Updated: October 10, 2011

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Handbook Purpose

The Georgia ONmyLINE handbook will serve as a resource for students, faculty and administrators. This handbook will outline the processes and procedures as they relate to policies of the University and for the Georgia ONmyLINE programs.

Mission of the Department of Middle-Secondary Education and Instructional Technology

The Department of Middle-Secondary Education and Instructional Technology prepares educators and other professionals in career and technical education, language and literacy education, learning technologies, library media technology, mathematics education, middle childhood education, science education, and social studies education. We offer 34 degree programs, four certification programs, and three endorsement programs in face-to-face and online formats. Our acclaimed faculty, among the leading researchers and teachers in their fields, come from many countries around the world and are committed to bettering the human condition.

Our mission is to engage in research, teaching, and service in urban environments with people from multiple cultural, ethnic, and linguistic backgrounds. We work collaboratively with people in schools, communities, and organizations in metropolitan Atlanta and around the world. We are committed to innovation and creativity and to pushing the boundaries of knowledge and practice. We strive to realize our vision of pluralism, equity, and social justice where individuals have equal access to meaningful learning opportunities throughout their lives and the chance to apply their knowledge and skills for the greater good.

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.
Introduction

Online education is becoming increasingly popular among working professionals. As the demand for more convenient and flexible degree programs continues to rise, Georgia OnMyLine can offer teachers and professionals who wish to pursue a career in education, the avenue to do so. All four of the Georgia ONmyLINE programs here at Georgia State University are mirrored after the on-campus programs. These programs of study have been approved by the Georgia Professional Standards Commission.

Becoming a strong and committed educator is a lifelong endeavor. As you continue your inquiry into becoming the best teacher possible, you will continue to build a network of colleagues and a collection of materials that will assist you in teaching your specific content area(s). In your pursuit to help students become independent, productive, creative, and lifelong learners, you will not only provide good instruction, but also you should be open to constructive feedback from your university Program Coordinator. Be thoughtful about this feedback as well as the instructional and pedagogical decisions you make, taking into consideration students’ diverse backgrounds, interests, and talents.

As a reflective practitioner, you must be consciously aware of your short-term and long-term choices. Talk openly with mentor teachers, colleagues, and university professors about plans that you have, ideas that you would like to implement, and issues that you have regarding student performance and behavior. Every day is important to a student’s learning, and you must be prepared for every challenge that lies ahead.

We anticipate a successful experience this semester, and we expect to hear good reports of your teaching and professionalism. If you need any assistance outside of your university program coordinator, please do not hesitate to call on one of us.

Enjoy, reflect, and grow!

Dr. Dana Fox, Department Chair for Middle-Secondary Education & Instructional Technology
dofox@gsu.edu
(404)413-8383

Dr. Ollie Manley – Program Coordinator M.Ed Science Education
omanley@gsu.edu
(404)413-8421

Dr. Jayoung Choi – Program Coordinator M.Ed/M.A.T. Reading, Language and Literacy (ESOL)
jayoungchoi@gsu.edu
(404)413-8380

Dr. Nermin Bayazit – Program Coordinator M.Ed Mathematics Education
nbayazit@gsu.edu
(404)413-8406

General Information for New GOML Graduate Students
Become familiar with the MSIT website. Answers to many of your questions can be found at this location: http://msit.gsu.edu/

Become familiar with the GOML website where additional answers to many of your questions can be found at this location: http://www.georgiaonmyline.org/

Be proactive in planning your studies! Contact your advisor early in your first semester, and make an appointment to plan your program of study. Contact your advisor as needed throughout your program to review your plan to ensure that you are on track for program completion. If your advisor is unavailable, contact the Department Chair or the Academic Administrative Specialist for assistance.

Most instructors of online courses do not make the initial contact with the students who are registered for the course. If you wish to obtain the course syllabus prior to the start of class or receive the textbook information for your GOML class, you can contact your professor directly through the Georgia Vista where students will login to participate in class.

The Office of Academic Assistance (OAA) conducts a program audit during the semester for which you apply to graduate; however, if the OAA determines that you are missing one or more courses, you will not have time to add those courses during your final semester. Therefore, you should ask your program advisor for a program audit at least one full semester before you plan to graduate.

You are encouraged to attend Professional Advisement Week (PAW) twice a year (usually mid-March and mid-October) while you are in your program. Look for announcements within the first few weeks of the semester. Students who do not attend PAW will miss important information that may not be provided at any other time. Program Coordinators and the Academic Specialist facilitate these sessions. All PAW sessions are conducted through Elluminate.

PAWS (Panther Access to Web Services – NOT to be confused with Professional Advisement Week) is your portal for accessing grades, checking your class roster, and learning about important campus announcements.

GoSOLAR is the site you will use to submit online evaluations of instructor, view academic records, personal information and financial aid, pay tuition and fees, enroll in direct deposit for electronic refunds, and order transcripts.

Most programs require a portfolio as a graduation and/or certification exit requirement. The portfolio must be completed through LivetText. You will need to purchase a key code and register for LiveText within the first two weeks of your first semester (earlier if you are taking a course in your first semester for which the instructor uses the LiveText Course Management System).
Keep up with important deadlines, such as portfolio submission dates and graduation application. For example, you must apply for graduation through the Office of Academic Assistance two semesters before you intend to graduate (e.g. apply in summer for spring graduation).

Read and be familiar with all policies in the graduate catalog: http://www.gsu.edu/images/Downloadables/Catalog_Graduate_09-10.pdf

Always use your GSU email account and include your Panther ID number for school-related correspondence. It is also recommended that you check your GSU email account daily to stay abreast of all assignments and important dates and deadlines as they relate to your courses and to your program of study.

Scholarships and Financial Aid

- Teach Grant: Apply directly through this website: http://www.gsu.edu/es/30203.html. Any questions related to the Teach Grant should be directed to Louis Scott lscott01@gsu.edu or Deborah Thomas dthomas@gsu.edu

Academic Advising

Georgia ONmyLINE students will be responsible for discussing their programs of study with the appropriate Program Coordinators and/or with the GOML Academic Administrative Specialist. Students are highly encouraged to stay in contact with their Program Coordinator for degree flow plans. Students will need to participate in PAW (Professional Advisement Week) each semester to remain up to date on course offerings, professional portfolios, important deadlines and graduation updates. Courses will be offered on a rotating basis and additional sections may be added based on enrollment. Students are encouraged to take two to three courses per term (fall, spring and summer) in order to complete their program in four to five semesters. Georgia ONmyLINE students should not take more than four courses per term.

To receive transfer credit for previous graduate coursework, a student must indicate which class or classes they wish to have reviewed by their Program Coordinator. The student will be responsible for issuing their official transcripts as well as the course syllabi associated with each course they would like to have evaluated for transfer credit. Students are permitted to transfer up to nine credit hours of graduate coursework. Please use the attached form (Appendix A) for transfer credit or go to: http://msit.gsu.edu/docs/PetTrnGradCredit.pdf to complete the required form.
Registration Issues

The registration authority contact for Georgia ONmyLINE is Ms. Leslie Currah lcurrah@gsu.edu. General registration issues related to GOML courses may be directed through your GSU email account to Ms. Currah [Important note: You MUST use your GSU email account for all correspondence. Messages sent through your personal email account may not receive a reply.] In your message, you should include the information listed below for each issue related to registration.

Emergency Contact Hold: If you are unable to register because you have an “emergency contact” hold, please update your student information by logging into PAWS. You should have three (3) emergency contacts including yourself. Select “add contact” to add an emergency contact. When you add yourself for relationship select “reach me in case of an emergency.”

Additional Information Related to Registration

Continuous Enrollment Policy: 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. If you do not plan to attend classes during any specific semester, send an email to Ms. Leslie Currah: lcurrah@gsu.edu requesting a rollover. You should indicate the semester you are currently enrolled to the semester you plan to attend classes again. You must be registered as a student at GSU during the semester you plan to graduate.
How to register

Registration & Add/Drop/Withdrawal

To register or add a class

How to Register:
Registration & Add/Drop/Withdrawal

To register or add a class
Step 1: Login to GoSolar (username is your Campus Id and your password is your MMDDYYYY, unless you changed it during the Campus Id activation.

Step 2: Click on the tab "Registration," then select the appropriate term.

Step 3: Use the CRN's provided on the GOML Course Offerings page to enter into the registration block. Click on "Add Class," then click "Submit changes."

Step 4: Pay for your classes under the "Student Accounts" tab. Students who do not pay for their tuition and fees will be dropped for non-payment. Please review those dates and deadlines on the Critical Dates page.

To drop a class
1. Click on the arrow on the drop-down list in the "Action Column"

2. Click on the “Submit Changes” box to complete the drop class process

To withdraw from a class
1. Click on the arrow on the drop-down list in the "Action Column"

2. Click on the “Submit Changes” box to complete the withdrawal process

*be sure to check the Critical Dates and Deadlines site for drop and withdrawal dates.

Course Schedule
Georgia OnMyLINE students are authorized to register for specially-designed GOML classes. GOML students may not register for traditional on-campus or non-GOML online classes.
Step 1

Login to GoSolar: Panther Id & password (MMDDYYYY)
Step 3

Click the Registration tab to begin registering for your classes.
Step 4
Select Term
Step 5

Use the CRN’s from the [http://education.gsu.edu/main/4428.htm](http://education.gsu.edu/main/4428.htm) website to enter into the registration block and register for class.

Step 6

Pay for classes using the Student Account tab
**LiveText**

1. Purchase a keycode from the Department of Middle-Secondary Education and Instructional Technology. Use this form to purchase the keycode. This is a one-time purchase. The keycode is good for the total time you are enrolled at GSU. Students are encouraged to purchase their LiveText keycode during their first semester admitted.


