edu/main/ProsStudents.htm](http://education.gsu.edu/main/ProsStudents.htm)

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**Tort Liability Insurance Information**

Teacher education students are required to obtain Tort Liability Insurance prior to any field experience. Tort liability insurance is required if you are not doing an on-the-job practicum. (See attached tort liability form under practicum form on msdhomepage.)

This insurance covers expenses related to civil suits brought against education students for acts or omissions that occur at a school. No amount of vigilance or professionalism can prevent some accidents. Also, a suit that incurs expenses can be brought against a person even if it is groundless. For these reasons, education students are required to obtain tort liability insurance.

Tort Liability insurance is required for field experiences in any class and for practicum experiences. Be advised that you will need to provide proof of coverage each quarter in which one of these experiences occurs since coverages/memberships can lapse yearly.

Students may get Tort Liability Insurance:

1. by joining the GSU chapter of the Student Georgia Association of Educators (SAGE). Membership forms are available from MSIT, 6th floor COE Bldg. or by contacting the GAE, 3951 Snapfinger Parkway, Decatur, GA 30035 (404-389-5867).

2. by joining the Professional Association of Georgia Educators (PAGE). Membership forms are available in 300B College of Education Bldg. Or by contacting AGE, 3700 B Market ST., Clarkston, GA 300211 (404-292-7243).

3. by joining any other professional organization that provides Tort Liability insurance.

4. by private coverage.

**PRACTICUM STUDENTS** must provide proof of coverage by attaching to their practicum application a photocopy of their membership card in SGAE, PAGE, or other professional organization that provides Tort Liability Insurance; a copy of the membership letter; or a copy of the card or other proof of private insurance.
PART VI Additional Requirements

Documentation of Experience
A requirement of teaching programs is to document that students have received experience across a variety of students. Since certification in Physical & Health Disabilities in from preschool to 12th grade, the graduate student is required to document that he or she has had experience in these different age groups. In addition, graduate students need to document they have had experienced cultural diversity and with a variety of physical disabilities (e.g., AAC users). See form.

LiveText
LiveText will be required for students in all certification programs in special education effective Summer 2010. Students are required to buy Live Text ($80). You can purchase Live Text from our department by contacting Lee Armstrong (larmstrong4@gsu.edu) or 404-413-8321. You will need to arrange to purchase it when Lee is available and come to the dept office and purchase using check, cash or money order (must be exact change). Once you have purchased the LiveText key code from Lee, you will be able to go to the LiveText website and begin the registration process (https://www.livetext.com). You will need to click on Register Account on the right hand side of the screen. Next, go to the Membership Activation screen and enter the key code you have purchased. For questions, contact Lee Armstrong.

GACE Exam for Certification
The state of Georgia does not require that teachers take an examination to be certified in the area of Physical & Health Disabilities. However, GACE exams may be taken in certain areas to become Highly Qualified in that area (e.g., Special Education Fundamental Subjects test, Math).

Comprehensive Examination for Master’s Student
Register for the Exam
You must register for the examination one semester in advance of taking it. The form to register is available in the department office. The exam is offered one day (Saturday) each semester. After completion of the exam, the faculty will have approximately six weeks to evaluate your answers. Six to eight weeks after you take the exam, you can expect to receive a letter from the department informing you of the outcome. Students may have three attempts to pass the exam. If the student is unsuccessful after the third attempt, s/he will be scholastically excluded from the College of Education master’s degree program for which the student was examined.

Study Questions. There is a set of study questions specifically for students in the Physical & Health Disabilities program. You may pick up the study questions from the Educational Psychology and Special Education Department to guide your studying for the exam. Check with the department for the latest revision prior to taking your exam.
PART VII  Certification and Graduation

Teaching Certification
The College of Education will recommend you for certification once you have completed the program, or courses needed for certification. You must follow the procedure to obtain certification. The current procedure is to:

1) Obtain a Approved Program Recommendation Form from the Georgia Professional Standards Website (www.ga.psc).

2) Complete the top portion of the form

3) Turn the form into the Office of Academic Assistance on the third floor of the College of Education Building (phone: 404-413-8000) (http://education.gsu.edu/oaa). They will mail it in for you to receive your certification.

Please note: The student is responsible for any updates to this procedure (and may check with the Office of Academic Assistance for any questions or concerns).

Certification checklist
_____ 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)

Graduation
You must apply for graduation, at least 2 semesters in advance. Contact Graduation Office for information (404-431-2248) (http://www.gsu.edu/es/graduation.html). They will review your transcript and advise you if further courses/materials are needed to graduate. Contact your advisor for any problems you encounter.

No course work may be more than 6 calendar years old at the time of graduation.

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 degree program. Contact the graduation office or your major advisor if you have questions.

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
PART VIII  GSU, COE, & DEPARTMENTAL POLICIES

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 the departmental requirements concerning their individual programs. The most current issue (at the time of admission to Georgia State University) 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 Physical & Health Disabilities (Orthopedic Impairments) 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.

The Graduate Bulletin will provide information on the policies of the College of Education. Students should consult the Graduate Bulletin for the following policies:
- Policy on Academic Honesty
- Policy on Student Professional Development and Conduct
- Sexual Harassment & Discrimination
- Disruptive Behavior Policy
- Others

Override a Course or Message Error
If you need an override for an EXC course or an override for an error message (e.g., pre-requisite error) contact Ms. April Smith at 404-413-8040 or e-mail aprilsmith@gsu.edu, to be placed on the wait list for this course or help resolve the error.

