GRADUATE STUDENT HANDBOOK
MA in Spanish and MAT in Spanish Degree Programs

GEORGIA SOUTHERN UNIVERSITY
College of Arts and Humanities
Department of Foreign Languages
Statesboro Campus

2018-2019
(revised and updated August 2018)
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MA/MAT Spanish
Graduate Students Orientation Workshop

Department of Foreign Languages - Georgia Southern University

Thursday, August 9 in Forest Drive 1311

9:00 - 9:10 AM - Welcome and introductions

9:10 - 9:25 AM - Get to know each other activity

9:25 - 9:35 AM - Overview of Master of Arts program (Alley)

9:35 - 10:00 AM - Overview of Master of Arts/Master of Arts in Teaching program (Ruiz Funes)

10:00 - 10:30 AM - Veteran student perspectives - Discussion and questions

10:30 - 10:45 AM - Break

10:45 - 11:30 AM - Academic expectations of graduate students (Pinilla-Herrera, Rangel)

11:30 - 11:45 AM - Description of graduate teaching assistant program (Alley)
  - Selection criteria
  - Responsibilities
  - Training and supervision

11:45 - 12:00 PM - Orientation to Mosaicos and online teaching (Buzo-Salas)

12:00 - 1:00 PM - Lunch

1:00 - 1:30 PM - Preparations for first day (Rangel)

1:30 - 3:30 PM - Orientation to proficiency-oriented instruction (Kartchner)

3:30 - 3:45 PM - Summary and dismissal
Friday, August 10 in Forest Drive 1311

Orientation for Teaching Assistants

All graduate students are welcome and encouraged to attend

<table>
<thead>
<tr>
<th>Horas</th>
<th>Profesores / Instructores</th>
<th>Contenido</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 9:40</td>
<td>Teresa Buzo-Salas</td>
<td>Aspecto pedagógico de la enseñanza de español en línea</td>
</tr>
<tr>
<td>9:40 – 10:00</td>
<td>Mauricio Peña-Sánchez</td>
<td>Experiencias y consejos sobre la enseñanza de español en línea</td>
</tr>
<tr>
<td>10:00 – 10:40</td>
<td>Rebekah Francis</td>
<td>Elementos prácticos sobre el manejo de la clase en línea</td>
</tr>
<tr>
<td>10:40 – 11:00</td>
<td>Descanso</td>
<td></td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>Lauren Albert (Pearson)</td>
<td>Uso y manejo de MySpanishLab</td>
</tr>
</tbody>
</table>

**Materiales:**

- Se recomienda que los TAs traigan sus computadoras personales o tabletas en caso de tenerlas (no es obligatorio)
- Se recomienda que tengan el código de MySpanishLab y se hayan familiarizado con el sitio web
- Se recomienda que entren en Folio y se familiaricen con:
  - El curso Online SPAN 1001-1F
  - El “curso” FORL 1090 TA Coaching
Welcome from Programs Directors

On behalf of the faculty and staff of the Department of Foreign Language, we welcome you as a student in the Spanish graduate programs (MA in Spanish and MAT in Spanish) at Georgia Southern University. We are glad that you chose to further your personal interest and professional development in all things Hispanic. We believe that you will find our faculty and staff to be caring and personally involved in your graduate education and career goals. This Handbook* is intended to address most of the questions and concerns you may have about successfully obtaining your degree in a timely manner.

Dr. David Alley
Professor of Spanish
Director of Master of Arts in Spanish (MA)
dalley@georgiasouthern.edu

Dr. Marcela Ruiz-Funes
Associate Professor
Director of Master of Arts in Teaching Spanish (MAT)
mruizfunes@georgiasouthern.edu

*The first version of this Graduate Student Handbook MA in Spanish and MAT in Spanish Degree Programs was prepared in Summer 2014 by Dr. Marcela Ruiz-Funes in collaboration with (in alphabetical order): Dr. David Alley, Dr. Eric Kartchner, Dr. Angela Pinilla-Herrera, Dr. Dolores Rangel, Mr. Mauricio Sánchez, and Dr. Jorge Suazo. It has been revised and updated periodically based on feedback from other faculty members of the Department and changes that affect the programs.
Mission of the Department of Foreign Languages at Georgia Southern University

Georgia Southern University is located in southeastern Georgia, a region of the state where accelerating economic development is opening global markets while labor becomes increasingly international in its character. The impact on the region is felt in the need to heighten global awareness and inter-cultural understanding and to build the language skills to function in this environment.

The mission of the Department of Foreign Languages is to address these pressing language and culture needs by offering curricula, services, and research that broaden cultural understanding, increase language proficiency, and enable people to function in the global and international settings of southeast Georgia and throughout the world. The programs of the Department serve all academic divisions of the University in providing the language and culture training necessary to support their international and inter-cultural endeavors.

The Department of Foreign Languages at Georgia Southern University is committed to teaching, service, and research that prepare students to function at high levels of cultural and linguistic proficiency in today's global environment.

The Foreign Language Department attempts to advance its mission by focusing on four specific goals:

1. To increase students' proficiency in listening, speaking, reading, and writing in the target language.
2. To increase students' understanding of the perspectives, products, and practices of the cultures that use the target language.
3. To increase student participation in study abroad.
4. To increase placement of interested students in regional language- and/or culture-related internship opportunities.
MA in Spanish /MAT in Spanish Admission Application Process

Department of Foreign Languages
College of Arts and Humanities - Statesboro Campus

Office of Graduate Admissions
http://cogs.georgiasouthern.edu/admission/start/applynow/

Step 1: Review the admission requirements for the program to which you intend to apply.

Step 2: Create a new application or complete a previously started application.

Step 3: Complete and submit the application for admission.

