Online Master of Education in Curriculum and Instruction in Accomplished Teaching Handbook

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"To achieve excellence by guiding individuals as they become professionals. . . "

Revised 05/08/2018
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Introduction

The M.Ed. in Curriculum and Instruction in Accomplished Teaching is an online degree offered cooperatively by Columbus State University, Georgia Southern University, and Valdosta State University, which are all fully accredited institutions in the University System of Georgia. The 36-hour program is based on the Georgia Professional Standards Commission (GaPSC) standards for Curriculum and Instruction: Curriculum, Instruction, Content, Students, Research, Assessment, and Professional Practices. This innovative degree program provides advanced professional and pedagogical studies that develop expertise in the knowledge and skills of accomplished teachers. The degree emphasizes application of acquired knowledge and skills in the teacher's classroom and school. It leads to teacher certification at the advanced professional level.

This program is approved by the Georgia Professional Standards Commission as a program leading to certification in Curriculum and Instruction. Completing the program will prepare candidates for certification, but candidates should consult with program faculty, the SAFE Office, or the Georgia Professional Standards Commission regarding current certification rules upon entering the program.

Working educators choose the online M.Ed. in Accomplished Teaching because of its accreditation, quality, and fit with their busy lifestyles. With full-time enrollment of nine semester hours, the program can be completed in four consecutive semesters. Courses are offered on a continuing basis, allowing for part-time enrollment. All coursework, including exams, is completed online. Some courses require field experiences within the P-12 setting. Teachers enrolling in the program must be in a classroom setting with students a minimum of 20 hours per week each semester. This requirement can be fulfilled by being a classroom teacher or paraprofessional. Students must have access to Webcam software and hardware to enable remote classroom observation and conferencing.

Additional information about the M.Ed. in Curriculum and Instruction in Accomplished Teaching program may be found on the Georgia ONmyLINE or Teacher Education website.
Online Learning

Before starting an online program, you may want to see if distance education is a good fit for you and your learning style. In online courses, you will need to be able to perform basic computer functions, such as creating, saving, and managing files on a computer; downloading files; attaching files to e-mail messages; opening files attached to incoming e-mail; and navigating the Internet. Furthermore, in an online course, it is important to be self-motivated and disciplined in your studies. You must set aside time each week to work on the activities and assignments for the course. In a typical three-credit hour course, you should be online several times a week, checking on course information, participating in online discussions and group activities, and completing assignments for the week. To help determine your suitability for online education, you will need to take the following online assessment.

The Smarter Measure Learning Readiness Indicator is a web-based tool, which assesses a learner's likelihood for succeeding in an online learning program. Using a sequence of activities, this assessment tool measures the degree to which students possess the traits needed for success in studying at a distance and/or in a technology rich course. Smarter Measure includes six major assessment components that measure:

- On-screen Reading Rate and Recall
- Technical competency
- Individual attributes
- Life factors
- Preferred learning styles
- Typing speed and accuracy

Upon completion of Smarter Measure, you will receive a score report, which will not only help you understand your strengths and opportunities for improvement, but it will also provide resources to help you succeed.

To take the Smarter Measure assessment, click [here](#) and follow the instructions provided.
Admission Requirements

Admission requires:

- Minimum grade point average (GPA) of 2.75 on all undergraduate work at an accredited United States institution in fulfillment of the requirements for a baccalaureate degree.
- Applicants must hold one of the following:
  - A current induction certificate that meets pathway 1, 2, or 3 in any field in the State of Georgia
  - A current professional teaching certificate in any field in the State of Georgia.

To seek admission to the M.Ed. in Curriculum and Instruction in Accomplished Teaching, apply online now at Apply Now.

Collaborative Calendar

Be sure to check the GoVIEW Common Academic Calendar at http://www.usg.edu/georgia_best/distance_education_services/ingress see the dates of registration along with starting and ending dates for GOML classes. (Note: Some dates for registration and classes do not align with the CSU Academic Calendar.)

Graduate Dispositions Evaluations

What are dispositions?