3. Register your account using the LiveText keycode you purchased. [Select school - Georgia State University-College of Education]

4. Once you are registered and logged in, you will see a tab labeled MY DESK. If you ever get "lost," you can return to the document by clicking this tab.

5. Click on CREATE. 1) Choose a folder [choose MSIT Language, Literacy & Social Studies]; 2) Choose a template; 3) In the box for "Title", write your name and the name of your program; 4) Click on "CREATE DOCUMENT", this will take you to the document.

6. Various "pages" for the portfolio will be listed on the left-hand side of the screen. Clicking on the title page will take you to that page.

7. You will notice that each page is composed of one or more sections. To add text to a section, click on “Edit” (NOT “Edit page”). You can replace the existing text with the text for your narratives. (Note: When pasting from another source, use the PLAIN TEXT feature on the menu bar. Failure to do this may result in difficulties with editing.)

8. Artifacts may be added as IMAGES or ATTACHMENTS. Only one image may be added for each section, but you can add multiple attachments. Both IMAGES and ATTACHMENTS are created in much the same way as in email programs.

9. To send your portfolio, locate SUBMIT FOR REVIEW in the bar at top of page. Click on this, and you will see a pop-up box. Type a few letters of the last name of a person to whom you wish to send your portfolio. If more than one name pops up, select the correct one and then ENTER. You may add as many names as you wish in this way. When you are finished, hit SUBMIT. (You will not get a confirmation that the document has been submitted.) Click on the small X in upper right-hand corner to close the window. You have now given access to your portfolio to the recipients you selected. They will have continuous access until you delete their names from your list.
10. When your document has been reviewed, go to the sidebar and click on REVIEWS. Find your document and open it. You can see the reviews for each section. To see your assessment, click on VIEW ASSESSMENT at the top of the page.

**Technical Requirements**

Georgia ONmyLINE uses GeorgiaVIEW Vista as the official delivery system for online courses. Students in these courses must have access to computers and software that meet certain minimum technical specifications to use GeorgiaVIEW Vista.

To participate in most online courses, you must have the following:

**Computer Hardware & Peripherals**

- Windows PC or Apple Macintosh
- PC: VGA (or equivalent) monitor or better
- PC: Sound card with speakers or headphones, required in some courses
- Some language courses require a microphone (a USB headset might be ideal)
- A printer is highly recommended

**Supported Operating Systems**

- Windows 2000, XP, Vista OS: After you determine that GeorgiaVIEW is working well on your computer, be wary of subsequently installing unknown (or unnecessary?) "Automatic Updates" from Microsoft & Sun. Any such update may impair your computer's ability to work with GeorgiaVIEW Vista.
- Mac OS X 10.3.9 or higher ("Classic" Mac OS 9 is not supported.)

**Internet Access**

A connection to the Internet is required to use GeorgiaVIEW Vista. While a 56kbps (dialup) modem may be used, a high-speed internet connection (cable modem, DSL, or LAN) is strongly recommended. Performance may suffer over dialup, especially for those courses with audio and/or video components.

**Java**

GeorgiaVIEW Vista requires that ONE version of Sun's Java (JRE=Java Runtime Environment) be installed on your computer. This is particularly the case for Windows computers. Installing Java "updates" will actually install AN ADDITIONAL version of Java on your computer.

**Getting Started with GeorgiaVIEW (Vista Implementation Enterprise -Wide)**

If you have not used GeorgiaVIEW Vista before, it is a web-based, enterprise-class, course management system, accessible via many common operating system and browser combinations. Users of Windows XP or the new Microsoft Vista operating systems (there is no connection between Microsoft's "Vista" operating system and GeorgiaVIEW's "Vista" application), may use
Firefox or Internet Explorer 6 or 7 to access these online courses. Apple (Macintosh) users can access Vista with OS X 10.3.9–10.4.9+ and the built-in Safari browser (only).

**University System of Georgia Vista Browser Checker**
Although GeorgiaVIEW Vista has a built-in "browser checker," the University System of Georgia provides a more comprehensive utility to determine whether a computer is properly configured to use Vista. To test the compatibility of your computer with GeorgiaVIEW Vista go to: [http://www.usg.edu/usgweb/browserchecker](http://www.usg.edu/usgweb/browserchecker).

**Sun's Java**
Java is the "fuel" that many aspects of Vista rely upon. The most frequent cause of problems using Vista—primarily for Windows users—involves issues with Sun's Java (Java Runtime Environment, JRE).

*Remember:* Browser checkers will only tell you the most recent version of Java installed on your computer. They will not tell you whether it's the ONLY version installed, nor will they reveal if any installed version is working properly. (It is sometimes necessary to reinstall an existing Java installation to address Java problems.)

**Other Items:** Students may need a webcam and a microphone to participate in class discussion.

**Testing Center Information Form for Students**

**Directions:** You will need to contact the nearest USG testing location (given below) to schedule a proctored exam for a course. In addition to the approved Georgia sites, there are approved testing sites located throughout the U.S. at [http://ecore.usg.edu/exams/sites.php](http://ecore.usg.edu/exams/sites.php). If you are outside of Georgia and need an additional test site, please contact the eCore Testing Coordinator.

Reynard Van Tonder
eCore Testing Coordinator
University of West Georgia
Honors College
Carrollton, Georgia 30118
etesting@westga.edu
Tel 678.839.5300
Fax 678.839.0636

*Also, United States military bases also have education centers with approved test proctors for members of the armed forces.*
When contacting the testing center, make sure you collect information for ALL of the questions below. Complete this form and email it back to your instructor. It is the student’s responsibility to verify the testing appointment time, location and cost.

1. Please provide the name, address and phone number for the testing center.

2. Please provide the name of the person you spoke with at the testing center.

3. What information does the instructor need to send to the testing center?

4. How can the instructor send this information? Email? Fax? Regular Mail?

5. Does the instructor need to speak with someone at the testing location to confirm the scheduled test? If yes, please include the name and contact information for that person.

6. Will the instructor receive a copy of the completed exam? If so, how?

7. Are there any other policies or procedures specific to this testing center that we need to be aware of?

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University System of Georgia Official Test Sites

**UNIVERSITIES**

**Albany**
Albany State University
912-430-4667

**Americus**
Georgia Southwestern State University
912-928-1331

**Athens**
The University of Georgia
706-542-3183

**Atlanta**
Georgia Institute of Technology
404-894-2575
Georgia State University
404-651-2217

**Augusta**
Medical College of Georgia
706-721-2787
*(Test Site available for MCG students only.)*
Augusta State University
706-737-1471

**TWO-YEAR COLLEGES**

**Albany**
Darton College
912-430-6738

**Atlanta**
Atlanta Metropolitan College
404-756-4055

**Bainbridge**
Bainbridge College
912-248-2560

**Barnesville**
Gordon College
770-358-5021

**Brunswick**
Coastal Georgia Community College
912-264-7220

**Cochran**
Middle Georgia College
912-934-3092
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<th>Location</th>
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</tr>
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<tr>
<td>Carrollton</td>
<td>University of West Georgia</td>
<td>770-836-6435</td>
</tr>
<tr>
<td>Columbus</td>
<td>Columbus State University</td>
<td>706-568-2226</td>
</tr>
<tr>
<td>Dahlonega</td>
<td>North Ga College and State Univ</td>
<td>706-864-1799</td>
</tr>
<tr>
<td>Fort Valley</td>
<td>Fort Valley State University</td>
<td>912-825-6384</td>
</tr>
<tr>
<td>Marietta</td>
<td>Kennesaw State University</td>
<td>770-423-6600</td>
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<tr>
<td></td>
<td>Southern Polytechnic State University</td>
<td></td>
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<tr>
<td></td>
<td>No test site</td>
<td></td>
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<tr>
<td>Milledgeville</td>
<td>Georgia College and State University</td>
<td>912-445-5016</td>
</tr>
<tr>
<td>Morrow</td>
<td>Clayton State College</td>
<td>770-961-3445</td>
</tr>
<tr>
<td>Savannah</td>
<td>Armstrong Atlantic State University</td>
<td>912-927-5271</td>
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<tr>
<td></td>
<td>Savannah State University</td>
<td>912-353-3105</td>
</tr>
<tr>
<td>Statesboro</td>
<td>Georgia Southern University</td>
<td>912-681-5415</td>
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<tr>
<td>Valdosta</td>
<td>Valdosta State University</td>
<td>912-245-3878</td>
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<tr>
<td>Dalton College</td>
<td></td>
<td>706-294-3634</td>
</tr>
<tr>
<td>Decatur</td>
<td>Georgia Perimeter College</td>
<td>(678) 891-2755</td>
</tr>
<tr>
<td>Douglas</td>
<td>South Georgia College</td>
<td>912-383-4244</td>
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<tr>
<td>Dunwoody</td>
<td>Georgia Perimeter College</td>
<td>(770) 274-5440</td>
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<tr>
<td>Gainesville</td>
<td>Gainesville College</td>
<td>770-718-3863</td>
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<tr>
<td>Macon</td>
<td>Macon State College</td>
<td>912-471-2714</td>
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<td>Rome</td>
<td>Floyd College</td>
<td>706-295-6371</td>
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<td>Swainsboro</td>
<td>East Georgia College</td>
<td>912-237-7831</td>
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<tr>
<td>Tifton</td>
<td>Abraham Baldwin Agricultural College</td>
<td>912-386-3231</td>
</tr>
<tr>
<td>Waycross</td>
<td>Waycross College</td>
<td>912-285-6012</td>
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Guidelines for the Professional Portfolio

The guidelines for the professional portfolio will vary depending on which program of study you are admitted to. Please review the following information carefully for your specific degree program.