You will need to complete and submit two separate applications: one for the MAT in Spanish (MAT); the other for the MA in Spanish (MA). If you are admitted to the MA first and plan to apply for admission to the MAT, please do so DURING THE FIRST YEAR (PREFERABLY FIRST SEMESTER) OF YOUR ENROLLMENT IN THE MA. This will avoid unnecessary delays in the admission process and program completion.

For assistance with your applications, please contact Ms. Naronda Wright at narondawright@georgiasouthern.edu from the Office of Graduate Admissions.
## Programs by College and Application Deadlines

### College of Education for MAT in Spanish

The mission of the College of Education is to prepare students to teach, lead, counsel, and model life-long learning; engage in scholarship that provides new pathways to meet the needs of a dynamic, diverse society; and facilitate access to learning opportunities that are authentic, student-centered, and technology-rich.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Fall Deadline</th>
<th>Spring Deadline</th>
<th>Summer Deadline</th>
<th>Point of Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASTER OF ARTS IN TEACHING IN SPANISH</td>
<td>Final Deadline:</td>
<td>Final Deadline:</td>
<td>Final Deadline:</td>
<td>Matt Dunbar</td>
</tr>
<tr>
<td></td>
<td>July 23</td>
<td>December 1</td>
<td>April 1</td>
<td>(912) 478-8598</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lydia Cross</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(912) 478-1447</td>
</tr>
</tbody>
</table>

### College of Liberal Arts and Social Sciences for MA in Spanish

The College of Liberal Arts and Social Sciences, the University's College of the Creative Mind, prepares students to achieve academic excellence, develop their analytical skills, enhance their creativity, and embrace their responsibilities as citizens of their communities, their nations, and the world.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Fall Deadline</th>
<th>Spring Deadline</th>
<th>Summer Deadline</th>
<th>Point of Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASTER OF ARTS SPANISH</td>
<td>Priority Deadline:</td>
<td>Priority Deadline:</td>
<td>May 1</td>
<td>David Alley</td>
</tr>
<tr>
<td></td>
<td>March 1</td>
<td>October 1</td>
<td></td>
<td>(912) 478-0246</td>
</tr>
<tr>
<td></td>
<td>Final Deadline:</td>
<td>Final Deadline:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>July 31</td>
<td>November 15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Deadlines are important. If you cannot have your application completed by the deadline, please try first to change the admission date to the following semester via your application online. If that doesn’t work, contact Ms. Naronda Wright at narondawright@georgiasouthern.edu from the Office of Graduate Admissions to request this change be made for you.

Since the MAT in Spanish degree program has a number of admission requirements that need external evaluation, it may be preferable for you to gather those requirements first before submitting your application to avoid missing the deadline.

![APPLY NOW](APPLY_NOW_BUTTON)
# Admission Requirements

<table>
<thead>
<tr>
<th>MAT in Spanish</th>
<th>MA in Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transcript evaluation</strong> <em>(COE)</em>: A minimum of 21 sh in Spanish are required for admission. At least 12 sh must be at the 3000 level or higher in Spanish. <a href="http://coe.georgiasouthern.edu/gasc/services/transcript-evaluation/">http://coe.georgiasouthern.edu/gasc/services/transcript-evaluation/</a></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Pre-service certification</strong>* <em>(COE)</em>: The effective date for the Pre-Service Certificate is July 1, 2015. See more on this below.</td>
<td>N/A</td>
</tr>
<tr>
<td>Bachelor's degree from a regionally accredited institution in Spanish or a related field.</td>
<td>Same</td>
</tr>
<tr>
<td>2.75 (4.0 scale) GPA or higher</td>
<td>3.0 GPA or higher</td>
</tr>
<tr>
<td>Oral Proficiency Interview and Writing Proficiency Test in Spanish ACTFL Intermediate High (IH) or above <em>(test administered by the Department of Foreign Language)</em>.</td>
<td>Same</td>
</tr>
<tr>
<td>For students with a bachelor's degree from a foreign institution: Oral Proficiency Interview and a Writing Proficiency Test in <em>English</em> at the ACTFL IH or above <em>(test administered by the Department of Foreign Language)</em>.</td>
<td>Same</td>
</tr>
<tr>
<td><strong>GACE Program Admission Assessment</strong> ** <em>(Basic Skills Assessment)</em> OR be exempt by acceptable scores on SAT (1000 combined Critical Reading and Math), ACT (43 on English and Math) or GRE (297 composite)</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>GACE Content Assessment in Spanish</strong> **</td>
<td>N/A</td>
</tr>
<tr>
<td>GACE Educator Ethics (NEW Fall 2014) *** <a href="http://gace.ets.org/about/assessments">http://gace.ets.org/about/assessments</a></td>
<td>N/A</td>
</tr>
<tr>
<td>Personal statement of purpose (200 words max.)</td>
<td>Same</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Submit a completed “Disclosure and Affirmation Form” that addresses misconduct disclosure, criminal background check, and tort liability insurance. <em>(COE)</em></td>
<td>Two letters of recommendation</td>
</tr>
</tbody>
</table>
**Transcript evaluation (COE)** http://coe.georgiasouthern.edu/gasc/services/transcript-evaluation/ For inquiries about status of your Transcript Evaluation, please contact Mr. Matt Dunbar at mdunbar@georgiasouthern.edu or Ms. Lydia Cross at lcross@georgiasouthern.edu from the College of Education.