Dispositions are professional attitudes, beliefs, and values that are demonstrated through verbal and non-verbal behaviors. These behaviors are observed during any interaction with students, families, colleagues, administrators, university faculty/staff, and other community stakeholders. These interactions may take place in face-to-face, virtual, online, spoken, or written situations, including social media. They are considered to be appropriate and expected behaviors for the teaching professional from the preschool to post-secondary education levels. These dispositions are based on CSU College of Education and Health Profession’s Conceptual Framework and Georgia’s Professional Standards Commission Code of Ethics. The teacher candidate is responsibility for demonstrating professional dispositions at all times. The following eight dispositional domains will be self-assessed during the graduate program.

1. Legal and Ethical Conduct
2. Interactions with Others
3. Reliability
4. Professional Appearance and Demeanor
5. Commitment to Student Learning
6. Commitment to Improvement
7. Commitment to the Profession
8. Scholarship

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When will Professional Dispositions be assessed?

At minimum, professional dispositions are assessed at two points (Transition Points 1 through 2) during the program. Faculty and Staff may choose to use the assessment at other appropriate times. Depending on the program, faculty may assess candidates using the Graduate Dispositions when candidates enroll in their content-specific methods course.

Transition Point 1 – First Semester in the Graduate Program

During the first semester in the graduate program, each candidate will complete a self-evaluation of his or her professional dispositions to establish a baseline of professional dispositions.

Transition Point 2 – Last Semester in the Graduate Program

During the last semester in the graduate program, each candidate will complete a self-evaluation of his or her professional dispositions to examine one’s growth during the program.

Instructions to Candidates (initial self-evaluation):

For each dispositional domain, select the level that best describes your professional practices. After you have rated yourself, identify at least two dispositional domains that you consider to be your area(s) of strength and explain why you consider them to be strengths. Cite specific examples from your teaching or professional activities to support your explanation. Then, identify at least two dispositional domains in which you would like to improve. Discuss your plans for improving in those areas. Include specific professional development activities (e.g., classes, workshops, conferences, and participation in learning communities with one or more other teachers) that will help you accomplish your goals.

Instructions to Candidates (final self-evaluation):

For each disposition domain, select the level that best describes your professional practices. After you have rated yourself, reflect on your experiences in this graduate program. Discuss how your dispositions have been impacted by those experiences as well as professional development activities (e.g., classes, workshops, conferences, and participation in learning communities with one or more other teachers) in which you have participated.

Candidates will submit their Dispositions Evaluations to Qualtrics and must satisfactorily complete this assessment to exit the program. The candidates will access the disposition evaluation form using this link:  http://columbusstate.qualtrics.com/SE/?SID=SV_e2JAVOnbHsNEAKx

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Program Requirements

Columbus State University (CSU)
Georgia Southern University (GSO)
Valdosta State University (VSU)

<table>
<thead>
<tr>
<th>Course # and Title</th>
<th>Taught by</th>
<th>Semester Offered</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Education Core (9 hours)</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EDAT 6159 (Multicultural Studies across the Curriculum)</td>
<td>CSU</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>EDAT 7100 (Research Methodology in Education)</td>
<td>VSU</td>
<td>Summer, Fall, Spring</td>
<td>3</td>
</tr>
<tr>
<td>EDAT 7133 (Trends, Issues, and Research in Education)</td>
<td>GSO</td>
<td>Summer, Fall</td>
<td>3</td>
</tr>
<tr>
<td><strong>The Georgia Framework (18 hours)</strong></td>
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<td></td>
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<tr>
<td>EDAT 6000 (Professional Decision Making)</td>
<td>VSU</td>
<td>Summer, Spring</td>
<td>3</td>
</tr>
<tr>
<td>EDAT 6001 (Using Assessment to Improve Teaching and Learning)</td>
<td>VSU</td>
<td>Fall, Spring</td>
<td>3</td>
</tr>
<tr>
<td>EDAT 6115 (Knowledge of Students and Their Learning)</td>
<td>CSU</td>
<td>Summer</td>
<td>3</td>
</tr>
<tr>
<td>EDAT 6226 (Curriculum Design for Student Achievement)</td>
<td>CSU</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>EDAT 7132 (Framework for Teaching)</td>
<td>GSO</td>
<td>Summer, Spring</td>
<td>3</td>
</tr>
<tr>
<td>EDAT 7131 (Enhancing Student Performance)</td>
<td>GSO</td>
<td>Fall, Spring</td>
<td>3</td>
</tr>
<tr>
<td><strong>Concentration (9 hours)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved Elective</td>
<td>All</td>
<td>Summer, Fall, Spring</td>
<td>3</td>
</tr>
<tr>
<td>Approved Elective</td>
<td>All</td>
<td>Summer, Fall, Spring</td>
<td>3</td>
</tr>
<tr>
<td>Approved Elective</td>
<td>All</td>
<td>Summer, Fall, Spring</td>
<td>3</td>
</tr>
<tr>
<td><strong>Culminating Project (0 hrs)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAT 6010 (Capstone Portfolio)</td>
<td>CSU</td>
<td>Summer, Fall, Spring</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Hours 36