1.) M.Ed & M.A.T. Reading, Language and Literacy (ESOL concentration)

The portfolio for the M.A.T. and M.Ed. In Reading, Language, and Literacy – ESOL serves as an exit requirement for these programs and is a requirement for recommendation for certification. It is comprised of the following sections:

- Your program of study
- Your resume
- Your teaching philosophy
- Documentation of PK-12 experience (at the level of the candidate’s base certification for M.Ed. students)

- Standard 1: Language Acquisition and Learning: Theories, Methods, and Language Development
- Standard 2: Reading and Writing: Theories, Practices, and Literacy Growth
- Standard 3: The Role of Culture in Learning and Teaching
- Standard 4: Language, Literacy, and Content Area Instruction: Planning, Implementing and Evaluating
- Standard 5: Professional Development
- Standard 6: Advocacy and Collaboration

2.) Non-Degree, Reading Endorsement Only

- Documentation of PK-12 experience (at the level of the candidate’s base certification for M.Ed. students)
- Standard 2: Reading and Writing: Theories, Practices, and Literacy Growth
- Standard 4: Language, Literacy, and Content Area Instruction: Planning, Implementing and Evaluating
- Standard 5: Professional Development

3.) Non-Degree, ESOL Endorsement Only

- Documentation of PK-12 experience (at the level of the candidate’s base certification for M.Ed. students)
- Standard 1: Language Acquisition and Learning: Theories, Methods, and Language Development
- Standard 3: The Role of Culture in Learning and Teaching
- Standard 4: Language, Literacy, and Content Area Instruction: Planning, Implementing and Evaluating
• Standard 5: Professional Development
• Standard 6: Advocacy and Collaboration

Program of Study
Fill in what courses you have taken, which semester you took them, and what grades you received in the blank program of study chart found in the Livetext.

Resume
What to Include:

• Education (Place the most recent degree first; list the current degree that you are obtaining)
• Teaching Certification (Initial Certification)
• Teaching Experience
• Other Work Experience
• Computer Skills
• Professional Affiliations
• Community Service/Voluntary Experience

Teaching Philosophy
• Be concise and to the point; 1 or 1.5 pages long
• This philosophy should target your potential employers
• Focus on what you believe and what you have done, not what you will do in the future
• Ideally, you should revisit this as you accumulate more professional and academic experience
• Not an academic paper-no references or researchers’ names need to be mentioned.
• Specify a learning theory/theories on which your practice is built
• Describe what you value most when working with students
• Describe what and how you hope to achieve as a more confident teacher

Documentation of PK-12 Experience
• Report on your experiences in the settings at your base certification (applies to Reading & ESOL Endorsements Only & M.Ed. Students). Indicate your base certification in the section.
  ECE: Pk-k, 1-3, 4-5
  Mid:  4-5, 6-8
  Secondary: 6-8, 9-12
  P-12: Pk-2, 3-5, 6-8, 9-12
• M.A.T. (Pk-12)-in the following 4 areas-Pk-2, 3-5, 6-8, 9-12
Narrative Statements

Portfolio narratives should provide readers with a clear sense that you understand the standards well and that you have worked throughout the program to achieve the goals of the standards. In this way, the narratives become your arguments that you have successfully met each standard. Each narrative should

- Describe your understanding of the standard (in your own words), define key terms that are relevant to the standard, and discuss your philosophy or stance toward the topic(s) addressed in the standard;
- Include relevant citations from your professional readings from course work to support your understanding of the standard; and
- Discuss why the artifacts were selected for each standard and how the artifacts specifically demonstrate your knowledge of the standard.

Narratives for each standard should be *about two pages in length, single-spaced* (double-spaced between paragraphs). A minimum of four (4) references should be cited within each narrative.

**Standard 1: Language Acquisition and Learning: Theories, Methods, and Language Development**

Discuss the major concepts, theories, methods, and research related to the nature and acquisition of language. Discuss how this knowledge has aided you in the creation of learning environments that support the language and literacy development and content area achievement of ELLs. Demonstrate the impact of pedagogy informed by our current and historical knowledge of theories, methods, and research on language acquisition on the linguistic, literacy, and content area achievement of ELLs (both individuals and groups) through the inclusion of student work.

**Standard 2: Reading and Writing: Theories, Practices, and Literacy Growth**

Address the ways that Sociological, Psychological, and Linguistic theories inform your understandings as you teach reading and writing. Include within this discussion the ways that you support learners in the development of the SBRR principles of the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, and comprehension.) Demonstrate the literacy growth of individual students and groups of students you have worked with this academic year through student work, authentic assessments, and a preponderance of evidence.

**Standard 3: The Role of Culture in Learning and Teaching**

Discuss the major concepts, theories, and research related to the nature and role of culture and cultural groups and the ways in which you use those theories to construct learning environments that support ESOL students’ cultural identities, language and literacy development and content area achievement.
Standard 4: Language, Literacy, and Content Area Instruction: Planning, Implementing and Evaluating

Please share with us a longitudinal unit of work that you have created in order to meet the literacy, language, and content area needs of your students. Be sure to attend to the four domains of language: reading, writing, speaking, and listening as well as the different language competencies (linguistic, pragmatic, sociocultural, sociolinguistic). Demonstrate through the inclusion of student work, authentic and varied assessments and a preponderance of evidence that this unit has supported students’ language, literacy, and content area achievement. Address not only the growth of individuals, but also the growth of the whole group.

In this standard be sure to demonstrate the following:

- Planning, Implementing, and managing your classroom so that you support language, literacy and content area achievement
- Classroom organization, differentiation, and grouping
- Strategies for developing and integrating language and literacy skills
- Intentionality in the choosing and adapting of classroom resources and materials in order to meet the needs of each learner
- Standards based assessments and authentic assessments

Standard 5: Professional Development

What is your view of professional development? Reflecting upon your recent experiences, what goals do you have to improve your practices in your next few years in the classroom?

Standard 6: Advocacy and Collaboration

Please share with us ways that you have supported and advocate for ESOL students and their families. How you have worked collaboratively with the school community, families, and colleagues in order to improve the learning environment of your classroom and school?
# M.A.T. & M.Ed. RLL-ESOL Rubric

<table>
<thead>
<tr>
<th>Standard</th>
<th>Advanced (5 pts)</th>
<th>Proficient (4 pts)</th>
<th>Passing (3 pts)</th>
<th>Beginner (2 pts)</th>
<th>Basic (1 pt)</th>
<th>No evidence</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Language Acquisition and Learning: Theories, Methods, and Language Development</strong></td>
<td>Integration of references to relevant theory/research is embedded throughout. Detailed explanation given with examples cited to support contentions. All issues or aspects of the question covered clearly.</td>
<td>Explicit discussion of related theory/research is minimal. Detailed explanation given with examples used to support contentions. All issues or aspects of the question covered clearly.</td>
<td>Explanation tends to be broad and general, specific details are needed in places to clarify points.</td>
<td>Most aspects are explained clearly but confusion is evident in terms of some minor points.</td>
<td>Answer remains at the superficial level with no specific details given to support or clarify contentions.</td>
<td>Question not addressed.</td>
</tr>
<tr>
<td>INTASC. 1</td>
<td>Know a wide range of theories and how they relate to practices and materials in the reading and writing classroom. They can summarize empirical evidence related to theories.</td>
<td>Refer to major theories in all three areas as they relate to reading and writing. Can compare, contrast, and explain theories.</td>
<td>Know foundational theories related to practices and materials they use in the classroom. (minimum for IRA Classroom Reading Teachers)</td>
<td>Know and apply elements from learning theory. Most aspects are explained clearly but confusion is evident in terms.</td>
<td>Answer remains at the superficial level with no specific details given to support or clarify contentions.</td>
<td>Question not addressed.</td>
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<td>INTASC. 2</td>
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<td><strong>2. Reading and Writing: Theories, Practices, and Literacy Growth</strong></td>
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<td><strong>3. Learning Theory</strong></td>
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<td>INTASC. 2</td>
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<td><strong>4. Instruction and Assessment</strong></td>
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<td>INTASC. 2</td>
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<td><strong>Advanced (5 pts)</strong></td>
<td><strong>Proficient (4 pts)</strong></td>
<td><strong>Passing (3 pts)</strong></td>
<td><strong>Beginner (2 pts)</strong></td>
<td><strong>Basic (1 pt)</strong></td>
<td><strong>No evidence</strong></td>
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<td><em>4 INTASC.</em></td>
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<td><em>Candidat</em></td>
<td><em>es are</em></td>
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<td>these foundational theories.</td>
<td>They can conduct and publish research (including teacher-research inquiries) and contribute to the development of the knowledge base in the areas of reading and writing.</td>
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<tr>
<td>Candidates are knowledgeable about all the SBRR principles of the National Reading Panel (i.e., phonemic awareness, phonics, vocabulary, fluency, and comprehension) and demonstrate an ability to design instructional approaches that are engaging and varied and which are designed in light of the needs of students.</td>
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<tr>
<td>Candidates are somewhat knowledgeable about some of the SBRR principles of the National Reading Panel (i.e., phonemic awareness, phonics, vocabulary, fluency, and comprehension) and demonstrate some ability to design instructional approaches to develop candidates' knowledge of the SBRR principles.</td>
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<td>explanation given with examples cited to support contentions. (minimum for IRA Reading Specialists)</td>
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<td>Candidates are knowledgeable about some of the SBRR principles of the National Reading Panel (i.e., phonemic awareness, phonics, vocabulary, fluency, and comprehension) and demonstrate some ability to design instructional approaches to develop candidates' knowledge of the SBRR principles.</td>
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<td>of some minor points. Does not fully address all three theories.</td>
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<td>Candidates have a superficial understanding of the SBRR principles of the National Reading Panel (i.e., phonemic awareness, phonics, vocabulary, fluency, and comprehension) and/or practices for the teaching of the SBRR principles.</td>
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| Some misconceptions regarding the
### Rubric

