Special Education Undergraduate Cohort

Department of Communication Sciences and Special Education
University of Georgia
570 Aderhold Hall
Athens, GA 30602-7153
(706) 542-4561
# Table of Contents

1. OVERVIEW AND GENERAL INFORMATION .............................................................................2

2. SPECIAL EDUCATION PROGRAM PURPOSE AND ACADEMIC REQUIREMENTS .........................2
   2.1 Purpose of Special Education Program ......................................................................2
   2.2 Academic Requirements of the Special Education Program ........................................3
       2.2.1 Graduation Requirements: .................................................................................3
       2.2.2 Area of Emphasis Descriptions & Programs of Study ........................................4
   2.3 Program Entry Requirements .....................................................................................6
   2.4 Program Exit Requirements .......................................................................................7

3. MEETING PROGRAM OBJECTIVES .....................................................................................8
   3.1 Guidelines for Admission and Retention in the Special Education Program ..................8
   3.2 Program Application Requirements ..........................................................................8
   3.3 Retention in the Special Education Program .............................................................10
   3.4 Professional Expectations of Students ......................................................................11
   3.5 Review Process .........................................................................................................14
   3.6 Dismissal Process ......................................................................................................15
   3.7 Petitions/Appeals .....................................................................................................16

4. GENERAL DEPARTMENTAL POLICIES AND PROCEDURES ..................................................16

5. FIELD EXPERIENCES IN SPECIAL EDUCATION ................................................................20
   5.1 Field Experience Guidelines .....................................................................................20
   5.2 Practicum ....................................................................................................................22
   5.3 Student Teaching .......................................................................................................23
   5.4 Applying for Field Placements ..................................................................................24

6. TIERED CERTIFICATION ...................................................................................................24
   The 4-Tiered Certification Structure ...............................................................................24
   The Induction Certificate .................................................................................................25
   The Professional Certificate ..............................................................................................26

7. CURRENT ASSOCIATED PROGRAM COSTS ...................................................................27

8. HELPFUL LINKS ..................................................................................................................28

APPENDICES .........................................................................................................................29

Appendix A: Educational Studies Programs of Study ..............................................................29
Appendix B: Pre-Service Certificate Process ........................................................................31
Appendix C: Behavior in Field Experiences .........................................................................33
Appendix D: College of Education Directory ......................................................................34
Appendix E: Routing of Specific Questions .........................................................................35
1. OVERVIEW AND GENERAL INFORMATION

Welcome to the UGA College of Education! This is your guidebook designed to lead you to successful completion of your major in Special Education. Over the next two years, you will find it to be a ready and indispensable source of information on your major requirements, policies and procedures, and offices to contact with your questions as you make your journey toward the Bachelor of Science degree in May 2020.

Throughout your program of study, it is imperative that you keep the advisor informed of any changes in your legal name, address, or telephone number. As a student in the Special Education Program, you are required to provide an e-mail address through the University of Georgia e-mail system. All program changes, notices, and updates will be disseminated to students through your UGAmail account. This means that you must check this account regularly throughout each semester. **Not checking your UGAmail account is not a justification for missing important information or deadlines.**

Since an individual is granted a teaching certificate by the Georgia Professional Standards Commission (GaPSC) only upon the recommendation of a Georgia teacher preparation institution, such as the University of Georgia, the institution is legally required to maintain records showing that each applicant it recommends has met all the requirements. As a student, you are expected to assume the responsibility for attending to details associated with the program requirements and deadlines explained in this handbook.

2. SPECIAL EDUCATION PROGRAM PURPOSE AND ACADEMIC REQUIREMENTS

2.1 Purpose of Special Education Program

The purpose of the Special Education Program is to prepare highly skilled teachers and teacher-educators, as well as to provide leadership to the field of Special Education at local, state, national and international levels for the purpose of assisting individuals with disabilities in acquiring greater independence in an increasingly diverse, technological, and literacy-intensive global community.
1.3

Philosophically, research-based theory and practice are the foundation of the program’s preparation of teachers and teacher-educators, as well as related-service and leadership personnel. The Special Education Program is committed to the preparation of personnel who celebrate and foster inclusion, diversity, and multiculturalism.

Upon entry into the Special Education program, students have the option of choosing between three emphasis areas on their program of study: General Curriculum (P-12), Adapted Curriculum (P-12), and Educational Studies (Non-Certification).

2.2 Academic Requirements of the Special Education Program

The Special Education Undergraduate Program follows a strict two-year program of study. Students will be advised within the program of study for the undergraduate degree (B.S.Ed.) in Special Education. The program of study for each emphasis area is cohorted, meaning that you will be following a predetermined program of study.

Successful completion of the program will result in a Bachelor’s of Science in Education and recommendation for a Georgia fully renewable teaching certificate in Special Education Adapted Curriculum, Special Education General Curriculum, or Birth through Kindergarten. The specific program of study is TENTATIVE, and may change by the date of entry into the program. Your program advisor will assist you with following the program of study each semester, as well as provide support with understanding and completing requirements for certification.

2.2.1 Graduation Requirements¹:

- Total Hours Junior and Senior Years .........................60
- Total Hours to Graduation (does not include 1 hr P.E.) ........120
  - All SPED courses completed with average of 3.0 (B) or better
  - No individual SPED grade below 2.0 (C) – this means NO C- grades are allowable
  - No individual Practicum or Student Teaching grade below 3.0 (B) – this means NO B- grades are allowable
  - Maintain overall and cumulative GPA of 2.8
  - No courses may be taken Spring II other than SPED 5460 or 5461
  - Must attempt GACE Content Assessment (dependent on emphasis)
  - Must attempt GACE Exit Ethics Assessment (#360)
  - Must attempt edTPA

¹ Please note that graduation (also referred to as program completion in the UGA College of Education) is separate from certification. Students may graduate from the Special Education Undergraduate Program having attempted the GACE and edTPA assessments but will not be eligible for certification until they pass each assessment.
• Must complete Foliotek assignments

Special Education Undergraduate Program requirements for the 2018 academic year can be found at the UGA Bulletin:

2.2.2 Area of Emphasis Descriptions & Programs of Study

General Curriculum (P-12)
This emphasis is for individuals interested in teaching students with mild disabilities who are primarily following the general curriculum. Training in this emphasis area will prepare teachers to work in collaboration, inclusion or resource models. Individuals in this emphasis area are certified to teach preschool through 12th grade.

The special education students who are most frequently served in these settings will include those with behavior disorders (BD), learning disabilities, (LD), mild intellectual disabilities (MID), other health impaired (OHI), and some students with autism or Asperger’s (ASD or AS). This emphasis area is offered on our Athens campus, our Griffin campus, or online.

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Title</th>
<th>Hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL I</td>
<td>SPED 4440A</td>
<td>Practicum A</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 3020</td>
<td>Characteristics of High Incidence Disabilities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 4100</td>
<td>Instruction of Individuals with Mild Disabilities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 3050</td>
<td>Classroom and Behavior Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LLED 4010</td>
<td>Teaching of Reading</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPRING I</td>
<td>SPED 4440B</td>
<td>Practicum B</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 3030</td>
<td>Introduction to Assessing Individuals with Disabilities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 3040</td>
<td>Contemporary Issues in Special Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 5150E</td>
<td>Designing Reading Interventions for Special Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 5001</td>
<td>Arithmetic and Problem Solving</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FALL II</td>
<td>SPED 4440C</td>
<td>Practicum C</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 4200</td>
<td>Advanced Instructional Methods for Individuals with Disabilities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 5400</td>
<td>Collaboration Among Families and Professionals</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LLED 3520E</td>
<td>Teaching Reading in the Middle School</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDIT 5100S</td>
<td>Assistive and Learning Technologies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPRING II</td>
<td>SPED 5460</td>
<td>Student Teaching in Special Education</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>
Adapted Curriculum (P-12)
This emphasis is for individuals interested in teaching students with moderate to severe autism and developmental disabilities. Training in this emphasis area will prepare teachers to work with students working in an adapted curriculum, meaning they do not follow the typical general curriculum implemented in most classrooms. The curriculum may include teaching functional academics, lifelong personal and social skills, vocational skills, recreational and leisure skills, and community involvement. The curriculum emphasizes training in behavior management, instructional strategies, technology-based supports and transition skills.