Courses in the concentration are approved by the degree-offering institution and might include content courses (face-to-face or online) or other courses that might support a variety of fields of study (e.g., instructional technology, special education, or reading).

Students may transfer in 9 hours for their area of concentration (if approved).

Revised 05/08/2018
Capstone Portfolio

Throughout the Accomplished Teaching program, you should be gathering artifacts from your coursework to include in your final portfolio, which will be compiled in EDAT 6010 during your last semester in the program. These artifacts will demonstrate your accomplishments and proficiency for each of the Curriculum and Instruction standards. Below is a list of the artifacts that should be included in your capstone portfolio. (Note: Institutions may change the key assessments for required coursework. If you have questions, please email Dr. Brown.) For each standard/assessment, write a 1 to 2-page reflection (approximately 250 to 400 words) discussing how the selected assessment demonstrates your accomplishments and proficiency in that area. Consider the following questions: See the reflection example provided in GoVIEW.

a. How is this standard significant to the context of your classroom?
b. How might you use what you learned from this standard to become a better teacher?
c. How did this standard change or confirm your knowledge or beliefs about teaching?

When submitting your final portfolio, you should compile as many of the artifacts as possible into one Word or PDF document and include a table of contents organized by standard. Include your one-page reflection at the beginning of the section for each standard (see sample table of contents on next page). If you have artifacts in other formats (e.g., PowerPoint), you may submit those artifacts as separate attachments, but you should include a list of those documents in your table of contents.

<table>
<thead>
<tr>
<th>Standard/Area</th>
<th>Program Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard I &amp; III: Knowledge of Curriculum and Content</td>
<td>Curriculum Audit Project (EDAT 6226)</td>
</tr>
<tr>
<td>Standard II: Knowledge of Instruction</td>
<td>Assessment Project: Parts A, B, &amp; C (EDAT 6001)</td>
</tr>
<tr>
<td>Standards IV &amp; V: Knowledge of Students and Research</td>
<td>Transformation of Schools Project (EDAT 6159)</td>
</tr>
<tr>
<td>Standard VI: Assessment</td>
<td>The Assessment Plan (EDAT 7131)</td>
</tr>
<tr>
<td>Standard VII: Professionalism</td>
<td>Disposition Case Studies (EDAT 7132) &amp;</td>
</tr>
<tr>
<td></td>
<td>Ethic Case Study Assignment (EDAT 6000)</td>
</tr>
</tbody>
</table>
Sample Portfolio Table of Contents*
*Do not forget the page numbers beside each artifact.