**GACE - Program Admission Assessments for MAT in Spanish**

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Tests</th>
<th>Test Code</th>
<th>Question Types</th>
<th>Testing Time</th>
<th>Test Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Admission</td>
<td>Test I - Reading</td>
<td>200</td>
<td>SR</td>
<td>85 min.</td>
<td>2 hrs.</td>
</tr>
<tr>
<td></td>
<td>Test II - Mathematics</td>
<td>201</td>
<td>SR</td>
<td>85 min.</td>
<td>2 hrs.</td>
</tr>
<tr>
<td></td>
<td>Test III - Writing</td>
<td>202</td>
<td>SR, CR</td>
<td>100 min.</td>
<td>2 hrs.</td>
</tr>
<tr>
<td></td>
<td>Combined Test I, II, and III</td>
<td>700</td>
<td>SR, CR</td>
<td>4 hrs. 30 min.</td>
<td>5 hrs.</td>
</tr>
</tbody>
</table>

**Spanish**

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Tests</th>
<th>Test Code</th>
<th>Question Types</th>
<th>Testing Time</th>
<th>Test Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Test I - Reading/Writing</td>
<td>141</td>
<td>SR, CR</td>
<td>1 hr. 20 min.</td>
<td>2.5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Test II - Listening/ Speaking</td>
<td>142</td>
<td>SR, CR</td>
<td>1 hr.</td>
<td>2.5 hrs.</td>
</tr>
<tr>
<td></td>
<td>Combined Test I and II</td>
<td>641</td>
<td>SR, CR</td>
<td>2 hrs. 20 min.</td>
<td>5 hrs.</td>
</tr>
</tbody>
</table>

*** Educator Ethics

The Educator Ethics section of the GACE website will be available in September. The website will offer more information about the Educator Ethics assessment, including information about the modules, policies, and procedures regarding registration and scores.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Test Code</th>
<th>Question Types</th>
<th>Testing Time</th>
<th>Test Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator Ethics - Program Entry (available September 2014 - for program Admission)</td>
<td>350</td>
<td>SR</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Educator Ethics - Program Exit (available January 2015 - for program Completion)</td>
<td>360</td>
<td>SR</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

As you register to take the GACE exams, request that your scores be sent to Georgia Southern University. From the GACE website http://gace.ets.org/about/assessments, the code for Georgia Southern is:

**Georgia Southern University** 5390

In addition, once you receive your scores, scan a copy of the scores and submit to Ms. Naronda Wright at narondawright@georgiasouthern.edu to avoid any delays in having your application processed in a timely manner.
Pre-service certification (from GPS Commission, October 2014) Effective July 1, 2015

Georgia has developed a tiered certification system that includes a certificate at the pre-service level for candidates who are enrolled in teacher education programs. The purpose of the Pre-Service Certificate is to provide a statewide structure to organize procedures related to pre-service candidates once admitted to preparation programs. Such procedures are designed to:

1. Assure the safety of school children;
2. Provide opportunities for pre-service candidates to practice/demonstrate knowledge and skills;
3. Standardize the criminal history background check process across the state for pre-service candidates eliminating those who are not eligible or suited to the profession;
4. Assist pre-service candidates in understanding the Georgia Code of Ethics for Educators and holding them accountable under the Code; and
5. Require attainment of the Pre-Service Certificate for anyone participating in field experiences and student teaching in Georgia schools (to include candidates in Georgia and from out-of-state programs).

PROCESS FOR OBTAINING THE PRE-SERVICE CERTIFICATE

I: Completed by the student/applicant—Program Admission Requirements: Student please read this! Ms. Chris Thompson (COE) will assist you with this requirement!

Applicants submit to the Educator Preparation Provider (EPP) the program admission application and all components required by the program/EPP, including those required by the GaPSC 505-3-.01 rule:

1. GPA of 2.75 or higher;
2. Evidence of having passed the Program Admissions Assessment; and
3. Evidence of having completed (not passed) Georgia Educator Ethics assessment—Program Entry (350).

II: Completed by the student/applicant—Pre-Service Certificate Requirements (See FAQ #6)

Student please read this!

Applicants admitted to the teacher education program submit to the EPP the following items:

1. Signed GaPSC certification application, which includes answering the personal affirmation questions and giving GaPSC the authority to conduct a criminal history background check;
2. Signed and notarized Verification of Lawful Presence (VLP) Affidavit; and

For further information read below. This will be taken care of by the COE!

III: Completed by the EPP—Request for the Pre-Service Certificate:

Once candidates have submitted GaPSC applications to the EPP, the EPP:

1. Enters each applicant into the Traditional Program Management System (TPMS);
2. Submits GaPSC applications (complete with VLP Affidavits and VLP documents) to GaPSC via ExpressLane (please note that incomplete applications will not be processed); and
3. Sends each applicant a letter requiring the individual to claim enrollment with the EPP in his/her MyPSC account. EPPs must also include in the letter the consequence if the Pre-Service Certificate is not obtained: The student/applicant will not be allowed to complete field experiences or clinical practice.

When candidates have completed this step and cleared the criminal history requirement conducted by GaPSC, they will be eligible to obtain the Pre-Service Certificate.

IV: Completed by GaPSC staff:

When GaPSC receives complete Pre-Service Certificate applications from the EPP, staff members will conduct a Georgia Crime Information Center (GCIC) criminal history background check on each applicant, and the following actions are possible:
1. If the candidate answered "No" to all personal affirmation questions, and the candidate's answers are supported by the criminal history obtained by GaPSC, the Pre-Service Certificate will be issued to the candidate provided all other requirements are met.

2. If there is a "Yes" answer to any of the personal affirmation questions, or the answers to the personal affirmation questions regarding criminal history are not consistent with the report generated by GaPSC, an ethics investigation will be conducted. The result of the ethics investigation will be reviewed by the Commission. The Commission will determine one of the following (and the result), and in the case of the first three options, will provide information regarding the applicant's due process rights to appeal the Commission's decision:
   a. The applicant will be cleared and the Pre-Service Certificate is issued;
   b. The applicant will be given a warning and the Pre-Service Certificate is issued;
   c. The applicant will be given a reprimand and the Pre-Service Certificate is issued; or
   d. The applicant will be denied the Pre-Service Certificate.