The students who are most frequently served under adapted curriculum are those with moderate, severe or profound intellectual disability (MOID, SID, PID) as well as moderate to severe autism (ASD). This emphasis area is offered on our Athens Campus.

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Title</th>
<th>Hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL I</td>
<td>SPED 4440A</td>
<td>Practicum A</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>SPED 4010</td>
<td>Instructing Children with Autism Spectrum Disorders</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 4120</td>
<td>Instruction of Individuals with Moderate to Severe Disabilities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 3050</td>
<td>Classroom and Behavior Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LLED 4010</td>
<td>Teaching of Reading</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPRING I</td>
<td>SPED 4440B</td>
<td>Practicum B</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>SPED 3030</td>
<td>Contemporary Issues in Special Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 3040</td>
<td>Instruction of Individuals with Mild Disabilities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 5160</td>
<td>Communication and Language Development in Young Children</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LLED 3420E</td>
<td>Reading Instruction in the Elementary School</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FALL II</td>
<td>SPED 4440C</td>
<td>Practicum C</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>SPED 4050</td>
<td>Managing Severe Aggressive Behavior in the Classroom &amp; Community</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 5400</td>
<td>Collaboration Among Families and Professionals</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LLED 3520E</td>
<td>Teaching Reading in the Middle School</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDIT 5100S</td>
<td>Assistive and Learning Technologies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPRING II</td>
<td>SPED 5460</td>
<td>Student Teaching in Special Education</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

Educational Studies (Non-Certification)
This emphasis is for individuals who wish to have content knowledge and skills in Special Education but do not want to become a certified teacher. This emphasis is well-suited to students wishing to pursue graduate degrees and careers in related fields such as Occupational Therapy, Physical Therapy, Speech-Language Pathology, etc. This emphasis is offered on the Athens campus, the Griffin campus, and online. Detailed examples of Educational Studies program of studies can be found in Appendix A.
2.3 Program Entry Requirements

Beginning Fall 2015, the state of Georgia requires that anyone participating in any course requiring a field experience, where the candidate will enter a public or charter school, must hold a Pre-Service Certification. This requirement will impact all courses requiring field experience beyond education foundation courses (EDUC 2110, 2120 & 2130). The purpose of this requirement is meant:

- To assure the safety of school children
- To provide opportunities for pre-service teachers to practice/demonstrate knowledge and skills
- To standardize the criminal background check across the state for pre-service teachers, eliminating those who are not eligible or suited to the profession
- To assist pre-service educators in understanding the GA Code of Ethics and hold them accountable
- To require attainment of the pre-service certificate for anyone participating in field experiences and student teaching in GA schools

(bulleted statements above were taken directly from GaPSC presentation)

Candidates admitted to College of Education certification programs (undergraduate AND graduate level) must complete, and submit to the Office of Student Services, the following forms in order to obtain the required Pre-Service Certification. The Office of Student Services is located in 122 Aderhold Hall. Failure to submit a completed packet in a timely manner may result in a candidate’s inability to complete field experience hours required in a course for which they are registered.

Special Education undergraduate level courses that will require a Pre-Service Certificate are:

- SPED 4440
- SPED 5460
- SPED 5461
- SPED 4440E
- SPED 5460E

Detailed procedure for completing and submitting the Pre-Service Packet can be found in Appendix B.
2.4 Program Exit Requirements

In addition to successfully completing the Special Education program of study, maintaining minimum GPA requirements, and successfully completing practicum experiences, students must complete the following in order to graduate with a B.S.Ed. in Special Education:

1. **Attempt the Georgia Educator Ethics Assessment** – Test # 360, Program Exit ($30). You must pass this assessment to eligible for certification.

2. **Attempt the GACE (Georgia Assessment for the Certification of Educators) Content Assessment** ($193). The eligibility to take this assessment will be granted in the semester prior to student teaching. You must attempt this assessment prior to program completion in order to graduate; you must pass this assessment to be eligible for certification (i.e., you must at least sign up for the assessment in order to graduate—if you also want certification, you must pass the assessment).
   a. **Adapted Curriculum**:
      i. GACE 083 & 084
      ii. Special Education Academic Content Concentrations—Reading and English Language Arts and Social Studies: GACE 087
      iii. Special Education Academic Content Concentrations—Mathematics and Science: GACE 088
   b. **General Curriculum**:
      i. GACE 081 & 082
      ii. Special Education Academic Content Concentrations—Reading and English Language Arts and Social Studies: GACE 087
      iii. Special Education Academic Content Concentrations—Mathematics and Science: GACE 088

3. **Attempt edTPA ($300)**. You must attempt edTPA in your student teaching semester in order to graduate; you must pass this assessment to eligible for certification. (i.e., you must at least sign up for the assessment in order to graduate—if you also want certification, you must pass the assessment).

**What is edTPA?** edTPA is a preservice assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?" edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students.

**What does edTPA involve?** Evidence of a candidate's ability to teach is drawn from a subject-specific learning segment of 3-5 lessons from a unit of instruction taught to one class of students. Materials assessed as part of the edTPA process include video clips of instruction, lesson plans, student work samples, analysis of
student learning, and reflective commentaries. Program faculty will support students to prepare for this process.

**How is edTPA scored?** The student’s portfolio will be scored by third party external evaluators.

4. **Successfully complete student teaching.**

5. **Successfully complete all Foliotek requirements.** In the second year of the program, all students will be uploading artifacts that demonstrate evidence of working towards the mastering of the ten InTASC standards required of all pre-service teachers at UGA. Further training will be provided via major classes and the Office of Information Technology. Students will upload course assignments, lesson plans, observations, etcetera, as artifacts and write journals demonstrating their connection to the InTASC standards.

### 3. MEETING PROGRAM OBJECTIVES

#### 3.1 Guidelines for Admission and Retention in the Special Education Program

In an effort to provide students with the best possible educational experiences that meet their career goals, it is necessary to evaluate students in terms of the appropriateness of the special education program meeting their goals. In order to make the selection process as equitable as possible, and maintain high standards of excellence, a number of minimal criteria for admission to and continuation in the special education program beyond the introductory level have been established. All decisions regarding admission and continuation are made by the special education faculty.

#### 3.2 Program Application Requirements

No student will be allowed to take Special Education courses other than SPED 2000, SPED 4020, and SPED 4030 until he or she has been admitted to the Special Education Program. Admission to the Special Education Program is a competitive process based on student qualifications and availability of cohort slots. **Meeting criterion for admission is not a guarantee of admission to the program.** Admission occurs once yearly, with a materials submission deadline of February 15 for the following fall semester.