Standard I & III: Knowledge of Curriculum and Content
   I a. Reflection on Standards I & III
   I b. Curriculum Audit Project

Standard II: Knowledge of Instruction
   II a. Reflection on Standard II
   II b. Assessment Project

Standards IV & V: Knowledge of Students and Research
   V a. Reflection on Standards IV & V
   V b. Transformation of Schools Project

Standard VI: Knowledge of Assessment
   IV a. Reflection on Standard VI
   IV b. The Assessment Plan

Standard VII Professional Practices
   VII a. Reflection on Standard VII
   VI b. Disposition Case Studies
   VI c. Ethics Case Study Assignment
Accomplished Teaching Portfolio Rubric

Grades on this assignment will be based on the following rubric. Read it carefully to get a sense of the instructor's specific expectations.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards I &amp; III: Knowledge of Curriculum and Content</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was insufficient.</td>
<td>Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was minimal.</td>
<td>Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was adequate.</td>
<td>Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was thorough.</td>
</tr>
<tr>
<td><strong>Supporting Evidence</strong></td>
<td>Provided insufficient evidence to support all reflections using the selected assessment.</td>
<td>Provided minimal evidence to support all reflections using the selected assessment.</td>
<td>Provided adequate evidence to support all reflections using the selected assessment.</td>
<td>Provided thorough evidence to support all reflections using the selected assessment.</td>
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<tr>
<td><strong>Standard II: Knowledge of Instruction</strong></td>
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<tr>
<td><strong>Reflection</strong></td>
<td>Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was insufficient.</td>
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</tr>
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<td>Provided thorough evidence to support all reflections using the selected assessment.</td>
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<tr>
<td><strong>Standards IV &amp; V: Knowledge of Students and Research</strong></td>
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<tr>
<td><strong>Reflection</strong></td>
<td>Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was insufficient.</td>
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<td>Provided adequate evidence to support all reflections using the selected assessment.</td>
<td>Provided thorough evidence to support all reflections using the selected assessment.</td>
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<td>Criteria</td>
<td>Unsatisfactory</td>
<td>Needs Improvement</td>
<td>Satisfactory</td>
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<td><strong>Reflection</strong></td>
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<td>Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was minimal.</td>
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<td>Provided minimal evidence to support all reflections using the selected assessment.</td>
<td>Provided adequate evidence to support all reflections using the selected assessment.</td>
<td>Provided thorough evidence to support all reflections using the selected assessment.</td>
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<tr>
<td><strong>Format</strong></td>
<td><strong>Components</strong></td>
<td>Writing was not clear and concise. It lacked organization.</td>
<td>Writing was adequate but lacked clarity and organization.</td>
<td>Writing was adequate but lacked clarity. It was well-organized.</td>
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<tr>
<td></td>
<td>Table of Contents was not included.</td>
<td>Table of Contents was not included with page numbers.</td>
<td>Table of Contents was included with page numbers.</td>
<td>Table of Contents was included with page numbers and appropriate fields as directed.</td>
</tr>
<tr>
<td></td>
<td>Contents were not organized by standard AND were not placed in sequential order.</td>
<td>Contents were not organized by standard.</td>
<td>Contents were not placed in sequential order by standard.</td>
<td>Contents were organized by standard AND standards were placed in sequential order.</td>
</tr>
</tbody>
</table>

**Revised 05/08/2018**
Field Experience Log

Throughout this program, you will complete various field experience hours for the prescribed courses. In the following Field Experience Log, you need to document the date(s), course, activities, location(s)/grade(s), and total hour for each experience. If you submit this document electronically, use this link, http://columbusstate.qualtrics.com/SE/?SID=SV_3VtTBdesrGJwV0x.

M.Ed. in Curriculum and Instruction in Accomplished Teaching
Field Experience Log

Name__________________________  Principal______________________________
Supervising Administrator (if applicable)______________________________
School System/School/Grade__________________________________________
<table>
<thead>
<tr>
<th>Dates</th>
<th>Course</th>
<th>Description of Activities</th>
<th>Location/Grades (Check all that apply)</th>
<th>Total Hours</th>
<th>Verification (Site Admin Initials)</th>
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</thead>
<tbody>
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<td>Schools</td>
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<td>___ Elem. ___ PreK-2</td>
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<td>___ Middle ___ 3-5</td>
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<td>___ High ___ 6-8</td>
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<td>Other _______________________________</td>
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<td>Schools</td>
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<td>Other _______________________________</td>
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<td>Schools</td>
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<td>___ 9-12</td>
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<td>Other _______________________________</td>
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</tr>
</tbody>
</table>