FREQUENTLY ASKED QUESTIONS

1. Who applies for the Pre-Service Certificate?
   All individuals who are applying for admission to a GaPSC-approved teacher preparation program offered by a GaPSC-approved EPP at a four-year institution must apply for the Pre-Service Certificate. These programs could lead to baccalaureate or master's degrees, or they could be certification-only programs.

   In addition, individuals who are enrolled in teacher education programs offered by out-of-state institutions and who are completing field experiences and/or clinical practice/student teaching/residency in a Georgia P-12 school must obtain the Pre-Service Certificate prior to entering the school for the placement.

2. Would candidates who entered an EPP in the fall of 2014 need to obtain a Pre-Service Certificate?
   Yes. All candidates who have not completed their programs prior to July 1, 2015 will need to obtain a Pre-Service Certificate.

3. Who should not apply for the Pre-Service Certificate?
   Those individuals who are taking pre-requisite courses prior to entering a teacher education program (e.g. "Area F" courses, Foundations of Education/Investigating Issues in Education, Introduction to Teaching and Learning, etc.) need not apply for the Pre-Service Certificate.

   In addition, candidates who are enrolled in GaTAPP programs need not apply for a Pre-Service Certificate. These individuals are issued an Induction Certificate.

   Master's degree or certification-only candidates who have already obtained a certificate issued by GaPSC need not apply for the Pre-Service Certificate.

4. How much does the Pre-Service Certificate cost?
   The application for the Pre-Service Certificate is free.

5. When should an EPP submit Pre-Service Certificate applications on behalf of admitted candidates?
   The EPP should apply for the Pre-Service Certificate on behalf of the admitted candidates immediately after they have been admitted into a program leading to teacher certification.

   Candidates must hold the Pre-Service Certificate before completing any field experiences or clinical practice/residency required during enrollment in a teacher education program.

6. When should EPPs submit GaPSC application packets to increase the likelihood that Pre-Service certificates may be issued before field experiences begin?
   1. For all field-based experiences occurring in fall semester, EPPs should submit the applications prior to March 15.
   2. For all field-based experiences occurring in spring semester, EPPs should submit the applications prior to September 15.
   3. For all field-based experiences occurring in summer semester, EPPs should submit the applications prior to January 15.
   4. EPPs are encouraged to submit applications as early as possible.

   GaPSC may not be able to issue the Pre-Service Certificate prior to field experiences, and candidates are not allowed to participate in field-based experiences without the Pre-Service Certificate.
7. **What could potentially delay the issuance of the Pre-Service Certificate?**
   1. GaPSC must request additional information from a candidate related to the criminal history background check; and/or
   2. The application packets are incomplete or inaccurate.

8. **For how long is the Pre-Service Certificate valid?**

   The validity period of the Pre-Service Certificate is five (5) years. The certificate is only valid while a candidate is in a program. Once the candidate is withdrawn from or completes a program, the Pre-Service Certificate is invalidated. GaPSC is informed about the withdrawal when the EPP enters that information into TPMS.

9. **If an individual withdraws from a program, is there an option to apply for another Pre-Service Certificate? If so, what is the validity period for subsequent Pre-Service Certificates?**

   Yes. Individuals who withdraw from programs are able to apply for additional Pre-Service Certificates. The validity period will be five years.

10. **If candidates with a Pre-Service Certificate do not pass the edTPA, would they be able to keep their Pre-Service Certificate in order to retake the edTPA after completion?**

    Once the EPP informs GaPSC that a candidate has finished all program completion requirements, the Pre-Service Certificate is no longer valid. Therefore, the answer to this question depends on how the teacher education program is structured (with the edTPA as a program completion requirement, or without the edTPA as a program completion requirement). Both scenarios are described below:

    1. **If passing the edTPA is required for program completion for the teacher education program:** Candidates who do not pass the edTPA on the first attempt can remain enrolled in their programs and retake the edTPA as necessary. Due to continued enrollment in the program, the Pre-Service Certificate will remain valid until the five-year validity period ends.
    2. **If passing the edTPA is not required for program completion for the teacher education program:** For those candidates who have completed all program completion requirements but have not passed the edTPA, the Pre-Service Certificate will become invalid immediately upon program completion.

      Options for candidates who do not pass the edTPA prior to program completion are currently being explored. They may include, for example, remaining in the teacher education program or affiliating with another GaPSC-approved provider in order to participate in additional clinical experiences and retake the edTPA.

11. **What kind of background check will be required and who will conduct it?**

    The Georgia Crime Information Center (GCIC) check will be required, and it will be conducted by GaPSC.

12. **What types of documentation are appropriate for Verification of Lawful Presence (VLP)?**


13. **If a candidate withdraws from the program at the EPP (during coursework or student teaching), will the Pre-Service Certificate still be valid?**

    No. Once a candidate withdraws from (or completes) a program, the Pre-Service Certificate is immediately invalidated.

    It is the responsibility of the EPP to inform GaPSC that the candidate has withdrawn. This information is reported to the GaPSC in TPMS.

14. **If a Pre-Service Certificate holder violates the Code of Ethics, must the violation be reported to GaPSC?**

    Yes. Pre-Service Certificate holders are certified individuals, and they are expected to uphold the Code of Ethics for Georgia Educators. Both EPPs and school districts are equally responsible for reporting suspected violations of the Code of Ethics to GaPSC. All educators are mandated reporters and are required to report alleged misconduct. For the educator, failure to report could result in a sanction of the educator's certificate; and for an EPP, failure to report could impact the EPP's approval status.

15. **What process do EPPs use when reporting suspected ethical violations to GaPSC?**

    According to Georgia law, any citizen of the state of Georgia may file a complaint against a certified educator. The complaint must be in writing and signed by the complainant. Instructions for reporting complaints, including forms to be used, are found here: [http://www.gapsc.com/Ethics/Complaint.aspx](http://www.gapsc.com/Ethics/Complaint.aspx).
16. **How will EPPs know if a candidate has obtained the Pre-Service Certificate?**

A "Pre-Service Certificate Status" column in TPMS will indicate to EPPs which individuals have been issued the Pre-Service Certificate.