Application considerations include the following:

1. A minimum overall and cumulative GPA of 2.80 in 60 hours of approved college coursework.
2. Have earned at least a “B” (3.0) average in the following courses:
1.3

a. EDUC 2110
b. EDUC 2120
c. EPSY 2130
d. Birth through Kindergarten applicants must also complete HDFS 2100 and HDFS 2950

3. Have earned at least a “B” (3.0) in SPED 2000
4. Completion of GACE Program Admissions by test or show proof of exemption with appropriate SAT or ACT scores
5. Satisfactory completion of the UGA Core Curriculum

Additionally, the following must be submitted by the third Friday in January for fall program admission:

1. A completed program application which can be accessed at: [http://www.coe.uga.edu/apply/program/bsed/special-education](http://www.coe.uga.edu/apply/program/bsed/special-education)
2. Current transcript from all universities attended (may be unofficial – transfer students only)
3. Two (2) page essay summarizing your service learning experiences and philosophy of education. Explain how these experiences impact your desire to teach and your career goals. (Please type using double spacing and Times New Roman 12 pt. font.)
4. Resumé
5. Proof of GACE Program Admission completion or exemption

All students who are accepted MUST let the program know of their acceptance by the date indicated on their acceptance letter and attend an orientation meeting. Students who were not admitted into the Special Education Program may elect to reapply during the next cohort selection. Students who are admitted must begin in the fall semester following admission. Deferral requests for extraordinary reasons will reviewed by the Undergraduate Committee. It is at the discretion of this committee whether or not the deferral is granted.

Students admitted to the Special Education Program must adhere to all regulations attached to the program. In addition to academic evaluation, students will also be evaluated on professional practices each semester. Students must be successful and make satisfactory progress in all aspects of the Special Education Program in order to remain in the program. Following admission, a student should anticipate four additional semesters and one summer semester to complete the program.
3.3 Retention in the Special Education Program

Each fall semester, applicants are admitted to the program. Retention in the program is not automatic. Some students may not be allowed to continue in the program even though they may have completed the initial coursework successfully. Continuation in the special education program depends upon three critical factors which are routinely evaluated by faculty: grades, progression in teaching skills, and professional demeanor in all settings.

1. **Grades.** Students must exhibit successful performance as evidenced by maintaining the following:
   - Overall GPA of “B” (3.0) in all upper-level major courses identified as part of the special education program (that is, the special education program of study as indicated on pages 4 and 5 of this document).
   - Overall and cumulative GPA of 2.80 at the University of Georgia as indicated in the Academic Requirements section.
   - Receiving a grade of “C” (2.0) or higher in each individual course. Any student receiving a “C-” or lower in any special education course will be required to repeat that course.
   - Receiving a grade of “B” (3.0) or higher in all practicum and student teaching courses. No grade of “B-” or lower will be accepted.

   At the discretion of the faculty, students who fall below these minimum requirements will be designated as either on probation or removed from the program. Students must meet with their advisor and a performance improvement plan for academics will be developed. Probationary status for grades means that students will have a defined amount of time to bring their GPA back up to the minimum requirements. Failure to show progress and proficiency will result in the student not being allowed entry into more advanced level courses and/or in dismissal from the program.

2. **Completion of core curriculum.** Students in Special Education may only take the courses designated in each semester of the program of study. Core or other classes, if lacking, may only be taken during Maymester or other summer terms when counseled by the program advisor.

3. **Prerequisite teaching skills.** Students must be proficient in prerequisite teaching skills by the time they are registering for student teaching. While students might start the program at various levels of ability, it is expected that by the completion of fall semester in their senior year, students will be proficient in teaching criteria as evaluated by school-based cooperating teachers and by university supervisors. If students do not meet criteria and are judged to need additional support and practice in teaching, they might be required to do additional field experience in the schools before being recommended for student teaching. If additional support and practice does not result in
improvement based on a summary evaluation of the faculty, the student will be dismissed from the program.

4. **Professional conduct.** Students must exhibit professional conduct at all times. These behaviors are expected in all settings including, but not limited to:
   a. the field-based classroom placement setting;
   b. the university classroom;
   c. interactions with field-based personnel, students, and parents;
   d. interactions with university faculty; interactions with peers;

   Additionally, students must fulfill professional requirements such as turning in paperwork in a timely manner. Students with areas of need will be advised, and if required, a performance improvement plan will be developed. Support plans identify cause/reason for the sanction, corrective actions to be completed by the student to have the sanction removed, and the timeline by which the corrective actions must be completed. If a student’s professional conduct is judged by faculty to be inappropriate despite advising and a support plan, the student will be dismissed from the program.

   In exceptional cases of gross inappropriate behavior such as, but not limited to, assault or battery, sexual misconduct, and/or substance abuse, students will be excluded from field experiences immediately and will dismissed from the program.

5. **Advising:** Students in the Special Education Program must complete program requirements consistent with expectations of the faculty to progress through the program. Each student must visit with the program advisor every semester to discuss progress in the program and to ensure that all degree plan and certification requirements are met. This advisement meeting will occur each semester prior to registration. Students are responsible for scheduling their advisement appointment each semester.

6. **Field experiences:** Practicum A, Practicum B, Practicum C, and Student Teaching have associated paperwork and applications. All forms for field experiences and for student teaching must be filed within appropriate deadlines designated by the Office of Clinical and Field Experiences. Notification will be sent to students’ UGA e-mail accounts. Additionally, all core and major coursework must be completed prior to enrolling in Student Teaching.

### 3.4 Professional Expectations of Students

The following is adapted from the College of Education Quality Assurance Contract.
I. The student will serve as a model student in both UGA classes and in the public school classroom. An effective teacher is one who can exhibit the very attitudes and behaviors that are expected of model students. Therefore, while enrolled in an initial certification program, teacher preparation students will be held accountable for being a model student. The following points are essential characteristics for developing as a teaching professional. To qualify as successful in the program, you are expected to:

- Exhibit the willingness to develop a professional disposition.
- Maintain a professional relationship with UGA faculty, teaching assistants (TAs), and fellow students.
- Respond to constructive criticism and feedback.
- Avoid absences and tardies.
- Maintain an even, consistent behavior.
- Seek out additional learning experiences beyond course requirements.
- Complete work on time on a consistent basis (i.e., respect important deadlines, etc.).
- Show constant respect to other members of the school and University community both orally and in writing.
- Consult with UGA faculty and/or your major advisor as soon as problems arise (i.e., do not let problems develop to a point that they cannot be resolved).
- Show initiative/be proactive (e.g., figure out how to get things done; seek out additional learning experiences beyond course requirements as needed).
- Be organized and handle multi-tasking well (e.g., develop an organizational system to keep track of all materials, dates, etc.)

II. The student will provide the best possible learning environment and learning experiences for public/private school students. Students are expected to meet the following criteria in four domains:

A. Planning

- Understand student learning goals.
- Submit lesson plans to one’s cooperating teacher (CT) at least 3 days in advance.
- Enact plans to ensure that learning occurs.
- Adapt plans in response to feedback (from mentor teacher and student data collected)
- Address classroom management issues through careful instructional planning and establishing policies for student conduct.

B. Showing Initiative

- Accept responsibility for own decisions and actions.
- Seek out and incorporate suggestions for improvement from the CT and university supervisor (US).
• Seek out a variety of experiences during student teaching, including extracurricular and professional development activities.

C. Attending to Learners
• Attend to students’ responses to teaching by observing behaviors indicating, for example, boredom, confusion, anger, etc.
• Teach all students, not just those students who respond in discussions or demand attention.
• Maintain focus on the students and avoid attention on self.
• Engage students at the appropriate developmental level while challenging them to grow.

D. Managing/Organizing
• Practice good time management in class.
• Meet deadlines and administrative responsibilities on time.
• Develop an organizational system to keep track of all materials, dates, etc.

III. The student will support the policies of the school in which they student teach or work as a teaching intern. Students are expected to:
   A. Know and enforce school and county rules and regulations pertaining to such issues as child abuse, drug use, sexual harassment, etc.
   B. Track student movement in and out of the classroom and know where students are at all times during a class period.
   C. Consult appropriate school personnel about evidence of student problems extending beyond the expertise of a teacher candidate.