TOTAL NUMBER OF EXPERIENCE HOURS IN EACH SCHOOL/GRADE LEVEL

Schools:
___ Elem. ___ Middle ___ High

Grade Bands:
(___ PreK-2) ___ 3-5
___ 6-8 ___ 9-12

Other:
________________________________________

Revised 05/08/2018
TK20

An active TK20 account is a required resource for this program because selected assignments must be submitted electronically using this online platform. TK20 is a repository for university data that are collected for various purposes (e.g., demonstrating the quality of our academic programs, improving teaching and learning, and compiling data for state, national, and local reports). As a student, you have the option to use your account for secure online storage of your academic work and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences.

You can purchase your account online with a credit or debit card at columbusstate.tk20.com. Please contact Thomas Dailey at dailey_thomas@columbusstate.edu if you need further assistance. Note: If you already have an active TK20 account, you do not need to purchase another one.

Out of State Students

If you live outside the state of Georgia, state regulations may limit your distance education options. To find out whether Columbus State University is authorized to deliver specific programs in your state, please email your inquiry to state_authorization@columbusstate.edu. This email address is exclusively for questions regarding state approval of online offerings. Other types of questions should be sent to the academic department offering the online course.

Columbus State University's programs leading to all levels of licensure, endorsement, and professional certification are designed to satisfy the requirements of their respective Georgia boards governing licensure. CSU does NOT guarantee that these programs will necessarily satisfy the criteria of professional boards in other states or territories. Programs effected by state licensing requirements may include, but are not limited to, programs in Nursing, Leadership, and Education. Students from outside of Georgia who are considering a professional program should contact the appropriate board in their state of intended practice prior to beginning a course of study.

Follow the link below for professional licensure contact information by state.

- Education Programs - link to http://www.nasdtec.net/?page=State_Directory

Revised 05/08/2018
Textbook Information

The student should have all textbooks in possession at the beginning of class. Note: Although this list is kept up-to-date as much as possible, you do not rely on this list for textbooks for future semesters. It is recommended to check the list closer to the start of the semester or confirm with the course instructor so you will have enough time to acquire the textbooks.

<table>
<thead>
<tr>
<th>Course # and Title</th>
<th>Taught by</th>
<th>Textbook(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Education Core (9 hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAT 6159 (Multicultural Studies across the Curriculum)</td>
<td>CSU</td>
<td>Course Packet available in GoVIEW (Desire2Learn).</td>
</tr>
</tbody>
</table>
2. Social Science Research: Principles, Methods, and Practices - Anol Bhattacherjee, University of South Florida  
3. Research Methods in Psychology - Unnamed author, California State University, Fresno  
| EDAT 7133 (Trends, Issues, and Research in Education) | GSO | Course Materials available as open access. |
| **The Georgia Framework (18 hours)** |
| EDAT 6226 (Curriculum Design for Student Achievement) | CSU | Course Packet (Lib Guide) available in GoVIEW (Desire2Learn). |

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<table>
<thead>
<tr>
<th>Course # and Title</th>
<th>Taught by</th>
<th>Textbook(s)</th>
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</thead>
<tbody>
<tr>
<td>EDAT 7132 (Framework for Teaching)</td>
<td>GSO</td>
<td>Course Materials available as open access.</td>
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<tr>
<td>Electives</td>
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<tr>
<td>ONTL 6207 (Integrating Mobile Technologies into Learning Environment)</td>
<td>CSU</td>
<td>Course Packet available in GoVIEW (Desire2Learn).</td>
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**COEHP Online Orientation**

After receiving your official letter of acceptance, you will need to complete the CSU Graduate School Online Orientation [https://gradschool.columbusstate.edu/orientation/](https://gradschool.columbusstate.edu/orientation/). This orientation will familiarize you with the policies and procedures for Columbus State University and the Graduate School.