<table>
<thead>
<tr>
<th>Standard 3. The Role of Culture in Learning and Teaching</th>
<th>Advanced (5 pts)</th>
<th>Proficient (4 pts)</th>
<th>Passing (3 pts)</th>
<th>Beginner (2 pts)</th>
<th>Basic (1 pt)</th>
<th>No evidence</th>
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</thead>
<tbody>
<tr>
<td>Continually expand their knowledge of their students’ cultures and consistently integrate knowledge of cultural groups into their instruction.</td>
<td>Candidates often seek to expand their knowledge of their students’ cultures and integrate knowledge of cultural groups into their instruction.</td>
<td>Candidates have knowledge of their students’ cultures.</td>
<td>Candidates sometimes provide in-class opportunities for students to draw on their cultural backgrounds</td>
<td>Candidates rarely provide in-class opportunities for students to draw on their cultural backgrounds</td>
<td>Candidates provide in-class opportunities for students to draw on their cultural backgrounds in language and literacy learning</td>
<td>No opportunities provided for students to draw on their cultural backgrounds in language and literacy learning.</td>
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<tr>
<td>Rubric</td>
<td>Advanced (5 pts)</td>
<td>Proficient (4 pts)</td>
<td>Passing (3 pts)</td>
<td>Beginner (2 pts)</td>
<td>Basic (1 pt)</td>
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<tr>
<td>INTASC. 5</td>
<td>Candidates consistently provide in-class opportunities for students to draw on their cultural backgrounds in language/literacy learning and content area learning.</td>
<td>Opportunities for students to draw on their cultural backgrounds in language/literacy learning and content area learning.</td>
<td>in language and literacy learning and content area learning.</td>
<td>on their cultural backgrounds in language and literacy learning and content area learning.</td>
<td>and content area learning.</td>
<td>There is no evidence that candidates know, understand, or use standards-based practices and strategies in planning, implementing, and managing ESL and content instruction for developing and integrating language skills.</td>
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<tr>
<td>INTASC. 7</td>
<td>Candidates demonstrate knowledge, understanding, and use of standards-based practices and strategies in planning, implementing, and managing ESL and content instruction for developing and integrating language and literacy skills.</td>
<td>Candidates demonstrate some knowledge, understanding, and use of standards-based practices and strategies in planning, implementing, and managing ESL and content instruction for developing and integrating language and literacy skills.</td>
<td>Candidate demonstrates limited knowledge, understanding, and use of standards-based practices and strategies in planning, implementing, and managing ESL and content instruction for developing and integrating language and literacy skills.</td>
<td>Candidate demonstrates very limited knowledge, understanding, and rarely use standards-based practices and strategies in planning, implementing, and managing ESL and content instruction for developing and integrating language skills.</td>
<td>There is no evidence that candidates know, understand, or use standards-based practices and strategies in planning, implementing, and managing ESL and content instruction for developing and integrating language skills.</td>
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<tr>
<td>INTASC. 9</td>
<td>Candidates demonstrate knowledge, understanding, and use of standards-based practices and strategies in planning, implementing, and managing ESL and content instruction for developing and integrating language and literacy skills.</td>
<td>Candidates demonstrate some knowledge, understanding, and use of standards-based practices and strategies in planning, implementing, and managing ESL and content instruction for developing and integrating language and literacy skills.</td>
<td>Candidate demonstrates limited knowledge, understanding, and use of standards-based practices and strategies in planning, implementing, and managing ESL and content instruction for developing and integrating language and literacy skills.</td>
<td>Candidate demonstrates very limited knowledge, understanding, and rarely use standards-based practices and strategies in planning, implementing, and managing ESL and content instruction for developing and integrating language skills.</td>
<td>There is no evidence that candidates know, understand, or use standards-based practices and strategies in planning, implementing, and managing ESL and content instruction for developing and integrating language skills.</td>
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<tr>
<td>TESOL.2 .a</td>
<td>There is no evidence that candidates know, understand, or use standards-based practices and strategies in planning, implementing, and managing ESL and content instruction for developing and integrating language skills.</td>
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<tr>
<td>7 INTASC. 8 IRA2003. 2.1</td>
<td>Candidates demonstrate effective classroom organization, differentiation, and grouping skills.</td>
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<td>Candidates demonstrate effective classroom organization, differentiation, and grouping skills.</td>
<td>Candidates design literacy instruction to meet the needs of students.</td>
<td>Candidates demonstrate limited knowledge of effective classroom organization, differentiation, and grouping.</td>
<td>Candidates have a superficial understanding of how to use instructional practices that promote literacy and of classroom organization, differentiation, and grouping.</td>
</tr>
<tr>
<td>IRA2003. 2.2</td>
<td>Candidates consistently demonstrate effective classroom organization, differentiation, and grouping skills.</td>
<td>Candidates use print and nonprint materials and make appropriate use of new technology.</td>
<td>Candidates design literacy instruction to meet the needs of students.</td>
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<tr>
<td>IRA2003. 2.3</td>
<td>Candidates use a wide range of print and nonprint materials and classroom resources to meet the needs of each student.</td>
<td>Candidate illustrates how assessment results were analyzed to plan and revise effective instruction for the students within an assessment/instruction cycle.</td>
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<tr>
<td>TESOL.3.a</td>
<td>Candidate illustrates how assessment results were compared, contrasted, and analyzed to plan and revise effective instruction for students within an assessment/instruction cycle.</td>
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<td></td>
<td>Instruction cycle.</td>
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<td>Effective instruction for the students within an assessment/instruction cycle.</td>
<td>Instruction that may or may not address students’ needs or backgrounds.</td>
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<tr>
<td><strong>Standard 5.</strong></td>
<td><strong>Candidates identify specific questions related to knowledge, skills and/or dispositions related to his or her teaching of reading and writing. They plan specific strategies for finding answers to those questions. They carry out those plans and articulate the answers derived.</strong></td>
<td><strong>Candidates identify specific questions related to knowledge, skills and/or dispositions related to his or her teaching of reading and writing. They plan specific strategies for finding answers to those questions. They carry out those plans and articulate the answers derived.</strong></td>
<td><strong>Candidates identify questions related to knowledge, skills and/or dispositions related to his or her teaching of reading and writing. They plan specific strategies for finding answers to those questions. They carry out those plans and articulate the answers derived.</strong></td>
<td><strong>Candidates have broad, general questions related to his/her teaching of reading or writing. They plan specific strategies for finding answers to those questions. They carry out those plans and articulate the answers derived.</strong></td>
<td><strong>Candidates have difficulty defining questions related to their own teaching of reading or writing.</strong></td>
<td><strong>Candidates demonstrate no evidence of viewing professional development as a career-long effort and responsibility.</strong></td>
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</tbody>
</table>
### Rubric

<table>
<thead>
<tr>
<th>Standard 6. Advocacy and Collaboration INTASC. 10 TESOL.5.b TESOL.5.c</th>
<th>Advanced (5 pts)</th>
<th>Proficient (4 pts)</th>
<th>Passing (3 pts)</th>
<th>Beginner (2 pts)</th>
<th>Basic (1 pt)</th>
<th>No evidence</th>
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<tbody>
<tr>
<td>Candidates participate in professional organizations and use professional resources related to reading and writing.</td>
<td>Candidates indicate knowledge of professional organizations, conferences, and resources related to reading and writing.</td>
<td>Candidates indicate some knowledge of either professional organizations, conferences, and/or resources related to reading and writing.</td>
<td>Candidates demonstrate support and advocacy for ESOL students and their families. Candidates work collaboratively to improve the learning environment.</td>
<td>Candidates demonstrate some support and advocacy for ESOL students and their families. Candidates sometimes work collaboratively to improve the learning environment.</td>
<td>Candidates demonstrate limited support and advocacy for ESOL students and their families. Candidates seldom work collaboratively to improve the learning environment.</td>
<td>Candidates do not provide support or advocacy for ESOL students and their families. Candidates do not work collaboratively to improve the learning environment.</td>
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</table>

Candidates participate in professional organizations and use professional resources related to reading and writing.

Candidates demonstrate sustained and consistent support and advocacy for ESOL students and their families. Candidates always work collaboratively to improve the learning environment.

Candidates indicate knowledge of professional organizations, conferences, and resources related to reading and writing.

Candidates indicate some knowledge of either professional organizations, conferences, and/or resources related to reading and writing.

Candidates demonstrate support and advocacy for ESOL students and their families. Candidates work collaboratively to improve the learning environment.

Candidates demonstrate some support and advocacy for ESOL students and their families. Candidates sometimes work collaboratively to improve the learning environment.

Candidates demonstrate limited support and advocacy for ESOL students and their families. Candidates seldom work collaboratively to improve the learning environment.

Candidates do not provide support or advocacy for ESOL students and their families. Candidates do not work collaboratively to improve the learning environment.
<table>
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<tr>
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<th>Proficient (4 pts)</th>
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<th>Beginner (2 pts)</th>
<th>Basic (1 pt)</th>
<th>No evidence</th>
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### Standards Explained

**INTASC.1**

STANDARD: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**INTASC.2**

STANDARD: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**INTASC.3**

STANDARD: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**INTASC.4**

STANDARD: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**INTASC.5**

STANDARD: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**INTASC.6**

STANDARD: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**INTASC.7**

STANDARD: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**INTASC.8**

STANDARD: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**INTASC.9**

STANDARD: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**INTASC.10**
STANDARD: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

IRA2003.1.1
> Demonstrate knowledge of psychological, sociological, and linguistic foundation of reading and writing processes of instruction.