IV. The student will behave in a professional manner at all times while in public or private schools. Students are expected to:
   A. Respond to CT’s and US’s constructive criticism and feedback.
   B. Avoid absences, except for serious illness and emergency situations. (In the case of an absence, you are to inform and deliver plans to the CT as far in advance as possible.)
   C. Follow CT’s daily schedule and not be tardy.
   D. Maintain a professional relationship with the CT and other faculty, staff, and administrators.
   E. Maintain a professional relationship with students.
   F. Maintain a professional appearance and adhere to the public/private school dress code.
   G. Consult with CT and US as soon as classroom problems arise (i.e., do not let problems continue so that they cannot be resolved).
   H. Show initiative, seeking out resources within the school setting as needed to meet instructional goals (e.g., meeting with department chairpersons).
1.3

I. Uphold school and district rules regarding drug and alcohol use and sexual harassment.

J. Use appropriate language while in UGA classes and in the public/private school setting.

K. Abide by the Georgia Professional Standards Commission’s Educator Code of Ethics which is signed as part of the teacher candidate’s application for admission to a teacher preparation program.

V. The student will abide by all University of Georgia and College of Education policies. See Appendix C for examples of unacceptable behavior.

Any violation of these codes may result in dismissal from the program and/or College of Education.

3.5 Review Process

Students who are admitted to the program will be subject to a review process. There are two types of review:

1. **Semester Review**: A general, semester review of progress in the program. This review generally occurs during the advisement appointment, in a broad faculty review of the cohort, and/or needed during the semester.

2. **Professional Performance Review**: Occurs when there are concerns about professional behaviors, performance in the field settings, and/or academic performance. A called review is typically initiated by a faculty member and/or advisor of the student.

In either type of review, semester or professional performance, a Professional Improvement Plan (PIP) can be developed at the time of the review.

A Professional Improvement Plan (PIP) is developed to assist the student in making appropriate progress. It is developed with the student, and a follow-up review is scheduled. The support plan can be one of two types, a growth plan, or a probation contract. Occasionally, the plan may be a combination of both a growth plan and a probation contract.

A **growth plan** is individually developed to assist the student in developing and/or refining professional skills and/or professional practices. A review date is included in the plan. If the student makes expected progress, the plan should be considered complete. If the student is not making expected progress, the growth plan may become a probation contract.

A **probation contract** is individually developed to assist the student in consistently producing professional skills and/or demonstrating professional practices, and will also place the student on probation status with the program. A student may be placed on a probation contract immediately without a growth plan if concerns about compromised professional behaviors...
and/or if performance in the field settings, and/or academic performance are significant enough to adversely impact the student, peers, faculty, or those in the field settings.

While on the probation contract, the student is expected to fulfill the terms of the contract. Review of progress will be at the time as indicated in the contract. If the expected progress is completed, the plan would typically be considered complete. On some occasions, the probation plan can revert to a growth plan if continued support is needed in specific areas. If the expected progress is not completed, then two actions will be considered. One action is extending the probation. The student will continue to be on probation status. The other action is that the student will be terminated from the program. Either action can occur depending on how well progress has or has not be made by the student.

Students with probation status are blocked from scheduling additional courses. A probation status block means the student must fulfill obligations or conditions in the probation contract. If the obligations or conditions are not fulfilled, then the student will be dismissed from the program.

The termination from the program includes a dismissal letter written to the student with cause or reason of this sanction. Copies are sent to the program advisor, program coordinator, and department head regarding dismissal from the program. Depending on the concern, the concern might be referred to the Georgia Professional Standards Commission. Students may appeal the dismissal using established college and university procedures.

### 3.6 Dismissal Process

Termination from the program may be voluntary or involuntary.

**Voluntary:** Voluntary termination is for students who choose to voluntarily leave the special education program. Students should write a letter to the academic advisor stating their intention to terminate, rationale for termination (e.g., pursuing a different major), and semester of termination.

**Involuntary:** Involuntary termination (dismissal) will occur where remediation efforts have been unsuccessful, professional conduct has been compromised, the student has violated University of Georgia code of conduct or program policies, or if there is an adverse event ruled on by the ethics unit of the Georgia Professional Standards Commission. Students have a right to appeal the dismissal using the established college and university appeals process: [https://coe.uga.edu/academics/appeals](https://coe.uga.edu/academics/appeals)

Information on additional procedures is available from your advisor.
3.7 Petitions/Appeals

To solve any problem, the student should first discuss any concerns with faculty directly involved. If the student cannot solve the problem in discussion with the faculty involved, they may address the concern to their advisor and then to the SPED Program Coordinator.

In the event that the concerns are not solved satisfactorily, program and/or field experience policies, decisions, or requirements may be challenged by student petition for concession on a particular point. Written petitions should be used only in extreme or unusual circumstances by the student. All petitions should be in writing, addressed to the Department Head, and contain the following information: (1) name of petitioner; (2) specific rule or policy being challenged; (3) a complete history of the attempts made to the point of a formal petition; and (4) specific reasons why the student believes the petition should be granted.

Petitions concerning academic policies or procedures will be referred by the Department Head to the faculty hearing committee to consider the petition. The Department Head will consider the action of the faculty committee and report the decision in writing to the student. Students have the right to appeal departmental decisions to the college appeals committee, and the University Educational Academic Affairs Committee.

Any alterations in a student’s program, whether resulting from a petition or appeal or otherwise, might require decisions to be made by a panel of faculty members potentially including the Program Coordinator, the student’s academic advisor, any involved academic or clinical faculty, and any other faculty as appropriate for the situation.

4. GENERAL DEPARTMENTAL POLICIES AND PROCEDURES

The policies and procedures described in this section apply to all students enrolled, or seeking to enroll, in any SPED course. Students, faculty, staff, and persons served in the program’s placements are treated in a nondiscriminatory manner— that is, without regard to race, color, religion, sex, national origin, participation restriction, age, sexual orientation, or status as a parent. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto.
Diversity
The college within which this program resides prides itself on an active respect for and understanding of cultural and individual diversity. The program’s policies and procedures reflect that institutional priority in many ways, including infusing issues related to cultural and individual diversity throughout the curriculum (undergraduate and graduate).

Accommodations
The University of Georgia strives to provide for its students who have various disabilities every opportunity to participate fully in the educational programs and services it offers. To this end, for students with documented disabilities, the university provides reasonable accommodations for students to access information presented in the classroom, as well as means by which students knowledge can be assessed. Reasonable accommodation may come in the form of course modification, or, if necessary, course substitution.

Transfer of Credits
Transfer credit is determined by the student's advisors with input from the course instructor. Review of course syllabi and textbooks will usually be necessary before transfer credit is granted.

Course Equivalency
Course equivalency is determined by the student's advisors with input from the course instructor. Review of course syllabi and textbooks will usually be necessary before waivers of the requirement to enroll in a UGA course will be granted.

Independent Studies
An independent study at the undergraduate or graduate level requires prior approval of the instructor, advisor, and SPED Program Coordinator. Application must be made prior to registration on the appropriate form, which can be obtained from the Departmental Office.

Faculty Contact
Contact information for faculty, both regular and adjunct, are located in the syllabus for each class as well as in the main office (570 Aderhold).

Course Withdrawal
The University has specific rules for dates of course withdrawal with varying grade limitations and fee refunds. The University Bulletin or staff in the Office of the Registrar can assist you with this information.

Instructors who wish to drop or withdraw a student from a course because of excessive absences should initiate the procedure within the instructional department. (The term "excessive absences" is defined in the syllabus for the course.) Instructors may pursue this action in the following instances:

**During the Drop/Add Period.** Instructional departments should contact the student via email and ask the student to drop the course. If the student does not drop, the department may request an administrative drop for non-attendance by completing the [Non-Attendance Drop Request form](mailto:regsupp@uga.edu) and emailing it to regsupp@uga.edu. A copy of the syllabus and the email sent to the student must accompany the form.