EPPs can also use TPMS to determine where an individual is in the process of obtaining the Pre-Service Certificate. On the candidate-level Student Information Screen, the Pre-Service Certificate status will have one of the following values: (1) Not required, (2) Not applied for, (3) Processing; (4) Ethics Hold; (5) Issued; (6) Denied; or (7) Invaldated/Expired.

17. **How will P-12 partner schools know that a candidate has obtained the Pre-Service Certificate?**

GaPSC is encouraging schools and school districts to verify the validity of the Pre-Service Certificate at the beginning of a field experience or clinical practice. EPPs are also encouraged to supply a candidate’s Georgia Certification ID when requesting field experiences or clinical practice placements. (The Georgia Certification ID is issued when an individual creates a MyPSC account.)

In addition, EPPs will only allow candidates with a Pre-Service Certificate to participate in field experiences or clinical practice.

18. **Because EPPs are entering applicants (rather than enrolled candidates) into TPMS, what should EPPs enter as the Program Start Date?**

EPPs will enter the projected Program Start Date in TPMS.

19. **Because EPPs are entering applicants (rather than enrolled candidates) into TPMS, how will the Completion Rate of Preparation Program Effectiveness Measures (PPEMs) be affected?**

Only candidates who become enrolled (admitted and taking courses in the teacher education program) will be included in the Completion Rate for PPEMs. When a candidate withdraws from a program, TPMS operators can select from among many reasons for withdrawal. Some reasons for withdrawal will prevent an enrolled candidate from being included in the Completion Rate. Reasons for program withdrawal pertaining to the Pre-Service Certificate will be added. (Individuals who do not enroll in the program will not be factored into the program’s Completion Rate.)

20. **Can a candidate hold a Pre-Service Certificate and not be fully admitted (meeting all GaPSC program admission requirements)?**

No. In order to hold a Pre-Service certificate, all GaPSC Program Admission requirements and Pre-Service Certificate requirements must be met.

21. **When will the first Pre-Service Certificates be required?**

The effective date of the Pre-Service Certificate rule (505-2-.03) is July 1, 2015. All candidates enrolled in EPPs from that date forward will be required to hold a Pre-Service Certificate in order to complete field experiences or clinical practice/residency in Georgia P-12 schools. This includes those individuals who began programs in fall 2014 and have not completed those programs by the effective date.

GaPSC will issue a pilot set of Pre-Service Certificates for spring 2015; however, the first required submission date for all EPPs will be March 15, 2015 to ensure that those who have met all requirements will be issued the Pre-Service Certificate prior to fall semester.

22. **Who should I contact if I have additional questions?**

EPPs should contact their assigned GaPSC program approval education specialist with additional questions.
### MA in Spanish- Checklist (30 hours)

Department of Foreign Languages - Georgia Southern University

<table>
<thead>
<tr>
<th>Student Name:</th>
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<tbody>
<tr>
<td>Eagle ID#:</td>
</tr>
<tr>
<td>Term/Year started:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MA in Spanish Admission Requirements</th>
<th>Term/Year completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s degree from a regionally accredited institution in Spanish or a related field.</td>
<td></td>
</tr>
<tr>
<td>3.0 (4.0 scale) GPA or higher</td>
<td></td>
</tr>
<tr>
<td>Oral Proficiency Interview and Writing Proficiency Test in Spanish ACTFL Intermediate High (IH) or above <em>(test administered by the Department of Foreign Languages).</em></td>
<td></td>
</tr>
<tr>
<td>For students with a bachelor’s degree from a foreign institution: Oral Proficiency Interview and a Writing Proficiency Test in English at the ACTFL IH or above <em>(test administered by the Department of Foreign Languages).</em></td>
<td></td>
</tr>
<tr>
<td>Personal statement of purpose (250 words max.)</td>
<td></td>
</tr>
<tr>
<td>Two Letters of Recommendation</td>
<td></td>
</tr>
<tr>
<td>Graduate-level courses</td>
<td>Term/Year completed</td>
</tr>
<tr>
<td>------------------------</td>
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<tr>
<td>SPAN</td>
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<tr>
<td>SPAN</td>
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</tr>
<tr>
<td>SPAN or Other Approved Graduate-level course</td>
<td></td>
</tr>
<tr>
<td>SPAN or Other Approved Graduate-level course</td>
<td></td>
</tr>
</tbody>
</table>

OTHER PROGRAM REQUIREMENTS: Please contact the Director of MA in Spanish program
- Oral and Written Comprehensive Exams

Application for GRADUATION:

Please apply for graduate graduation the semester before you plan to graduate. The final deadline to apply for graduation is the first day of classes of the semester you plan to graduate. Follow the link below:  
http://cogs.georgiasouthern.edu/new-current-students/accepted-studentgraduation-checklist/
# MAT in Spanish – Checklist (36 hours)

**College of Education and Department of Foreign Languages – Georgia Southern University**

<table>
<thead>
<tr>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eagle ID#:</td>
</tr>
<tr>
<td>Term/Year started:</td>
</tr>
</tbody>
</table>