IRA2003.1.4
> Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies and motivation) and how they are integrated in fluent reading.

IRA2003.2.1
> Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.

IRA2003.2.2
> Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

IRA2003.2.3
> Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

IRA2003.3.1
> Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

IRA2003.5.2
> Continue to pursue the development of professional knowledge and dispositions.

TESOL.1.a
STANDARD 1A DESCRIBING LANGUAGE - Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

TESOL.1.b
STANDARD 1B LANGUAGE ACQUISITION AND DEVELOPMENT - Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

TESOL.2.a
STANDARD 2A NATURE AND ROLE OF CULTURE - Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

TESOL.2.b
STANDARD 2B CULTURAL GROUPS AND IDENTITY - Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

TESOL.3.a
STANDARD 3A PLANNING FOR STANDARDS-BASED ESL AND CONTENT INSTRUCTION - Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English language models, as they plan the classroom for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

TESOL.3.b

STANDARD 3B MANAGING AND IMPLEMENTING STANDARDS-BASED ESL AND CONTENT INSTRUCTION - Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading and writing and accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

TESOL.3.c

STANDARD 3C USING RESOURCES EFFECTIVELY IN ESL AND CONTENT INSTRUCTION - Candidates are familiar with a wide range of standards based materials, resources, and technologies and choose, adapt, and use them in effective ESL and content teaching.

TESOL.4.a

STANDARD 4A ISSUES OF ASSESSMENT FOR ESL - Candidates understand various issues of assessment—e.g., cultural and linguistic bias, political, social, and psychological factors in assessment, IQ, and special education testing (including gifted and talented), the importance of being standards based, and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

TESOL.4.b

STANDARD 4B LANGUAGE PROFICIENCY ASSESSMENT - Candidates know and can use a variety of standards based language proficiency instruments to inform their instruction, and understand their uses for identification, placement and demonstrating language growth of ESOL students.

TESOL.4.c

STANDARD 4C CLASSROOM-BASED ASSESSMENT FOR ESL - Candidates know and use a variety of classroom and performance-based assessment tools that are standards based to inform instruction.

TESOL.5.a

STANDARD 5A ESL RESEARCH AND HISTORY - Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

TESOL.5.b

STANDARD 5B PARTNERSHIPS AND ADVOCACY - Candidates serve as professional resources, advocate for English language learners, and build partnerships with students' families.

TESOL.5.c
STANDARD 5C PROFESSIONAL DEVELOPMENT AND COLLABORATION -
Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

2.) M.Ed Mathematics Education

The portfolio for the Advanced Master's Degree (M.Ed.) in mathematics serves as an exit requirement for this program. As faculty, we view the portfolio not simply as a means to assess our students' progress, but as an important vehicle for their reflection and growth.

Students in the M.Ed. Online program at Georgia State University develop knowledge, teaching expertise, and dispositions related to the Standards set forth by the National Council of Teachers of Mathematics (NCTM).

The portfolio will provide documentation (through a series of narratives and well-chosen artifacts) that you have met the major standards in the areas of content knowledge, teaching performance, and impact on student learning upon which our program is based. The portfolio will be formally evaluated twice by the faculty advisor -midpoint (draft version) and end-of-program (final). Each M.Ed. online student must ultimately pass the portfolio requirement in order to meet the requirements of the program. That is, each student must achieve a rating of at least "2" out of a possible "3" for each standard.

Portfolio narratives should provide readers with a clear sense that you understand the standards well and that you have worked throughout the program to achieve the goals of the standards. In this way, the narratives become your arguments that you have successfully met each standard.

Each narrative should. . .
(1) Describe your understanding of the standard (in your own words), define key terms that are relevant to the standard, and discuss your philosophy or stance toward the topic(s) addressed in the standard;
(2) Include relevant citations from your professional readings from course work to support your understanding of the standard;
(3) Discuss why the artifacts were selected for each standard and how the artifacts specifically demonstrate your knowledge of the standard.

Narratives for each standard should be at least one page in length, single-spaced (double-spaced between paragraphs).

A minimum of two (2) references should be cited within each narrative. In this section, you will discuss and demonstrate your knowledge of the field of science education.
Formal evaluation of the portfolio takes place twice during the program. The first evaluation will take place midway through the program (approximately 18 hours into the program) and at the end of the coursework. The final evaluation will be based on an examination of the submitted documents. All portfolio standards and the Philosophy of Teaching requirement must be met by a minimum rating of a “2” (Satisfactory) for candidates to be recommended for graduation.

**Professional Profile:** This area of the e-portfolio describes you as a professional educator. This area includes a biographical sketch of your experiences that led you to the field of education. This document is reader-friendly and introduces the reader to the e-portfolio, yourself and the reasons that led up to your decision to become a mathematics educator.

In this section, you will discuss the ideas that drive your views on the nature of teaching and learning and the related implications for the classroom. You should include some of the research and/or theories that support your philosophy. You may also want to include ideas for your own research.

**NCTM Standards**

**NCTM.7-12.1**

MATHEMATICS PREPARATION - The Four Themes: Problem Solving, Reasoning, Communication, and Connections are four overriding themes that should permeate all mathematics programs. Although these four areas are inherently interrelated, for the purpose of this review you are asked to explicate how each of these areas is incorporated into your teacher preparation program.

**NCTM.7-12.1.1**

Problem solving: Submit a narrative that describes how the requirements of your program provide opportunities for your candidates to mature in their problem solving abilities.

**NCTM.7-12.1.2**

Reasoning: Submit a narrative that describes how the requirements of your program provide opportunities for your candidates to make and evaluate mathematical conjectures and arguments, and to validate their own mathematical thinking.

**NCTM.7-12.1.3**

Communication: Submit a narrative that describes how the requirements of your program provide opportunities for your candidates to use both oral and written discourse between teacher and candidates and among candidates to develop and extend candidates’ mathematical understanding.
NCTM.7-12.1.4
Connections: Submit a narrative that describes how the requirements of your program provide opportunities for your candidates to demonstrate an understanding of mathematical relationships across disciplines and connections within mathematics

NCTM.7-12.1.5
Programs prepare prospective teachers who can (do the following).

NCTM.7-12.1.5.1
... apply concepts of number, number theory, and number systems

NCTM.7-12.1.5.10
... have a firm conceptual grasp of limit, continuity, differentiation and integration, and a thorough background in the techniques and application of calculus

NCTM.7-12.1.5.11
... have a knowledge of the concepts and applications of graph theory, recurrence relations, linear programming, difference equations, matrices, and combinatorics

NCTM.7-12.1.5.12
... use mathematical modeling to solve problems from fields such as natural sciences, social sciences, business, and engineering

NCTM.7-12.1.5.13
... understand and apply the concepts of linear algebra

NCTM.7-12.1.5.14
... understand and apply the major concepts of abstract algebra

NCTM.7-12.1.5.2
... apply numerical computation and estimation techniques and extend them to algebraic expressions
NCTM.7-12.1.5.3
... apply the process of measurement to two-and three-dimensional objects using customary and metric units

NCTM.7-12.1.5.4
... use geometric concepts and relationships to describe and model mathematical ideas and real-world constructs

NCTM.7-12.1.5.5
... understand the major concepts of Euclidean and other geometries

NCTM.7-12.1.5.6
... use both descriptive and inferential statistics to analyze data, make predictions, and make decisions

NCTM.7-12.1.5.7
... understand the concepts of random variable, distribution functions, and theoretical versus simulated probability and apply them to real-world situations

NCTM.7-12.1.5.8
... use algebra to describe patterns, relations, and functions, and to model and solve problems

NCTM.7-12.1.5.9
... understand the role of axiomatic systems and proofs in different branches of mathematics, such as algebra and geometry

NCTM.7-12.1.6

Programs prepare prospective teachers who have a knowledge of historical development in mathematics that includes the contributions of underrepresented groups and diverse cultures

NCTM.7-12.2

TEACHING PREPARATION - Integrated Essential Outcomes: Certain essential outcomes within a program preparing teachers of mathematics are integrated throughout the program. Such outcomes include teaching diverse learners, the appropriate use of technology, and the alignment of assessment and instructional practices.

NCTM.7-12.2.1
Diverse Learners: Teachers of mathematics use their knowledge of student diversity to affirm and support full participation and continued study of mathematics by all students. This diversity includes gender, culture, ethnicity, socioeconomic background, language, special needs, and mathematical learning styles.

NCTM.7-12.2.10

Programs introduce and involve prospective teachers in the professional community of mathematics educators.

NCTM.7-12.2.2

Technology: Teachers of mathematics use appropriate technology to support the learning of mathematics. This technology includes, but is not limited to, computers and computer software, calculators, interactive television, distance learning, electronic information resources, and a variety of relevant multimedia.

NCTM.7-12.2.3

Assessment: Teachers of mathematics use formative and summative methods to determine students' understanding of mathematics and to monitor their own teaching effectiveness. Teachers are careful to align their instructional and assessment practices. Teachers use formative assessment to monitor student learning and to adjust instructional strategies and activities. Formative assessment includes, but is not limited to, questioning strategies, student writing, student products, and student performance. Teachers use summative assessment to determine student achievement and to evaluate the mathematics program. Summative assessment includes, but is not limited to, teacher-designed tests, criterion-referenced tests, norm-referenced tests, portfolios, projects and other open-ended student products.

NCTM.7-12.2.4

Programs prepare prospective teachers who can identify, teach, and model problem solving in grades 7-12.

NCTM.7-12.2.5

Programs prepare prospective teachers who use a variety of physical and visual materials for exploration and development of mathematical concepts in grades 7-12.