**After the Drop/Add Period but Before the Withdrawal Deadline.** Instructional departments may request an administrative withdrawal if the student has excessive absences in a course by completing the [Withdrawal Request form](mailto:regsupp@uga.edu) and emailing it to regsupp@uga.edu.

**After the Withdrawal Deadline**
Administrative withdrawals cannot be processed after the withdrawal deadline. Instructors are to assign an appropriate grade to the student during the grade processing period.

**Record Access**
All students have access to their records in accordance with university procedure located at [http://www.reg.uga.edu/or.nsf/html/ferpa](http://www.reg.uga.edu/or.nsf/html/ferpa).

**Student Demeanor and Dress**
The Special Education faculty is committed to instilling a professional attitude and demeanor in their students. This professionalism is intended to allow and facilitate individual growth and the development of clinical and academic skills in all students; ensure quality service to all people with communicative disorders; and provide for the future of the program, the department, and the University by promoting positive impressions in the Athens area and in the extended academic and professional community.
Behavior or dress will not be tolerated if it brings undue attention to itself, reflects poorly on the professionalism of the program or the department, or in any way detracts from the clinical and academic missions of the program, the department, and the University of Georgia.

**Safety Procedures**

**Fire Drill Procedure.** If a person spots a fire, the person should activate the fire alarm system by using the pull station. The person should then call 9-911 from a safe location. In the event of a fire or emergency, an alarm will sound, and everyone is expected to exit by the corridors and stairways. Never use elevators during fire emergencies. If a person encounters excessive smoke while evacuating the building, she or he should remain as low to the ground as possible and crawl to the nearest exit.

**Tornado Watch.** A tornado watch is issued to alert the public to the possibility of a tornado. This means tornados have not been sighted but conditions are favorable for spawning tornados. Normal activities will not be interrupted during a watch unless threatening skies are observed. No action is necessary except to be prepared to act appropriately if the weather status is upgraded by appropriate authorities.

**Tornado Warning.** A tornado warning is issued by the local weather office when a tornado has been sighted or indicated by weather radar. Upon notification all persons in Aderhold Hall should move to the core of the building (stairwell) and down to the ground, first, and second floors. Go as close to the ground floor as possible. Remain there until directed to return to your floor or department. DO NOT EXIT THE BUILDING. Stay inside and go to one of the designated safety areas.

**Other emergencies.** All persons who spend time in Aderhold Hall are responsible for making themselves familiar with the safety procedures in the Aderhold Hall safety manual. All students have access to the safety manual in the department office.
5. FIELD EXPERIENCES IN SPECIAL EDUCATION

5.1 Field Experience Guidelines

The Office of Experiential Learning (OEL) has developed guidelines that must be adhered to by all students seeking a student teaching, final internship, observation, and/or practicum placement.

These guidelines include but are not limited to:

a) Students are not to attempt to find their own placement.

b) Students should not contact school district personnel until notified by the Office of Educational Field Experiences & Student Teaching of a confirmed placement.

c) Students must notify the OEFE if they’re currently employed by a school district. Please provide the details of this employment on the online application (Part 2, Question 9).

d) Students should not be placed in schools where they have relatives employed. Please identify any relatives employed in a school on the online application (Part 2, Question 10).

e) Depending on the availability of placements, students may have to drive an hour or more one-way for a placement.

f) When a confirmed placement is secured, students are notified by the Office of Experiential Learning via email to their UGA email address. Confirmed placements are final.

g) Candidates should follow the schedule of their assigned school for holidays and in cases of inclement weather.

Additional guidelines for candidates performing student teaching or a final internship include but are not limited to:

a) Student teaching candidates may not serve as substitute teachers, paid or unpaid, during student teaching. When a situation requires the cooperating teacher to be absent from work or from the classroom for an extended period of time, a substitute must be obtained by the school principal. The substitute teacher must be present in the classroom at all times.

b) Undergraduate student teaching candidates employed as paraprofessionals may not remain employed as such during their student teaching. Graduate students employed by a school district should contact Anna Hiers (ahiers@uga.edu).
c) Candidates may not receive pay for any activity performed while student teaching. This includes payment for participation in extracurricular activities, such as coaching.

d) While student teaching is considered a full-time responsibility, UGA does allow its candidates to be employed (outside of the school in which they are placed) during student teaching. However, you may not be excused from any school responsibility to meet an employment obligation. Similarly, you may not leave school early or arrive late because of employment. Remember that you are expected to attend before- and after-school activities, such as conferences, faculty meetings, PTO meetings, etc. Planning, grading papers, developing materials and numerous other responsibilities will also consume much of your out-of-school time. Make sure that your employer knows that you are student teaching and its requirements upon your time.

e) Candidates should not take other coursework (besides seminars) while student teaching.

f) Students should only proctor state standardized testing with a certified school employee.

g) Students can contribute information to an IEP but should not write the official IEP for a student.

Field placements are made based on the faculty's professional judgment concerning students' needs as pre-service teachers, and upon the availability of suitable field experience sites. The primary objective is to provide the student the experience necessary to become a good beginning teacher. Therefore, students should recognize that placements are a Departmental decision, not a student decision. Placements will be based upon program quality, not on factors such as proximity to a student's residence or home town.

As mentioned above, students are not to seek their own placements. In general, field placements will be made in the Athens and surrounding areas, although some placements may be made that require some additional travel if the faculty judges them to be of superior quality. Note that students are expected to provide their own transportation to all field experience sites, including sites outside of Athens-Clarke County. While carpooling to field sites is encouraged when possible, placements and schedules within those placements cannot be arranged based on carpools.

Regular attendance and punctuality in field sites are mandatory. You will be required to keep a written log of your classroom attendance, which must be approved by your cooperating teacher on a weekly basis. Some absences may be allowed with a legitimate and documented excuse.
You are required to notify your UGA supervisor and cooperating teacher at least 24 hours in advance if you must be absent from a day of practicum. Unplanned absences (for illnesses or emergencies) must be reported to both your cooperating teacher and UGA supervisor as soon as you are aware that you will be unable to attend practicum. Documentation of the illness or emergency must be provided upon return to the placement. Missed hours must be made up at a time that is acceptable to the cooperating teacher and UGA supervisor. Failure to follow these procedures may result in a reduction of your final grade or a supervisor-initiated withdrawal from the field placement.

While in your field placement, you serve as a representative for the Program, College, and University. It is therefore important that you familiarize yourself with the policies and procedures of your field site each semester and adhere to those guidelines, as well as those set forth by the Program. The Special Education faculty reserves the right to withdraw you from your field placement and, in some cases, the program if you disregard policies or procedures in your practicum or student teaching placement.

### 5.2 Practicum

You will be required to register for three credit hours in practicum each semester, with the exception of the last semester in the program, at which time you will register for full-time Student Teaching. The hours for which you register will represent the total number of hours of field experience required for initial teacher certification in the state of Georgia.

Each semester, the time you spend in a classroom will increase as follows:

- Practicum A (Fall 1): 9 hours per week
- Practicum B (Spring 1): 12 hours per week
- Practicum C (Fall 2): 15 hours per week

Your practicum placements are to be taken very seriously, and will be used as a basis of preparation for your semester of Student Teaching and your future career.