## MAT in Spanish Admission Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Term/Year completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript evaluation * (COE): a minimum of 21 sh in Spanish are required for admission. At least 12 sh must be at the 3000 level or higher in Spanish. <a href="http://coe.georgiasouthern.edu/gasc/services/transcript-evaluation/">http://coe.georgiasouthern.edu/gasc/services/transcript-evaluation/</a></td>
<td></td>
</tr>
<tr>
<td>Pre-service certification**** (COE): The effective date for the Pre-Service Certificate is July 1, 2015. Bachelor's degree from a regionally accredited institution in Spanish or a related field.</td>
<td></td>
</tr>
<tr>
<td>2.75 (4.0 scale) GPA or higher</td>
<td></td>
</tr>
<tr>
<td>Oral Proficiency Interview and Writing Proficiency Test in Spanish ACTFL Intermediate High (IH) or above (test administered by the Department of Foreign Language). For students with a bachelor's degree from a foreign institution: Oral Proficiency Interview and a Writing Proficiency Test in English at the ACTFL IH or above (test administered by the Department of Foreign Language).</td>
<td></td>
</tr>
<tr>
<td><strong>GACE Program Admission Assessment</strong> <strong>(Basic Skills Assessment) OR be exempt by acceptable scores on SAT (1000 combined Critical Reading and Math), ACT (43 on English and Math) or GRE (297 composite)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GACE Content Assessment in Spanish</strong> **</td>
<td></td>
</tr>
<tr>
<td>GACE Educator Ethics (NEW Fall 2014) *** <a href="http://gace.ets.org/about/assessments">http://gace.ets.org/about/assessments</a></td>
<td></td>
</tr>
<tr>
<td>Personal statement of purpose (200 words max.)</td>
<td></td>
</tr>
<tr>
<td>Submit a completed “Disclosure and Affirmation Form” that addresses misconduct disclosure, criminal background check, and tort liability insurance. (COE)</td>
<td></td>
</tr>
</tbody>
</table>
### Graduate-level Courses

| Prerequisite(s): ITEC 5233G or ITEC 5233 Foundation Tech–Enable Learning (3) |
| Term/Year completed |
| Grade |

### Step One: The following courses are prerequisites to Step Two:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUF 7130 – Learning Theories and Applications (3)</td>
</tr>
<tr>
<td>SPED 6130 – Introduction to Special Education (3)</td>
</tr>
<tr>
<td>Foreign Language Pedagogy and Supervised Practicum (9 hours):</td>
</tr>
<tr>
<td>FORL 6431 – Foreign Language Methods P-8 (3)</td>
</tr>
<tr>
<td>FORL 6432 – Foreign Language Methods 9-12 (3)</td>
</tr>
<tr>
<td>FORL 6433 – Practicum in Foreign Language (3)</td>
</tr>
<tr>
<td>EDUR 7130 – Educational Research (3)</td>
</tr>
<tr>
<td>SPAN – Graduate level Spanish courses (9)</td>
</tr>
</tbody>
</table>

### Step Two: Student Teaching/Supervised Internship (9 hours):

- Candidates who are not teaching full-time enroll in ESED 5799G – Student Teaching in P-12 Education (9)
- Candidates who are currently teaching full-time on a non-renewable teaching certificate enroll in ESED 6799 – Supervised Internship (9)

### OTHER PROGRAM REQUIREMENTS

- Must successfully complete assessments identified at each program transition point.

[Candidates may apply for Induction Certification upon successful completion of all program requirements. Info. for Certification: [http://coe.georgiasouthern.edu/ssc/certification/](http://coe.georgiasouthern.edu/ssc/certification/)]

### Application for GRADUATION:

Please apply for graduate graduation the semester before you plan to graduate. The final deadline to apply for graduation is the first day of classes of the semester you plan to graduate. Follow the link below: [http://cogs.georgiasouthern.edu/new-current-students/accepted-studentgraduation-checklist/](http://cogs.georgiasouthern.edu/new-current-students/accepted-studentgraduation-checklist/)
# Dual Enrollment MA/MAT in Spanish - Checklist

(45 hours)