NCTM.7-12.2.6

Programs prepare prospective teachers who use a variety of print and electronic resources.
NCTM.7-12.2.7

Programs prepare prospective 7-12 teachers who know when and how to use student groupings such as collaborative groups, cooperative learning, and peer teaching

NCTM.7-12.2.8

Programs prepare prospective teachers who use instructional strategies based on current research as well as national, state, and local standards relating to mathematics instruction

NCTM.7-12.2.9

Programs prepare prospective teachers who can work on an interdisciplinary team and in an interdisciplinary environment

Assessment Rubric:

<table>
<thead>
<tr>
<th>NCTM Mathematics Preparation Standards (1, 10%)</th>
<th>Exceeds Expectations (3 pts)</th>
<th>Satisfactory (2 pts)</th>
<th>Unsatisfactory (1 pt)</th>
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<tbody>
<tr>
<td>NCTM.7-12.1 NCTM.7-12.1.1 NCTM.7-12.1.2 NCTM.7-12.1.3 NCTM.7-12.1.4</td>
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<p>| NCTM Content Standards (1, 10%) NCTM.7-12.1.5 NCTM.7-12.1.5.1 NCTM.7-12.1.5.10 NCTM.7-12.1.5.11 | Exceptional performance | Acceptable performance | Unacceptable performance is |</p>
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NCTM.7-12.1.5.2 NCTM.7-12.1.5.3 NCTM.7-12.1.5.4  
NCTM.7-12.1.5.5 NCTM.7-12.1.5.6 NCTM.7-12.1.5.7  
NCTM.7-12.1.5.8 NCTM.7-12.1.5.9 | **is evidenced by a thorough, well-organized, and carefully edited narrative and at least 3 artifacts that demonstrate an outstanding knowledge base and understanding of all indicators for the standard.** | **evidenced by a failure to demonstrate an adequate knowledge base and understanding of at least 85% of the standard.** |

<p>| <strong>NCTM Historical and Cultural Development of Mathematics Standard (1, 10%)</strong> NCTM.7-12.1.6 | <strong>Exceptional performance is evidenced by a thorough, well-organized, and carefully edited narrative and at least 3 artifacts that demonstrate an outstanding knowledge base and understanding of all indicators for the standard.</strong> | <strong>Acceptable performance is evidenced by a well-written narrative and at least 2 artifacts that demonstrate an adequate knowledge base and understanding of at least 85% of the standard.</strong> | <strong>Unacceptable performance is evidenced by a failure to demonstrate an adequate knowledge base and understanding of at least 85% of the standard.</strong> |</p>
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<tr>
<th>NCTM Teaching Preparation and Connections Standard (1, 10%) NCTM.7-12.2</th>
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<td>NCTM Technology Standard (1, 10%) NCTM.7-12.2.2</td>
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### Satisfactory (2 pts)
- standard.

### Unsatisfactory (1 pt)

## IMPACT ON STUDENT LEARNING (1, 10%)

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### 3. M.Ed Science Education

The portfolio for the Advanced Master's Degree (M.Ed.) Online in science serves as an exit requirement for this program. As faculty, we view the portfolio not simply as a means to assess our students’ progress, but as an important vehicle for their reflection and growth.

Students in the M.Ed. Online program at Georgia State University develop knowledge, teaching expertise, and dispositions related to the Standards set forth by the National Science Teachers Association (NSTA).

The portfolio will provide documentation (through a series of narratives and well-chosen
artifacts) that you have met the major standards in the areas of content knowledge, teaching performance, and impact on student learning upon which our program is based. The portfolio will be formally evaluated twice by the faculty advisor - midpoint (draft version) and end-of-program (final). Each M.Ed. online student must ultimately pass the portfolio requirement in order to meet the requirements of the program. That is, each student must achieve a rating of at least "2" out of a possible "3" for each standard.

Portfolio narratives should provide readers with a clear sense that you understand the standards well and that you have worked throughout the program to achieve the goals of the standards. In this way, the narratives become your arguments that you have successfully met each standard.

Each narrative should . . .
(1) Describe your understanding of the standard (in your own words), define key terms that are relevant to the standard, and discuss your philosophy or stance toward the topic(s) addressed in the standard;
(2) Include relevant citations from your professional readings from course work to support your understanding of the standard;
(3) Discuss why the artifacts were selected for each standard and how the artifacts specifically demonstrate your knowledge of the standard.

Narratives for each standard should be at least one page in length, single-spaced (double-spaced between paragraphs).

A minimum of two (2) references should be cited within each narrative. In this section, you will discuss and demonstrate your knowledge of the field of science education.

Formal evaluation of the portfolio takes place twice during the program. The first evaluation will take place midway through the program (approximately 18 hours into the program) and at the end of the coursework. The final evaluation will be based on an examination of the submitted documents. All portfolio standards and the Philosophy of Teaching requirement must be met by a minimum rating of a “2” (Satisfactory) for candidates to be recommended for graduation.

**Professional Profile:** This area of the e-portfolio describes you as a professional educator. This area includes a biographical sketch of your experiences that led you to the field of education. This document is reader-friendly and introduces the reader to the e-portfolio, yourself and the reasons that led up to your decision to become a Science educator.

In this section, you will discuss the ideas that drive your views on the nature of teaching and learning and the related implications for the classroom. You should include some of the research
and/or theories that support your philosophy. You may also want to include ideas for your own research. Include a copy of your resume and (if you wish) a photograph of yourself. (Note: If you include photographs, be sure to include photographs that feature you in professional teaching situations or contexts.)

**National Science Education Standards**

NSTA.1

CONTENT: The program prepares candidates to structure and interpret the concepts, ideas and relationships in science that are needed to advance student learning in the area of licensure as defined by state and national standards developed by the science education community. Content refers to concepts and principles understood through science; concepts and relationships unifying science domains; processes of investigation in a science discipline; and applications of mathematics in science research.

NSTA.2

NATURE OF SCIENCE: The program prepares teachers to engage students in activities to define the values, beliefs and assumptions inherent to the creation of scientific knowledge within the scientific community, and contrast science to other ways of knowing. Nature of science refers to characteristics distinguishing science from other ways of knowing; characteristics distinguishing basic science, applied science, and technology; processes and conventions of science as a professional activity; and standards defining acceptable evidence and scientific explanation.

NSTA.3

INQUIRY: The program prepares candidates to engage students regularly and effectively in science inquiry and facilitate understanding of the role inquiry plays in the development of scientific knowledge. Inquiry refers to questioning and formulating solvable problems; reflecting on, and constructing, knowledge from data; collaborating and exchanging information while seeking solutions; and developing concepts and relationships from empirical experience.

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INQUIRY: The program prepares candidates to engage students regularly and effectively in science inquiry and facilitate understanding of the role inquiry plays in the development of scientific knowledge. Inquiry refers to questioning and formulating solvable problems; reflecting on, and constructing, knowledge from data; collaborating and exchanging information while seeking solutions; and developing concepts and relationships from empirical experience.
NSTA.4

CONTENT OF SCIENCE: The program prepares candidates to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding. The context of science refers to relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values; and the relevance and importance of science to the personal lives of students.

NSTA.5

SKILLS OF SCIENCE: The program prepares candidates to create a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and learning. Skills of Teaching refers to science teaching actions, strategies and methodologies; interactions with students that promote learning and achievement; effective organization of classroom experiences; use of advanced technology to extend and enhance learning; and the use of prior conceptions and student interests to promote new learning.

NSTA.6

CURRICULUM: The program prepares candidates to develop and apply a coherent, focused science curriculum that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students. Science curriculum refers to an extended framework of goals, plans, materials, and resources for instruction and the instructional context, both in and out of school, within which pedagogy is embedded

NSTA.7

SOCIAL CONTEXT: The program prepares candidates to relate science to the community and to use human and institutional resources in the community to advance the education of their students in science. The social context of science teaching refers to the social and community support network within which science teaching and learning occur; relationship of science teaching and learning to the needs and values of the community; and involvement of people and institutions from the community in the teaching of science.

NSTA.8

ASSESSMENT: The program prepares candidates to use a variety of contemporary assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science. Assessment refers to the alignment of goals, instruction and outcomes; measurement and evaluation of student learning in a variety of dimensions and the use of outcome data to guide and change instruction.
NSTA.9

ENVIRONMENT FOR LEARNING: The program prepares candidates to design and manage safe and supportive learning environments reflecting high expectations for the success of all students. Learning environments refers to the physical spaces within which learning of science occurs; psychological and social environment of the student engaged in learning science; treatment and ethical use of living organisms; and safety in all areas related to science instruction.

NSTA.10

PROFESSIONAL PRACTICE: The program prepares candidates to participate in the professional community, improving practice through their personal actions, education and development. Professional practice refers to knowledge of, and participation in, the activities of the professional community; ethical behavior consistent with the best interests of students and the community; reflection on professional practices and continuous efforts to ensure the highest quality of science instruction; and willingness to work with students and new colleagues as they enter the profession.

Portfolio Assessment Rubric:

<table>
<thead>
<tr>
<th>NSTA STANDARDS 1 and 4 (1, 10%) NSTA.1 NSTA.4</th>
<th>Exceeds Expectations (3 pts)</th>
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### NSTA STANDARD 2 (1, 10%) NSTA.2

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**Satisfactory** (2 pts)  
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**Policy on Academic Honesty**

1. **Introduction**

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 fairness 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 or unethical conduct related to their academic work.
The University’s policy on academic honesty is published in the Faculty Affairs Handbook and the Student Handbook, On Campus, which is available to all members of the University community. The policy represents a core value of the University and all members of the University community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community, including 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 offices of the deans of each college, the Office of the Dean of Students, and the Office of the Provost. In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the University community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the University’s Counseling Center.