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Registration

Once you have been admitted to the M.Ed. in Curriculum and Instruction in Accomplished Teaching program at CSU, you should receive an e-mail from the Admissions Office verifying your admission. This e-mail will contain three very important pieces of information:

1. Your CSU e-mail address
2. Academic advisor’s name and contact information
3. Your CSU student identification number

Your CSU e-mail address is the official means of communication from CSU faculty and staff, and your first part of the address will serve as your username for MyCSU and other GOML systems.

Students register/drop/withdraw for GOML classes through MyCSU. All GOML classes are listed in the regular CSU course schedule available online at https://coursesearch.columbusstate.edu/#/. To find a list of GOML classes only, click on the Georgia ONmyLINE link under Distance Education. After selecting your classes and receiving approval from your advisor, follow the steps below to register:

1. Login to your MyCSU account.
2. Select the Schedule Planner.
3. Select the Term.
4. Select “Add Course”.
5. If you have already found your classes by using the course search outside of MyCSU, enter the CRN in the boxes at the bottom of the page and click submit.
6. If not, select "by subject" tab.
   - Select subject.
   - Select course.
   - Select “Add Course”.

If you have trouble registering, contact Dr. Jennifer L. Brown at brown_jennifer2@columbusstate.edu.

Payments: If CSU is your home institution, you will pay for your GOML classes through MyCSU. Once logged into MyCSU, look under Account Balance to view your information and pay online. Please allow 2 to 5 business days after you complete your GOML Course Registration for your course schedule and tuition due to reflect in MyCSU.
Financial Aid

Students are responsible for ensuring financial aid coverage or making payment arrangements with their home institution. The fee payment deadline for GOML classes is the day registration closes for any term (http://www.usg.edu/collaborative_program_services/calendar). Students whose fees are not paid or for whom arrangements have not been made by the fee payment deadline will be dropped from classes.

Various types of financial aid are available to students, including loans, scholarships, and grants. For information about financial aid available at CSU, see the list of resources and contact information below.

Financial Aid website: http://finaid.columbusstate.edu/
Phone: (706) 507-8800

Education Scholarships: http://coehp.columbusstate.edu/scholarships.php

**Trouble paying your fees or notice a problem with the fees assessed?**
Contact Student Accounts (706) 507-8897.

Accessing the E-Classroom

The GOML online courses use the GoVIEW Design-2-Learn System. You will be able to log into your classes on the first day of class (http://www.usg.edu/collaborative_program_services/calendar). Note: The GoVIEW Design-2-Learn System for GOML programs can only be accessed using the link below. This system will serve as the hub for your GOML courses. Within this system, you will complete a variety of tasks (e.g., attend class, correspond with your classmates and professors, check your grades, and submit assignments).

**Columbus State University Students**

To log into your online courses:

1. Access the system at https://go.view.usg.edu
2. Log into the system using your GoVIEW login name and MyCSU password.
   - Your GoVIEW login name is the first part of your CSU e-mail with _csu added to the end: lastname_firstname_csu
   - Some login names are followed by digits.
   - If you are not sure about your login name, you can look it up at https://isis.columbusstate.edu/csuid/.

**Need Help?**
Click above if you encounter technical problems.

HelpDesk Resources are available! http://onlinelearning.columbusstate.edu/goview.php
Transfer Policies

Prospective students should inquire about the current transfer policy at their home institution. To transfer courses, candidates must present the syllabus of the course they wish to substitute along with the course description from the relevant university catalog. The candidate's advisor and/or the program coordinator must review the course syllabus to determine if: 1) the course is recent enough (within five years) to ensure that the candidate has a current knowledge base; 2) the course is comparable to the program course or can serve as an elective; 3) the candidate earned a B or better; 4) the course was offered by an accredited institution. If the course is acceptable, the candidate is notified and the department sends a course substitution form to the Registrar's office for verification.

Student Complaints

Students should attempt to resolve concerns and complaints at the level at which they arise. For example, complaints related to courses should be addressed at the institution offering the course with that institution’s faculty members and department head. The formal mechanisms in place at each originating institution will be followed regarding candidate complaints that are course-related. Please contact the CSU program coordinator, Dr. Jennifer L. Brown, at brown_jennifer2@columbusstate.edu for more information.