The Incomplete Grade
Incompletes are given for medical reasons only and must be removed before the end of the next grading period. See the policy in the Graduate Bulletin.

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

Passing Grades
Students must achieve passing grades in their certification courses (i.e., an "A" or a "B" for 6000-level courses). Students who do not achieve a passing grade in a course(s), must retake the course(s) at the next time it is offered. Additionally, a minimum GPA of 3.0 (with grades of “B” or above in major courses) is required at GSU.

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.
Policy on Continuous Enrollment
Graduate students must register for at least a total of six semester hours of course work during any period of three consecutive terms (fall, spring, 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.

Student E-Mail
GSU e-mail is the official communication vehicle for all students. It is each student’s responsibility to frequently access your GSU e-mail account for vital university information. You can either access your GSU e-mail account directly or forward your GSU e-mail messages to another account (such as Yahoo or Hotmail). To forward your GSU e-mail, follow these easy steps:

1. Go to http://mail.student.gsu.edu
2. Type in your user name and password
3. Click <Login>.
4. Select the <Options> icon. FYI - This is the middle icon at the top of the page that has two red check marks in it.
5. Select <MailBox Management>.
6. Under “Forward all new messages,” select <Yes>.
7. If you want to keep copies of your messages in your student mailbox, select <Yes> for the “Keep Copy” option.
8. In the “Forward to” box, provide one or more email addresses where you want to forward your messages. List one email address per line.
9. Click the <Save> button to save your changes.

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

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 GSU and the Department of Educational Psychology and Special Education require adherence to the rules described in the Publication Manual of the American Psychological
Association. The student is responsible for the information contained in the most recent edition of the APA Manual and the application of these standards to any and all literary submissions.

**Deadlines**

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

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

**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.
PART IX  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.
PART X  Standards & Outcomes

Standards for Teacher Performance
Physical & Health Disabilities (Orthopedic Impairments)

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

Outcomes:
Programs in special education prepare individuals who make educational decisions for persons with individualized learning needs based on current data, knowledge, and skills 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.

In order to guide preparation programs for special educators, the department follows the department has articulated INTASC standards (2001) with The CEC Standards for Preparation and Licensure of Special Educators (from the Council of Exceptional Children’s CEC Knowledge and Skills for Special Education Teachers of Individuals with Exceptional Learning Needs with Physical and Health Disabilities (Initial) and CEC’s Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers, CEC 2009). The CEC’s Code of Ethical and Standards for Professional Practice for Special Educators provide the standards of professional practice for special educators.

PHYSICAL & HEALTH DISABILITIES (Orthopedic Impairments)

Standard #1 – Knowledge of content areas: central concepts, tools for inquiry, and structure of the discipline.

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

Standard #3 – Instruction of diverse learners: teachers understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
Standard #4 – A variety of instructional strategies: teachers understand and use a variety of instructional strategies and tools, including technology, to encourage students’ development of critical thinking, problem solving, and performance skills.

Standard #5 - The learning environment: teachers use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interactions, active engagement in learning, and self-motivation. (For students with physical and health disabilities this includes access to the environment in order to create an appropriate learning environment.)

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

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

Standard #8 – Assessment: teachers understand and use formal and informal assessment strategies to ensure the continuous cognitive, social, and physical development of the learner.

Standard #9 – Professional commitment: teachers are reflective practitioners who continually evaluate the effect of their choices and actions on others. They actively seek out opportunities to grow professionally.

Standard #10- Partnerships to support learners: teachers foster relationships with school colleagues, parents, and caregivers, and agencies within the larger community to support students’ learning and well-being.
Insert CEC Physical and Health Disability Knowledge and Skills
Insert CEC Code of Ethics

(Hard copy available only)
THE CODE OF ETHICS FOR EDUCATORS
Effective August 15, 2005

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

Definitions
“Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.

“Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, “educator” also refers to paraprofessionals, aides, and substitute teachers.

“Student” is any individual enrolled in the state’s public or private schools from preschool through grade 12 or any individual between and including the ages of 3 and 17.

“Complaint” is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A “complaint” will be deemed a request to investigate.

“Revocation” is the invalidation of any certificate held by the educator.

“Denial” is the refusal to grant initial certification to an applicant for a certificate.

“Suspension” is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.

“Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

“Warning” warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

“Monitoring” is the quarterly appraisal of the educator’s conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.
Standards

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

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

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

Standard 4: Misrepresentation or Falsification - An educator should exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to:
1. falsifying, misrepresenting, omitting or erroneously reporting professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history when applying for employment and/or certification or when recommending an individual for employment, promotion, or certification;
2. falsifying, misrepresenting, omitting or erroneously reporting information submitted to federal, state, and other governmental agencies;
3. falsifying, misrepresenting, omitting or erroneously reporting information regarding the evaluation of students and/or personnel;
4. falsifying, misrepresenting, omitting or erroneously reporting reasons for absences or leaves; and
5. falsifying, misrepresenting, omitting or erroneously reporting information submitted in the course of an official inquiry/investigation.

Standard 5: Public Funds and Property - An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:
1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests for reimbursement of expenses or for pay;
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school property without the approval of the local board of education/governing board.

Standard 6: Improper Remunerative Conduct - An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:
1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board;
2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or superintendent; and
4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator’s school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or the superintendent. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

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

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

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

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

**Reporting**

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

**Disciplinary Action**

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

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

An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

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