Department of Foreign Languages - Georgia Southern University

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Eagle ID#:</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term/Year started:</th>
<th>MAT in Spanish Requirements</th>
<th>Term/Year completed</th>
<th>MA Spanish Requirements</th>
<th>Term/Year completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Transcript evaluation * (COE): a minimum of 21 sh in Spanish are required for admission. At least 12 sh must be at the 3000 level or higher in Spanish. <a href="http://coe.georgiasouthern.edu/gasc/services/tran%3Cbr%3Escript-evaluation/">http://coe.georgiasouthern.edu/gasc/services/tran&lt;br&gt;script-evaluation/</a></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Pre-service certification**** (COE): The effective date for the Pre-Service Certificate is July 1, 2015.</td>
<td>Same</td>
<td>Same</td>
<td>Same</td>
</tr>
<tr>
<td></td>
<td>Bachelor's degree from a regionally accredited institution in Spanish or a related field.</td>
<td>2.75 (4.0 scale) GPA or higher</td>
<td>3.0 GPA or higher</td>
<td>3.0 GPA or higher</td>
</tr>
<tr>
<td>Admission</td>
<td>Oral Proficiency Interview and Writing Proficiency Test in Spanish ACTFL Intermediate High (IH) or above (test administered by the Department of Foreign Language).</td>
<td>Same</td>
<td>Same</td>
<td>Same</td>
</tr>
<tr>
<td></td>
<td>For students with a bachelor's degree from a foreign institution: Oral Proficiency Interview and a Writing Proficiency Test in English at the ACTFL IH or above (test administered by the Department of Foreign Language).</td>
<td>Same</td>
<td>Same</td>
<td>Same</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.gace.ets.org/about/assessments">GACE Program Admission Assessment ** (Basic Skills Assessment) OR be exempt by acceptable scores on SAT (1000 combined Critical Reading and Math), ACT (43 on English and Math) or GRE (297 composite)</a></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.gace.ets.org/about/assessments">GACE Content Assessment in Spanish **</a></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>GACE Educator Ethics (NEW Fall 2014) *** <a href="http://www.gace.ets.org/about/assessments">http://gace.ets.org/about/assessments</a></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Personal statement of purpose (200 words max.)</td>
<td>Two letters of recommendation</td>
<td>Two letters of recommendation</td>
<td>Two letters of recommendation</td>
</tr>
<tr>
<td></td>
<td>Submit a completed &quot;Disclosure and Affirmation Form&quot; that addresses misconduct disclosure, criminal background check, and tort liability insurance. (COE)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>MAT in Spanish Courses</td>
<td>MA in Spanish Courses</td>
<td>Term/Year completed</td>
<td>Grade</td>
<td>Professor</td>
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<tr>
<td><strong>Pre-quisite for MAT</strong></td>
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<tr>
<td>I The 5933G or ITEC 5233 Foundation Tech-Enable Learning (3)</td>
<td>N/A</td>
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<tr>
<td>(This course can also be taken concurrently with Step One)</td>
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<tr>
<td><strong>MAT in Spanish Courses</strong></td>
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<tr>
<td>EDUF 7130 – Learning Theories and Applications (3)</td>
<td>N/A</td>
<td></td>
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<tr>
<td>EDUR 7130 – Educational Research (3)</td>
<td>Same or a course approved by advisor</td>
<td></td>
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<tr>
<td>SPED 6130 – Introduction to Special Education (3)</td>
<td>N/A</td>
<td></td>
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</tr>
<tr>
<td>FORL 6431 – Foreign Language Methods P-8 (3)</td>
<td>Same or additional SPAN graduate course</td>
<td></td>
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<td></td>
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<tr>
<td>FORL 6432 – Foreign Language Methods 9-12 (3)</td>
<td>Same or additional SPAN graduate course</td>
<td></td>
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</tr>
<tr>
<td>FORL 6433 – Practicum in Foreign Language (3)</td>
<td>Same or a course approved by advisor</td>
<td></td>
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</tr>
<tr>
<td>Graduate-level SPAN courses (18)</td>
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<td>SPAN</td>
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</tr>
<tr>
<td>ESED 5799G – Student Teaching in P-12 Education OR ESED 6799 – Supervised Internship (9)</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application for Student Teaching or Internship needs to be submitted the semester before <a href="http://coe.georgiasouthern.edu/student-teaching/wp-content/uploads/sites/32/Student-Teaching-Checklist.pdf">http://coe.georgiasouthern.edu/student-teaching/wp-content/uploads/sites/32/Student-Teaching-Checklist.pdf</a></td>
<td></td>
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</tr>
<tr>
<td>Candidates may apply for Induction Certification upon successful completion of all program requirements. Info. for Certification: <a href="http://coe.georgiasouthern.edu/ssc/certification/">http://coe.georgiasouthern.edu/ssc/certification/</a></td>
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</tr>
</tbody>
</table>

**Application for GRADUATION:**

Please apply for graduate graduation the semester before you plan to graduate. The final deadline to apply for graduation is the first day of classes of the semester you plan to graduate. Follow the link below: [http://cogs.georgiasouthern.edu/new-current-students/accepted-studentgraduation-checklist/](http://cogs.georgiasouthern.edu/new-current-students/accepted-studentgraduation-checklist/)
Requirements for MA in Spanish students

Written and Oral Comprehensive Exams: (please contact the MA Spanish program Director for more information)

Effective Fall 2015
The procedures for the comprehensive exam process are as follows:

Prior to the first day of classes of their final semester, students inform the College of Graduate Studies of their intent to graduate. At the same time students inform the MA program Director that they intend to sit for their comprehensive exams. The MA program Director holds an orientation session for students preparing for their comprehensive exams the third week of the semester.

- All graduating Master of Arts students take the oral and written exams administered by the Department of Foreign Languages during the month of October. The exams are scored by two faculty members and the results are sent to the MA program Director.
- All graduating Master of Arts students submit a portfolio. The Portfolio will consist of two research papers from the student’s Master’s Program, one in the area of literature or history or culture and the second in the area of linguistics or pedagogy. In consultation with their advisor and/or the MA program Director, the student will choose the two papers, make necessary revisions, and submit them for evaluation prior to mid-semester. The Portfolio will be submitted to all graduate faculty for evaluation. These evaluations are sent to the MA program Director.
- All graduating MA students will sit for written comprehensive exams during the 10th or 11th week of the semester. Students will have four hours to answer four questions submitted by graduate faculty and based on the coursework the student has taken. Students write these exams using a word processing program without the use of outside resources and submit their answers to the MA program Director electronically who then sends them to Graduate faculty.
- During the 12th week of the semester all graduating MA students will make a 15-20 minute oral presentation on the two research papers he or she has submitted in the portfolio. Graduate faculty pose questions to the candidate regarding these portfolio pieces as well as the candidate’s answers to the written comprehensive exams.

The week following the completion of the comprehensive exam process, the MA program Director meets with all candidates who have completed their comprehensive exams to communicate the graduate faculty’s evaluation. The three possible evaluations are “Excellent” “Satisfactory” and “Unsatisfactory.” The MA program Director communicates these evaluations to the College of Graduate Studies. Unsuccessful candidates must wait until the following semester to retake the portion(s) of the comprehensive exam for which they received an “Unsatisfactory.”
Requirements for MAT Spanish students


**Educator Ethics**

The Educator Ethics section of the GACE website will be available in September. The website will offer more information about the Educator Ethics assessment, including information about the modules, policies, and procedures regarding registration and scores.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Test Code</th>
<th>Question Types</th>
<th>Testing Time</th>
<th>Test Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator Ethics - Program Entry</td>
<td>350</td>
<td>SR</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Educator Ethics - Program Exit</td>
<td>360</td>
<td>SR</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>


- Field Experiences Hours (currently requirement as part of FORL 6433 - revisions to apply to the three FORL courses in progress)

- Student Teaching ESED 5799G - Student Teaching in P-12 Education
  
  OR

- Internship ESED 6799 - Supervised Internship (9) (must be completed in the state of Georgia)
  
  Application for Student Teaching or Internship needs to be submitted the semester before
  

  **Info. for Certification:** [http://coe.georgiasouthern.edu/ssc/certification/](http://coe.georgiasouthern.edu/ssc/certification/)

- Key Assessments (requirement as part of FORL 6431, 6432, and ESED 5799G or ESED 6799)


- Effective Fall 2015: Spanish Proficiency Exams in Speaking and Writing to be completed the semester before or during completion of Student Teaching/Internship (ESED 5799G or ESED 6799).
Information on the New Georgia Tiered Certification (effective July 1 2014) - NEW

The most significant change is the creation of a 4-tiered certification structure, which is detailed in rules 505-2-.03 through 505-2-.07. Benefits of this new structure include:

- Transformation of a flat profession into one that offers increased opportunities for professional growth to teachers who remain in the classroom
- New certification requirements that ensure that new teachers enter the profession better prepared
- Identification of excellent teachers and recognition of their accomplishments It is important to note that tiered certification is not tied to compensation.