Grievances should be addressed in a timely fashion. Academic grievances should be initiated within the semester/term the problem occurs or within the first ten (10) university working days of the next semester/term. The Grievance Review Board may consider extenuating circumstances for any exception to this time limitation. Those circumstances must be beyond the control of the student, such as hospitalization or military assignment.
Academic Standing

Required Academic Standing
Candidates enrolled in the M.Ed. in Curriculum and Instruction in Accomplished Teaching program must maintain a minimum graduate cumulative grade point average of 3.0 and have earned a grade of “C” or below in no more than one graduate course. A maximum of two courses (not to exceed eight semester credit hours) with a grade of “C” may apply to a master’s degree. Courses earned with grades of “D” may not be used toward a graduate degree or certificate, but they will be calculated in the overall grade point average. Courses with earned grades of “C” or below may not be transferred from another institution for credit toward a graduate degree.

Academic Probation
Occurs when a candidate enrolled in a degree program earns a grade of "C" or below in two graduate courses or the cumulative grade point average falls below 3.0.

Removal from Probation
Occurs when, at the end of a probationary term, a candidate’s graduate cumulative grade point average equals or exceeds 3.0. A candidate enrolled in a degree program with a grade of “C” or below in two graduate courses will continue on probation.

Academic Exclusion
Occurs when a candidate enrolled in a degree program earns a grade of "C" or below in more than two graduate courses or after nine graduate semester hours have been attempted while on probation and without attaining a 3.0 graduate cumulative grade point average. The length of exclusion will be a minimum of two semesters.

Reinstatement on Academic Probation
After the mandatory period of exclusion, a candidate on academic exclusion must submit an appeal for reinstatement in a graduate program. In order for the candidate to continue graduate study, the appeal must be approved by the appropriate program director and the College of Education and Health Professions (COEHP) Graduate Council. Candidates enrolled in the M.Ed. in Curriculum and Instruction in Accomplished Teaching program who earn a grade of "C" or below in a graduate course after reinstatement will be placed on exclusion and must meet with the appropriate program director to determine eligibility for continued enrollment.
Residence and Time Limits

Residence requirement
A minimum of 75% , or 9 three-hour courses, of the graduate credit hours required for a master's degree must be taken through the three collaborative institutions offering the M.Ed. in Curriculum and Instruction in Accomplished Teaching degree. Asynchronous (online) and distance learning courses administered through the three institutions constitute courses taken in residence.

Time Limits
All work credited toward a graduate degree must be completed within seven years. Extension of time may be granted only on conditions beyond the control of the candidate. In each instance, a formal statement outlining the conditions upon which the extension of time is requested should be addressed to the candidate’s advisor at his/her home institution.

Graduation
Applications for graduation should be submitted through the candidate’s home institution one semester prior to the anticipated semester of completion. Candidates should check with their home institutions for application deadlines and graduation requirements.

Graduation information for Columbus State University students is available at https://graduation.columbusstate.edu/grad_list_graduates.php.

Certification
Upon successful completion of the M.Ed. in Curriculum and Instruction in Accomplished Teaching program, the candidate will be eligible for a Georgia teaching certificate upgrade to the advanced professional level provided the candidate has a valid professional level certificate.

GACE Content Assessment in Curriculum and Instruction
You must take the GACE Content Assessment in Curriculum and Instruction to receive your certificate upgrade. Here is the website where you can register for the test.
http://gace.ets.org/register/

Here is the website for the study materials. http://gace.ets.org/prepare/materials/300

Completing the Certification Paperwork
Visit the following link at the Georgia Professional Standards Commission website to download the Certification Application and Verification of Lawful Presence Forms:
http://www.gapsc.com/Certification/FormsAndApplications.aspx

**These completed forms should be emailed to LaJuene Black in the CSU SAFE Office (black_lajuene@columbusstate.edu).

Revised 05/08/2018