*Any grade below a B will not be accepted as successful completion of that semester’s practicum, and you will be required to repeat the course.*

---

*2 Students enrolled in the Special Education Online Program will complete a minimum of 10 hours per week in their assigned field experiences across all practicums.*
5.3 Student Teaching

Your final semester in the program will consist of fifteen credit hours of SPED 5460 or SPED 5461: Student Teaching. This will be the culmination of your experience in the Special Education program, and the opportunity to apply the knowledge and skills learned through your coursework. Students are expected to spend a minimum of thirteen weeks in their student teaching placement.

The same policies for your Practicum placements will apply regarding your Student Teaching placements. Please conduct yourself according to UGA and school policies. Remember, your Student Teaching performance may lead to an exciting job prospect after graduation.

The academic advisor and faculty have the responsibility, in cooperation with the student, to decide when the student will do student teaching. This decision should come preferably at the end of the junior year, and should be based upon the following requirements. Each student must:

- be officially admitted to a teacher education program.
- apply for student teaching through the Educational Field Experiences Office.
- be recommended by the teaching field department
- possess the necessary special competencies in the field of specialization for doing student teaching, in addition to courses completed and grades earned, as judged by his or her advisor
- have satisfactorily completed the following professional education sequence and/or methods courses and required teaching field courses with a grade of “C” or better:
  - have satisfactorily completed
    - EDUC 2110: Foundations of Education or its equivalent
    - EDUC 2120: Exploring Socio-Cultural Perspectives on Diversity
    - EDUC 2130: Learning and Development
    - All professional curriculum courses
  - Have satisfactorily competed with a grade of “B” or better
    - Have satisfactorily completed
      - SPED 2000
      - SPED 4440: Practicum A
      - SPED 4440: Practicum B
      - SPED 4440: Practicum C
  - have an overall and cumulative grade point average of 2.80 or higher
  - have satisfactory personal health to assume the responsibilities that are involved in student teaching and eventual full-time teaching
1.3

*Any grade below a B- will not be accepted as successful completion of Student Teaching, and you will be required to repeat the course.

5.4 Applying for Field Placements

To apply for a student teaching/final internship, practicum, or observation, you must complete steps 1 - 3:

1. Complete a background check (this will be satisfied via the completion of a background check through the Pre-Service Certificate process.)
2. Have the required forms (Authorization for Release of Records and Information and Professional Tort Liability Insurance) ready to upload into the application.
   Complete the online form. Note the entire application must be completed in one sitting.

Detailed field placement application instructions may be found here:
http://coe.uga.edu/academics/field-experience

6. TIERED CERTIFICATION

The following is an explanation of the tiered certification structure adopted by the state of Georgia.

The 4-Tiered Certification Structure

1. Pre-service
2. Induction
3. Professional (Standard Professional and Performance-Based Professional)
4. Advanced Professional and Lead Professional

The Pre-Service Certificate

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 university providing the educator preparation program.

This certificate will not be issued until July 1, 2015. Only those educator candidates who will be participating in field experiences or student teaching in Georgia schools on or after July 1, 2015, need apply.
Requirements
In order to qualify for the Pre-Service certificate, an applicant must meet the following requirements:

• Enrollment in an educator preparation program leading to initial certification;
• Successful background check (conducted prior to application);
• Completion of the Georgia Educator Ethics Exam (a passing score is not required for this certificate).

Validity
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.

Notes
• The Pre-Service certificate is not required for employed Postbac and MAT students. It is required for non-employed Postbacs and MAT students.
• The Pre-Service certificate is not a professional educator certificate. It allows the holder to participate in supervised field experience, clinical practice, student teaching, or residency work in Georgia schools;
• If you have already completed the student teaching portion of an educator preparation program, or if you will complete it outside of the state of Georgia, you need not apply for a Pre-Service certificate.

(Certificates of Eligibility - this is not one of the Tiers - Applicants who have completed an educator preparation program and meet all other requirements for certification will receive a Certificate of Eligibility if not employed by a Georgia School. This Certificate of Eligibility will demonstrate to potential employers that the applicant will qualify for certification if hired. The certificate is issued by the PSC at the request of the Program Provider after graduation and is valid for 5 years. If an individual's Certificate of Eligibility expires without being replaced by an Induction certificate, the individual may receive a new Certificate of Eligibility upon reapplication to the PSC. The Certificate of Eligibility is invalidated upon issuance of the Induction certificate.)

The Induction Certificate
You must be employed by a Georgia School System at the time that you apply for this certificate in order to be eligible for full certification.

Requirements
• Completion of a GaPSC-approved educator preparation program. Passing score on the GACE Program Admission Assessment, or exemption.
• Induction level or higher passing score on the appropriate GACE content assessment.
• As of January 1, 2015, a passing score on the Georgia Educator Ethics Assessment.
• As of September 1, 2015, a passing score on edTPA, the GaPSC-approved content pedagogy assessment. Submit a copy of your official score report with your application package;
• Completion of a course in identifying and educating exceptional children. This course should be documented on an official transcript submitted with your application package.

Validity
In most cases, the Induction certificate is valid for 3 years. The Induction certificate may be renewed, at the request of an employing Georgia School System, in the following situations:
• An Induction educator who receives more than one unsatisfactory annual evaluation by the building administrator (principal) will not be eligible for a Professional certificate until further experience is earned. An educator in this situation must work with his/her educator preparation provider to address the deficiencies in his/her performance. Once the educator preparation provider documents these steps on an updated Approved Program Completion Form, the educator may apply for a second Induction certificate;
• An educator who does not work for all of the 3 years of the Induction certificate, or one who does not convert to a Professional certificate as soon as the Induction certificate expires, may not meet the experience requirements for a Professional certificate. In this case, the educator may apply for a second Induction certificate in order to earn the required experience to move to the next tier.

The Professional Certificate

Requirements for the Standard Professional Certificate
• At least 3 years of experience within the last 5 years.
• Effective July 1, 2017 Professional level passing score on the appropriate GACE content assessment.
• Employment within a Georgia school district. If you are not employed at the time of application but you meet all other requirements for a Professional certificate, you will be issued a Certificate of Eligibility that may be converted to a Professional certificate upon employment.

Requirements for the Performance-Based Professional Certificate
• At least 3 years of experience within the last 5 years. Educator experience in Georgia public school systems is transmitted electronically to the GaPSC.
• At least 2 Proficient or Exemplary TKES annual performance ratings earned within the last 5 years.
• Effective July 1, 2017 Professional level passing score on the appropriate GACE content assessment.
• Employment within a Georgia school system. If you are not employed at the time of application but you meet all other requirements for a Professional certificate, you will
be issued a Certificate of Eligibility that may be converted to a Professional certificate upon employment.

7. CURRENT ASSOCIATED PROGRAM COSTS

1. GACE Educator Ethics Entry Assessment ($30)
2. Name Badge ($10)
3. Tort Liability Insurance
   a. Via SPAGE (Student Membership of the Professional Association of Georgia Educators): $7.00/year, OR
   b. SGAE (Student Membership of the Georgia Association of Educators): $18/year
4. One year Foliotek subscription ($40.00)
5. edTPA submission ($300)
6. GACE Exit Ethics ($30)
7. GACE Content Assessment ($193)
8. GACE Academic Content Concentrations Assessment ($123 per assessment; students complete two)

Students are also responsible for renewing their Student Background Checks and Tort Liability Insurance prior to beginning their second year—this means students should be conscientious of their dates of coverage and act accordingly when their background check and tort liability expiration dates near.
## 8. HELPFUL LINKS