2. Definitions and Examples

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 and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

Plagiarism
Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting 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 the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects 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 faculty member. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the internet without properly referencing the corresponding URL may be considered plagiarism. An author's name and the title of the original work, if available, should also be included as part of the reference. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.
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 faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). 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 faculty member.

Unauthorized Collaboration
Submission for academic credit of a work product, or a part thereof, represented as its being one’s own effort, which has been developed in substantial collaboration with or with assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

Falsification
It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

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 faculty member(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.

3. Information and Burden of Proof
In determining whether or not academic dishonesty has occurred, the standard which should be used is that guilt must be proven by a preponderance of the information. This means that if the information which indicates that academic dishonesty occurred produces a stronger impression and is more convincing as to its truth when weighed against opposing information, then academic dishonesty has been proved. In other words, the information does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Information as used in this
statement can be any observation, admission, statement, or document which would either directly or circumstantially indicate that academic dishonesty has occurred.

4. Procedures for Resolving Matters of Academic Honesty

The following procedure is the only approved means for resolving matters of academic dishonesty, except for matters arising in the College of Law which has its own Honor Code for handling such matters. It is available to all members of the academic community who wish to pursue an action against a student for academic dishonesty.

5. Initiation of Action

If a member of the academic community believes that a student has engaged in academic dishonesty in a course, on a test, or as a part of an academic program, that individual is responsible for initiating action against the student or bringing the matter to the attention of an individual who may initiate action against the student. In allegations of academic dishonesty involving course requirements, the course faculty member is generally responsible for initiating the action. If the alleged violation involves a departmental program requirement (e.g., comprehensive examination or language competency examination) or an institutionally-required test (e.g., test of Georgia/United States history or Georgia/United States constitutions), or if the individual who discovers the incident is not a faculty member, the individual should bring the matter to the attention of the faculty member and administrator who has responsibility of overseeing the activity (e.g., departmental chair, director of the Testing Office). If that administrator decides to bring charges of academic dishonesty against the student, then that administrator becomes the initiator. (Test proctors, laboratory assistants, and other individuals who are not course faculty members should bring any instances of alleged academic dishonesty to the attention of the course faculty member or their administrative superior. That individual, after weighing the information, may become the initiator by formally charging the student with academic dishonesty.)

The channel of review, recommendation, and decision-making follows the administrative lines associated with the course or program requirement involved. In any instance, however, when the alleged incident does not occur within the context of a course and when it is unclear which college of more than one college involved should have jurisdiction in review and decision-making, either unit may initiate the case.

For the sake of brevity the following processing procedures are written from an academic unit/college perspective. Nonacademic units (i.e., Testing Center) would substitute appropriate supervisory personnel at the respective levels. Herein the initiator will be referred to as faculty member and the administrative unit head will be referred to as chair, designating the
departmental chair. Dean will refer to appropriate administrative supervisory personnel at the overall college or division level.

While the matter of academic dishonesty is pending, the student will be allowed to continue in the course and register for upcoming semesters. Should a grade be due to the registrar before the matter is resolved, a grade of GP (grade pending) will be reported for the student in the course involved. Withdrawal from a course does not preclude the imposition of penalties for academic dishonesty.

A. Penalties to be Imposed

Penalties to be imposed in incidents of academic dishonesty are classified as academic or disciplinary. Academic penalties include such sanctions as assignment of a failing grade for a particular course requirement, or for the course itself, or for other tests or program assignments. They are set by the faculty member. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Disciplinary penalties can be requested by the faculty member, in consultation with the chair; they must be reviewed by the University Senate Committee on Student Discipline and they are set by the provost.

B. Action at Administrative Unit (Department Level)

As soon as possible after the alleged incident, the faculty member should discuss the matter with the student. This discussion should be conducted in a manner which protects the rights and confidentiality of students. If the faculty member believes that academic dishonesty has occurred, the faculty member (with the advice of the chair if necessary) will determine the appropriate academic penalty. The faculty member will complete a notice of academic dishonesty form describing the incident and indicating the academic penalty imposed. Any recommendation for a disciplinary penalty must be reviewed in consultation with the chair.

The faculty member will deliver to the student the notice of academic dishonesty which includes a statement of appeal rights. If there is difficulty in delivering the notice to the student, the faculty member/chair should request assistance from the college dean in determining the most expeditious way to inform the student that a notice of academic dishonesty has been filed.

Once the student has been informed, the chair forwards the documentation, including the notice of academic dishonesty and an indication of when the student was informed, to the dean to be held pending possible appeal. Until the student has been given the opportunity to appeal, a grade of GP (grade pending) should be submitted for the student for the course involved.
C. Student Action

The student will have 20 business days after receipt of the notice of charges of academic dishonesty to submit a written appeal denying the charges and providing any rationale for the appeal. The appeal should be addressed to the college dean of the initiator. In the event the student is found guilty of academic dishonesty, the student does not have the right to appeal the academic penalty assessed by the faculty member, unless the student can prove that such penalty was arbitrarily imposed or applied in a discriminatory manner.

If the student wishes to challenge a disciplinary penalty, the student must submit a written rationale for challenging the disciplinary penalty within 20 business days of receipt of the notice of charges of academic dishonesty. The statement of challenge should be addressed to the college dean. The college dean will forward the challenge to the dean of students for inclusion in the review of the disciplinary penalty by the University Senate Committee on Student Discipline. All disciplinary penalties are automatically reviewed by the University Senate Committee on Student Discipline, regardless of student appeal.

If the student has also filed an appeal denying the charges of academic dishonesty, any review of disciplinary penalty recommended will be delayed pending review of the charges of academic dishonesty by the college hearing committee.

D. College Action

1. No Appeal by the Student. If the student does not submit a written appeal to the college dean within 20 business days, the dean will notify the chair/faculty member to post any pending grade(s) immediately. The dean will then forward the notice of academic dishonesty to the dean of students for inclusion in the student’s disciplinary file. Any recommendation of a disciplinary penalty will also be forwarded to the dean of students for appropriate review by the Senate Committee on Student Discipline.

2. Appeal by the Student. If the student submits a written appeal within 20 business days, the dean will notify the registrar to issue a grade of GP (grade pending) for the course(s) in question on all transcript requests for the student pending outcome of the appeal. The dean will forward the charges of academic dishonesty to the chair of a college hearing committee and will notify the faculty member to set forth in writing a comprehensive statement describing the incident of academic dishonesty. This statement will be presented to the committee and to the student at least five (5) business days prior to the hearing.

3. Student Hearing Committee Process. Guidelines that Govern the Hearing of the Appeal by the College Student Hearing Committee

   a. Within ten (10) business days after the committee receives the charges of academic dishonesty, a hearing date will be determined. The committee will notify the faculty member and
the student of the time, date, and the place of the hearing. Copies of all charges of academic dishonesty and related materials for the hearing will be provided to the student at least five (5) business days in advance of the hearing.

b. The faculty member and the student will be allowed to make oral presentations, call witnesses, and present any documentary information regarding the incident in question. The hearing will be recorded on audio tape. The hearing will not be open to observers.

c. At the conclusion of the hearing, the committee will meet in closed session and will make its recommendation as to the guilt or innocence of the student based on a preponderance of information with respect to the charge of academic dishonesty. The committee chair will forward to the college dean its findings and recommendations in a written report within five (5) business days of the hearing.

4. College Decision on Appeals. Within five (5) business days of receiving the committee’s written report, the college dean will make the final decision regarding guilt or innocence. The dean will notify all appropriate parties of the decision.

If the dean finds the student not guilty, the matter will be terminated and no notice of charges will be filed with the dean of students. The dean will notify the chair to post the pending course grade promptly and will notify the registrar to remove the GP (grade pending) on the student’s transcript.

If the dean finds the student guilty, the notice of charges of academic dishonesty will be forwarded to the dean of students for inclusion in the student’s disciplinary file. The academic penalty stipulated by the faculty member will be imposed. The dean will notify the chair to insure that any pending grade is posted promptly. The dean will notify the registrar to remove the GP (grade pending) on the student’s transcript if only an academic penalty was involved. If a disciplinary penalty has been recommended, the dean will notify the registrar to continue the GP (grade pending) annotation until the disciplinary penalty can be reviewed by the University Senate Committee on Student Discipline.

5. Appeal of the Decision of the Dean. If the student or initiator wishes to appeal the decision of the college dean regarding guilt or innocence of the charges of academic dishonesty, the student or initiator may appeal to the provost. The subsequent appeal route would be to the president and then the Board of Regents. The student or initiator must submit a written statement of appeal to the provost within 20 business days of notification of the dean’s decision. The basis of the appeal must be on the grounds that the decision was arbitrary, capricious, or discriminatory.
E. University Senate Committee on Student Discipline Action

In cases where a disciplinary penalty has been recommended, the Senate Committee on Student Discipline will conduct a hearing to review the disciplinary penalty. The committee will review the faculty member’s notice of academic dishonesty and the student’s statement of challenge of the disciplinary penalty, if any. The faculty member and the student will be allowed to appear at the hearing to discuss the imposition of disciplinary penalties. Only the recommendation concerning the disciplinary penalty to be imposed will be considered by this committee. Issues of guilt or innocence are determined at the college level (see II.4 C and D above).

The Senate Committee will conduct the hearing in accordance with its regular hearing procedures. Copies of these procedures may be obtained from the Provost’s Office.

The Senate Committee on Student Discipline will provide its recommendation within five (5) business days of its hearing to the provost regarding appropriateness of the disciplinary penalty recommended by the college and/or whether other disciplinary penalties are to be imposed in addition to or in lieu of those already recommended by the college.