<table>
<thead>
<tr>
<th>Service</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Website:</td>
<td><a href="http://www.coe.uga.edu/csse">http://www.coe.uga.edu/csse</a></td>
</tr>
<tr>
<td>University Home Page</td>
<td><a href="http://www.uga.edu">http://www.uga.edu</a></td>
</tr>
<tr>
<td>UGAMail:</td>
<td><a href="http://ugamail.uga.edu">http://ugamail.uga.edu</a></td>
</tr>
<tr>
<td>Athena:</td>
<td><a href="https://athena.uga.edu">https://athena.uga.edu</a></td>
</tr>
<tr>
<td>UGA Library and Portal to Galileo:</td>
<td><a href="http://www.libs.uga.edu/">http://www.libs.uga.edu/</a></td>
</tr>
<tr>
<td>eLearning Commons:</td>
<td><a href="https://uga.view.usg.edu">https://uga.view.usg.edu</a></td>
</tr>
<tr>
<td>COE Student Services:</td>
<td><a href="http://www.coe.uga.edu/directory/offices/student-services">http://www.coe.uga.edu/directory/offices/student-services</a></td>
</tr>
<tr>
<td>Office of Experiential Learning</td>
<td><a href="http://www.coe.uga.edu/academics/field-experience">www.coe.uga.edu/academics/field-experience</a></td>
</tr>
<tr>
<td>Parking Services:</td>
<td><a href="http://www.parking.uga.edu/">http://www.parking.uga.edu/</a></td>
</tr>
<tr>
<td>UGA Master Calendar:</td>
<td><a href="http://www.uga.edu/mastercalendar/">http://www.uga.edu/mastercalendar/</a></td>
</tr>
<tr>
<td>Disability Services:</td>
<td><a href="http://drc.uga.edu">http://drc.uga.edu</a></td>
</tr>
<tr>
<td>University Testing Services:</td>
<td><a href="http://www.testing.uga.edu/">http://www.testing.uga.edu/</a></td>
</tr>
<tr>
<td>GACE:</td>
<td><a href="http://gace.ets.org">http://gace.ets.org</a></td>
</tr>
<tr>
<td>Foliotek:</td>
<td><a href="http://www.foliotek.com">www.foliotek.com</a></td>
</tr>
<tr>
<td>University Health Center:</td>
<td><a href="http://www.uhs.uga.edu/index.html">http://www.uhs.uga.edu/index.html</a></td>
</tr>
<tr>
<td>UGA Schedule of Classes and Important Dates:</td>
<td><a href="http://www.reg.uga.edu/schedule-of-classes">http://www.reg.uga.edu/schedule-of-classes</a></td>
</tr>
<tr>
<td>DegreeWorks:</td>
<td><a href="https://sis-degreeworks.uga.edu/">https://sis-degreeworks.uga.edu/</a></td>
</tr>
<tr>
<td>SAGE:</td>
<td><a href="https://sage.uga.edu">https://sage.uga.edu</a></td>
</tr>
</tbody>
</table>
## Appendices

### Appendix A: Educational Studies Programs of Study

#### Educational Studies Program of Study with Adapted Curriculum Concentration

<table>
<thead>
<tr>
<th>Fall I Courses</th>
<th>Hrs</th>
<th>Spring I Courses</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 3050 (Mjr required)</td>
<td>3</td>
<td>SPED 3030 (Assessment)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 4120 (Methods)</td>
<td>3</td>
<td>LLED 3420E (Literacy)</td>
<td>3</td>
</tr>
<tr>
<td>LLED 4010 (Literacy)</td>
<td>3</td>
<td>SPED 5160 (Learner Development)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 4010 (Learner Development)</td>
<td>3</td>
<td>Upper Level Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall II Courses</th>
<th>Hrs</th>
<th>Spring II Courses</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 4050 (Methods)</td>
<td>3</td>
<td>Upper Level Elective</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5400 (Mjr required)</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Upper Level Elective</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Upper Level Elective</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

#### Educational Studies Program of Study with Birth through Kindergarten Concentration

<table>
<thead>
<tr>
<th>Fall I Courses</th>
<th>Hrs</th>
<th>Spring I Courses</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 3050 (Mjr required)</td>
<td>3</td>
<td>LLED 3420E (Literacy)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5170 (Methods)</td>
<td>3</td>
<td>SPED 5160 (Learner Development)</td>
<td>3</td>
</tr>
<tr>
<td>LLED 4010 (Literacy)</td>
<td>3</td>
<td>CMSD 3020 (Learner Development)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5120 (Assessment)</td>
<td>3</td>
<td>Upper Level Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall II Courses</th>
<th>Hrs</th>
<th>Spring II Courses</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5400 (Mjr required)</td>
<td>3</td>
<td>Upper Level Elective</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5180 (Methods)</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Upper Level Elective</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Upper Level Elective</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>Total</td>
<td>15</td>
</tr>
<tr>
<td>Educational Studies Program of Study with General Curriculum Concentration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall I Courses</strong></td>
<td><strong>Hrs</strong></td>
<td><strong>Spring I Courses</strong></td>
<td><strong>Hrs</strong></td>
</tr>
<tr>
<td>SPED 3050 (Mjr required)</td>
<td>3</td>
<td>SPED 3030 (Assessment)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 4100 (Methods)</td>
<td>3</td>
<td>LLED 3420E (Literacy)</td>
<td>3</td>
</tr>
<tr>
<td>LLED 4010 (Literacy)</td>
<td>3</td>
<td>CMSD 3020 (Learner Development)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 3020 (Learner Development)</td>
<td>3</td>
<td>Upper Level Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Fall II Courses</strong></td>
<td><strong>Hrs</strong></td>
<td><strong>Spring II Courses</strong></td>
<td><strong>Hrs</strong></td>
</tr>
<tr>
<td>SPED 4050 (Methods)</td>
<td>3</td>
<td>Upper Level Elective</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5400 (Mjr required)</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5180 (Methods)</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Upper Level Elective</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
APPENDIX B: Pre-Service Certificate Process

Pre-Service Certificate Instructions:

All initial preparation teacher education candidates (undergraduate and graduate) will receive a pre-service certificate upon successful completion of the GaPSC Program Entry Requirements. The Pre-Service Certificate Packet MUST be completed and submitted by March 1 of the cohort year you are applying for.

STEP 1: GACE Program Admission requirement. Candidates for Initial Certification in all Educator Preparation Programs must exempt or pass the GACE (Georgia Assessment for the Certification of Educators) Program Admission Assessment ($128). You can exempt with one of the following:

- Combined minimum SAT score of 1000 (Verbal and Math scores)
- Combined minimum ACT score of 43 (English and Math scores)
- Combined minimum GRE score of 297 (Verbal and Quantitative)

You must print out an official verification that you meet this requirement. This would include an official score report for any of the above or the official score report from the GACE Program Admissions Assessment. You may also print your test scores from your Athena account. If your test scores are not on file with UGA, you must request an official copy of your scores to include with your application. For more information on passing scores for this assessment, see the official website.

STEP 2: Sign up for a MyPSC Account.

STEP 3: Download the Pre-Service Packet and print it out.

STEP 4: Complete and sign the GaPSC Pre-Service Application.

STEP 5: Complete and sign the Georgia Bureau of Investigation Form.
STEP 6: Complete the Verification of Lawful Presence Affidavit (VLP). You will need a document to verify that you are lawfully in the U.S. and this document must not be expired (i.e., driver’s license or passport). You cannot use your UGA ID. Be sure the notary public positions their stamp next to the date on the form and not on top of the date. The GaPSC will reject the form if they cannot read the date. Our Office Manager, Ms. Connie Tucker, is a notary public and can assist you with this.

STEP 7: Complete the Georgia Educator Ethics Assessment – Test #350, Program Entry ($30). Although you will not receive a score, you must complete all training modules and the end-of-module test to receive credit for program entry. Print out the verification of completion.

STEP 8: Claim UGA as your program provider in your MyPSC account. You will receive an email from the GaPSC asking you to claim UGA as your program provider; follow the directions in this email. Print out the verification of claiming your program.

The following documentation must be attached to your Pre-Service Certificate Packet:

1. Verification of completion the Entry Ethics Assessment
2. Documentation of GACE exemption or score report for GACE Program Admissions Assessment
3. A print-out of the confirmation page in your MyPSC where you have claimed your program

You may drop off or mail via US Postal Service your Pre-Service Packet to:

Kate Character, Certification Official
Office of Student Services
122 Aderhold Hall
Athens, GA 30602
Appendix C: Behavior in Field Experiences

Students in field experiences are expected to:

A. Hold in confidence personally identifiable information obtained in field experiences.
   a. Do not disclose confidential information concerning students except to preserve the health, safety, and welfare of the student or others.
   b. Respect and recognize the confidentiality rights of students and others.
   c. Conversations regarding the well-being of students should only be held with your supervisor, cooperating teacher, or supervisory personnel.
   d. Refer to students by initials or pseudonyms only.

B. Maintain the respect and confidence of school personnel, parents, students, and community members.
   a. Communicate with school personnel, parents, students, and community members in an honest, unbiased manner.
   b. View diverse opinions as legitimate opportunities for self-reflection.
   c. Understand that no one is perfect. Mistakes are made by professionals and novices alike.

C. Prioritize field experiences over outside work commitments
   a. Teacher candidates are strongly discouraged from working during their full-time student teaching experience as well as practicum experiences. Classes and field experiences should take priority over outside commitments.
   b. Field experiences will not be scheduled around outside work or personal commitments.
   c. Field placements are carefully made to provide a quality experience for each student. Changes will not be made to field placements after students have been placed.
   d. Students are required to provide their own transportation to their field experiences.
### APPENDIX D: College of Education Directory

#### College of Education Administrative Office Directory

<table>
<thead>
<tr>
<th>CENTRAL OFFICES</th>
<th>LOCATION</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the Dean</td>
<td>G-3 Aderhold Hall</td>
<td>706-542-6446</td>
</tr>
<tr>
<td>Office of Student Services</td>
<td>122 Aderhold Hall</td>
<td>706-542-1717</td>
</tr>
<tr>
<td>Office of Information Technology</td>
<td>232 Aderhold Hall</td>
<td>706-542-8007</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEPARTMENTS &amp; PROGRAMS</th>
<th>LOCATION</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and Information Studies</td>
<td>221 River’s Crossing</td>
<td>706-542-4054</td>
</tr>
<tr>
<td>Communication Sciences and Special Education</td>
<td>570 Aderhold Hall</td>
<td>706-542-4561</td>
</tr>
<tr>
<td>Counseling &amp; Human Development Services</td>
<td>402 Aderhold Hall</td>
<td>706-542-7130</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>323 Aderhold Hall</td>
<td>706-542-4110</td>
</tr>
<tr>
<td>Educational Theory and Practice</td>
<td>630 Aderhold Hall</td>
<td>706-542-4277</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>115 Ramsey Center</td>
<td>706-542-3148</td>
</tr>
<tr>
<td>Language &amp; Literacy Education</td>
<td>315 Aderhold Hall</td>
<td>706-542-4526</td>
</tr>
<tr>
<td>Lifelong Education, Administration, &amp; Policy</td>
<td>416 River’s Crossing</td>
<td>706-542-2214</td>
</tr>
<tr>
<td>Mathematics &amp; Science Education</td>
<td>105 Aderhold Hall</td>
<td>706-542-4551</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER</th>
<th>LOCATION</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Materials Library</td>
<td>207 Aderhold Hall</td>
<td>706-542-2957</td>
</tr>
<tr>
<td>Aderhold Hall Computer Labs</td>
<td>227, 228, 616, &amp; 618 Aderhold Hall</td>
<td>706-542-8007</td>
</tr>
<tr>
<td>Ramsey Center Computer Lab</td>
<td>214 Ramsey Center</td>
<td>706-542-8007</td>
</tr>
<tr>
<td>River’s Crossing Computer Labs</td>
<td>135, 143, 156 River’s Crossing</td>
<td>706-542-8007</td>
</tr>
</tbody>
</table>
**APPENDIX E: ROUTING OF SPECIFIC QUESTIONS**

<table>
<thead>
<tr>
<th>QUESTIONS REGARDING</th>
<th>WHERE TO GO</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising (i.e., PODs, overrides, etc.)</td>
<td>Major Academic Advisor</td>
<td>705-542-4617</td>
</tr>
<tr>
<td>Academic Probation</td>
<td>Major Academic Advisor</td>
<td>705-542-4617</td>
</tr>
<tr>
<td>Academic Dismissal</td>
<td>Major Academic Advisor</td>
<td>705-542-4617</td>
</tr>
<tr>
<td>Academic Awards</td>
<td>Office of Student Services</td>
<td>706-542-1717</td>
</tr>
<tr>
<td>Student Accounts</td>
<td>Bursar’s Office</td>
<td>705-542-2965</td>
</tr>
<tr>
<td>Career Planning</td>
<td>Career Center</td>
<td>706-542-3375</td>
</tr>
<tr>
<td>Certification Requirements</td>
<td>Office of Student Services</td>
<td>706-542-1717</td>
</tr>
<tr>
<td>Change of Address</td>
<td>Office of the Registrar</td>
<td>706-542-4040</td>
</tr>
<tr>
<td>Change of Name</td>
<td>Office of the Registrar</td>
<td>706-542-4040</td>
</tr>
<tr>
<td>Course Overload</td>
<td>Major Academic Advisor</td>
<td>706-542-4617</td>
</tr>
<tr>
<td>Course or Requirement Waivers</td>
<td>Office of Student Services</td>
<td>706-542-1717</td>
</tr>
<tr>
<td>Course Schedule Preparations</td>
<td>Major Academic Advisor</td>
<td>705-542-4617</td>
</tr>
<tr>
<td>Course Substitution</td>
<td>Major Academic Advisor</td>
<td>706-542-4617</td>
</tr>
<tr>
<td>Course Time Conflict</td>
<td>Major Academic Advisor</td>
<td>706-542-4617</td>
</tr>
<tr>
<td>Dean’s List</td>
<td>Office of the Registrar</td>
<td>706-542-4040</td>
</tr>
<tr>
<td>Degree Audit</td>
<td>Major Academic Advisor</td>
<td>706-542-4617</td>
</tr>
<tr>
<td>Enrollment Verification</td>
<td>Office of the Registrar</td>
<td>706-542-4040</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Office of Student Financial Aid</td>
<td>706-542-6147</td>
</tr>
<tr>
<td>Grade Changes</td>
<td>Major Academic Advisor</td>
<td>706-542-4617</td>
</tr>
<tr>
<td>Graduation</td>
<td>Office of the Registrar</td>
<td>706-542-4040</td>
</tr>
<tr>
<td>Graduate/Professional Programs</td>
<td>Graduate School</td>
<td>706-542-1739</td>
</tr>
<tr>
<td>Health Center</td>
<td>University Health Center</td>
<td>706-542-1162</td>
</tr>
<tr>
<td>Housing</td>
<td>University Housing</td>
<td>706-542-1421</td>
</tr>
<tr>
<td>Incomplete Grade</td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>Lost and Found</td>
<td>Office of Information Technology</td>
<td>706-542-8007</td>
</tr>
<tr>
<td>Police/Security</td>
<td>UGA Police</td>
<td>706-542-5813</td>
</tr>
<tr>
<td>Program Requirements</td>
<td>Major Academic Advisor</td>
<td>706-542-4617</td>
</tr>
<tr>
<td>Section Change</td>
<td>Office of the Registrar</td>
<td>706-542-4040</td>
</tr>
</tbody>
</table>