F. Provost Action

1. Decision of the Provost. The role of the provost in handling student appeals regarding the charge of academic honesty has been explained (see II.E.5 above). Based on the recommendation, the Provost will render a decision within ten (10) business days of receipt of the recommendation of the Senate Committee. The provost will notify the student, the referring dean, the department chair and the faculty member of the Senate Committee’s recommendations and of the provost’s decision. At that time the provost will also notify the registrar to annotate the student’s transcript, if necessary.

2. Appeal of the Decision of the Provost. If the student wishes to appeal the decision of the provost regarding the imposition of a disciplinary penalty, the student may appeal to the president, and then to the Board of Regents. The student must submit a written statement of appeal to the president within 20 business days of notification of the provost’s decision. The basis for such an appeal must be on the grounds that the decision was arbitrary, capricious, or discriminatory.

G. Students Involved in Two or More Incidents of Academic Dishonesty

A student is subject to disciplinary action in addition to any already undertaken once it is determined that the student has been found guilty in a previous incident of academic dishonesty. In such cases, the dean of students will forward a report to the University Senate Committee on Student Discipline regarding the incidents of academic dishonesty which have been reported. The dean of students is responsible for initiating this report within twenty (20) business days of completion of the proceedings of any subsequent finding of academic dishonesty.
The University Senate Committee on Student Discipline will review the report of the dean of students. The student may submit supplemental written documents for the committee’s review and may request to appear before the committee in its deliberations. After reviewing the matter, the committee will send a report to the provost with the recommendation for disciplinary penalty to be imposed. The provost will proceed as in G above.

**Grading Policy**

The following academic letter grade symbols are used to specify level of performance in academic courses:

**A**: Excellent

**B**: Good

**C**: Average Minimum grade required for certain specified courses.

**D**: Poor A grade of D, while giving credit hours, will not apply toward the degree in courses requiring a grade of C or higher.

**F**: Failure

This grade indicates failure. No credit toward graduation is given for a course in which a grade of F was received.

**WF**: Withdrawal While Failing

This grade indicates failure. No credit toward graduation is given for a course in which a grade of WF was received. A WF and F are treated the same for GPA calculation purposes. WF indicates that the student:

1. voluntarily withdrew from a course before the midpoint of the grade period while doing failing work,
2. was involuntarily withdrawn from a course before the midpoint of the grading period while doing failing work,
3. voluntarily withdrew from a course after the midpoint of the grading period and was not awarded a hardship withdrawal, or
4. was involuntarily withdrawn from a course after the midpoint of the grading period and was not awarded a hardship withdrawal.

The following symbols are approved for use in the cases indicated but will not be included in the determination of a student’s cumulative grade point average:

**W**: Withdrawal

This symbol indicates that a student, doing passing work, was permitted to withdraw from the course without penalty. (See “WF: Withdrawal While Failing” and the Dropping and
Withdrawing from Classes” sections of this chapter. Please see page 8 for instructions on how to withdraw from a GOML course.

I: Incomplete
The notation of I may be given to a student who for nonacademic reasons beyond his or her control is unable to meet the full requirements of a course. In order to qualify for an I, a student must:

1. Have completed most of the major assignments of the course (generally all but one); and
2. Be earning a passing grade in the course (aside from the assignments not completed) in the judgment of the instructor.

When a student has a nonacademic reason for not completing one or more of the assignments for a course, including examinations, and wishes to receive an incomplete for the course, it is the responsibility of the student to inform the instructor in person or in writing of the reason. A grade of incomplete is awarded at the discretion of the instructor and is not the prerogative of the student. Conditions to be met for removing a grade of incomplete are established by the instructor. Registering in a subsequent semester for a course in which a grade of incomplete has been received will not remove the grade of incomplete. See the “Removal of an Incomplete Grade” paragraph in the “Changes in Grades” section of this chapter. No student may graduate with an “I” on his or her record.

S: Satisfactory
This symbol indicates that credit has been given for completion of degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, and clinical practicum, internship, and proficiency requirements in graduate programs.

U: Unsatisfactory
This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. No credit will be given. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

NR: Not Reported
This symbol indicates that a student’s grade was not reported to the Registrar’s Office by the deadline for reporting grades for the term as published in the online Registration Guide. The grade will be updated as soon as the instructor reports the grade.
Change in Grade

Grade changes can only be submitted by the lead instructor of a course. The faculty member is responsible for contacting the Administrative Specialist and the using the following steps to have a student’s grade changed: To submit grade changes, you must complete the Grade Adjustment Procedures listed below.

** Compose in an e-mail the following information: student name, student id, term, course subject, course number current grade, new grade, and reason for the grade change. Please note in this grade adjustment that this submission is for a GOML student. Send the grade adjustment to the Associate Dean of Academic Programs for the College of Education (Dr. Joyce Many) for approval. The Associate Dean will forward the e-mail to registrationadjust@gsu.edu. Students are not permitted to submit a grade change.

Academic Discipline

Scholastic Warning

Graduate students whose cumulative grade point average (GPA) falls below a 3.00 at the end of a term or who fails to maintain the level of academic performance required by the department of their major will be placed on scholastic warning. GPA will be calculated based on all attempts at courses numbered 6000 or higher and will include any such courses whether or not they are required in the students’ program of study. The original grade in a course that has been repeated is not dropped from the cumulative GPA for purposes of determining academic standing. Upon completion of the subsequent term of required coursework, if the cumulative GPA is at least 3.00, then the students will return to good standing.

Students who wish to take a course or courses for personal enrichment or for other purposes not related to pursuit of a degree or certification program may audit those courses unless he or she wishes to have grades from that course or courses included in the cumulative grade point average for academic standing purposes.

Graduate students on scholastic warning whose GPA is not at least 3.00 upon completion of the subsequent term of required coursework but whose latest term’s grade point average is at least 3.00 will remain on scholastic warning until the cumulative grade point average of 3.00 is achieved. At that time, the students will return to good standing. Students may not graduate while on scholastic warning.

Scholastic Suspension

Graduate students on scholastic warning whose grade point average is not at least 3.00 and whose latest term’s GPA is not at least 3.00 will be suspended from the university for one academic term. During the term of suspension, the students may petition for readmission by completing a Petition for Readmission After Scholastic Suspension form and a reentry form and
submitting them to the Office of Academic Assistance and Graduate Admissions (300 College of Education Bldg) by the following deadlines:

- To reenter Fall Semester June 15
- To reenter Spring Semester October 15
- To reenter Summer Term March 1

There is no guarantee that students will be readmitted.

**Scholastic Probation**

Students who are reinstated after scholastic suspension will be on scholastic probation. If the students’ graduate grade point average for any term following reinstatement falls below 3.00, the students will be scholastically excluded from the College of Education. If the students’ cumulative GPA is less than 3.00, they will be given 12 semester hours in which to raise the cumulative grade point average to at least 3.00.

**Scholastic Exclusion**

Students may be scholastically excluded from the College of Education for one or more of the following three reasons:

- a. The students completed an academic term in which they did not earn a term GPA of at least 3.00 while they were on academic probation.
- b. The students did not achieve or maintain a cumulative graduate GPA of at least 3.00 by the end of the first 12 semester hours completed following reinstatement.
- c. The students failed to maintain the level of academic performance required by the department of their major.

Students scholastically excluded from the College of Education will not be admitted to any College of Education program and may never enroll in any College of Education course offerings.
Contacts

For more information regarding specific GOML @ GSU programs, please contact the appropriate program director below.

Department Chair for Middle-Secondary Education & Instructional Technology
Dr. Dana Fox dfox@gsu.edu 404-413-8383

Reading, Language and Literacy Education
Dr. Jayoung Choi jayoungchoi@gsu.edu 404-413-8380

Science Education
Dr. Ollie Manley omanley@gsu.edu 404-413-8421

Mathematics Education
Dr. Nermin Bayazit nbayazit@gsu.edu 404-413-8406

Georgia OnMyLINE Administrative Specialist
Ms. Leslie Currah lcurrah@gsu.edu 404-413-8423
Appendices

Appendix A: Transfer Credit

To access this form, please go to the following link:

http://msit.gsu.edu/docs/PetTrnGradCredit.pdf
## Appendix B: M.Ed Math Education Advising Sheet

GOML Mathematics Advisement Form

Name_____________________________________

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Taken</th>
<th>Grade</th>
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<tbody>
<tr>
<td>EPRS 7900 Methods of Research in Education</td>
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<tr>
<td>EPSF 7120 Social and Cultural Foundations of Education</td>
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<tr>
<td>EPY 7080 The Psychology of Learning and Learners</td>
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<td></td>
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<tr>
<td>IT7360 Integrating Technology in School-Based Learning Environments</td>
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<tr>
<td>EDMT 7360 Integration of Technology in Mathematics Instruction</td>
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<tr>
<td>EDMT 7560 Theory and Pedagogy of Mathematics Instruction</td>
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<tr>
<td>EDMT 8430 Sociocultural and Sociohistorical Issues of Mathematics Education</td>
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<tr>
<td>*MATH 7820 Historical and Cultural Development of Mathematics I</td>
<td></td>
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</tr>
<tr>
<td>*MATH 7821 Historical and Cultural Development of Mathematics II</td>
<td></td>
<td></td>
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<tr>
<td>*Math 6435 Linear Algebra</td>
<td></td>
<td></td>
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<tr>
<td>*MATH 6301 College Geometry</td>
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<td></td>
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<tr>
<td>*MATH 6547 Mathematical Statistics I</td>
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</tbody>
</table>

*Course may be substituted for a mathematics course at the 6000 level or higher.

Students must complete 36 hours of course work with a at least a 3.00 GPA and a CAPSTONE PROJECT with a minimum score of 2 on a 3 point scale for each section in the portfolio to graduate.