The GaDOE will continue to use certificate levels to determine placement on the salary schedule. While some of the current certificate types, such as Non-Renewable Professional and Permit, will continue to be issued under the new rules, all Clear Renewable, Non-Renewable NonProfessional, Technical Specialist, and GaTAPP certificates will eventually be replaced by the following 4 tiers:

1. Pre-Service: This tier is intended for educator candidates completing field experiences or student teaching in Georgia schools. It will require admission to an initial certification preparation program, a successful criminal record check, and completion of the appropriate Georgia Educator Ethics Exam.

2. Induction: This tier is intended for teachers with fewer than 3 years of experience within the last 5 years. It is also issued in some service certificate fields, such as Media Specialist and School Counseling. There are multiple pathways to Induction certification, and each has specific qualifications. The pathways are designed to address the needs of those completing a traditional educator preparation program in Georgia, those completing an educator preparation program in another state, early career educators who are certified in another state, and those who have begun teaching before completing an educator preparation program. The Induction certificate replaces the formerly used Non-Renewable Non-Professional and GaTAPP certificates. It is also issued to many people who would have qualified for an initial Clear Renewable or Technical Specialist certificate under the former system.

3. Professional: The new Professional certificates are either Performance-Based or Standard. Both types of Professional certificate require at least 3 years of experience within the last 5 years and a Professional level passing score on the GACE content exam. Performance-Based Professional certificates are for those teachers who have been evaluated for at least two years on the statewide Teacher Keys Effectiveness System (TKES) and for leaders who have completed a Georgia performance-based certification program. Standard Professional certificates are issued in all service fields, as well as to leaders who have not completed a performance-based program (those who hold field 704) and to teachers who do not have the TKES evaluations required for the Performance-Based Professional certificate. For example, teachers working in private schools or in positions outside of the classroom are not evaluated on TKES and therefore will be issued a Standard Professional certificate.

4. Advanced/Lead Professional: The fourth tier includes two different certificates: Advanced Professional and Lead Professional. Both of these certificates are designed for classroom teachers, and both require a minimum of 5 years of experience, with 3 years on the TKES system. The Advanced Professional certificate is for teachers who demonstrate expert classroom practice, evidenced by Exemplary performance ratings and advanced education or NBPTS certification. The Lead Professional certificate is for teachers who are leaders of their peers. It will also require Exemplary performance ratings; other qualifications include holding certification in Teacher Leadership or an endorsement in Teacher Leader, Coaching, or Teacher Support Specialist and a passing score on the GACE Teacher Leadership content assessment. These certificates will not be issued until July 1, 2015, or later. On July 1, 2014, all valid Clear Renewable teaching and service certificates were converted to Standard Professional certificates. Non-Renewable certificates remained unchanged. For more details about how implementation will affect existing certificate holders, please see Information for Georgia Educators.
Professional/Academic Dispositions of all graduate students

1. Introduction
2. Motivation
3. General responsibilities

**Graduate students have a number of important responsibilities, both as students and as employees.**  
SOURCE: [http://www.colorado.edu/graduateschool/policies/billofrights.html](http://www.colorado.edu/graduateschool/policies/billofrights.html)

A. Graduate students are expected to behave in a professional manner, respecting their fellow graduate students, as well as undergraduate students, faculty, staff and administrators, and in general conduct themselves in a manner befitting an ethical and honest academic colleague. In their studies they will devote a sufficient amount of time and energy towards achieving their advanced degree, communicating with their professors and advisors in a timely manner, and taking the initiative in asking questions about academic requirements and financial particulars.

B. Graduate employees are expected to fulfill their teaching obligations to the best of their knowledge, training, and ability; to carry out their job responsibilities in a conscientious and timely manner; and to perform their duties in accordance with all relevant University, state government, and federal government rules and regulations.

C. Graduate school is a job. Source [http://gradschool.about.com/cs/transitions/a/howgraddiff.htm](http://gradschool.about.com/cs/transitions/a/howgraddiff.htm) 
Approach grad school as a full-time job; it’s not "school" in the undergraduate sense. If you soared through college with little studying, you’re in for a big culture shock. The reading lists will be longer and more extensive than you’ve encountered in college. More importantly, you’ll be expected to read and be prepared to critically evaluate and discuss it all. All grad programs require that you take initiative for your learning and demonstrate commitment to your career. Remember that no one will hold your hand and walk you through. You must provide your own motivation.
What follows is a list of Professional/Academic Dispositions expected of all graduate students:

### Professional Demeanor

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>B</td>
<td>The graduate student wears professional attire when teaching and/or in a school setting.</td>
</tr>
<tr>
<td>C</td>
<td>The graduate student demonstrates reliability by performing assigned tasks or duties on time without prompting.</td>
</tr>
<tr>
<td>D</td>
<td>The graduate student displays a positive attitude toward teaching and interactions with students.</td>
</tr>
<tr>
<td>E</td>
<td>The graduate student responds to frustration and stress with poise and seeks positive outlets.</td>
</tr>
<tr>
<td>F</td>
<td>The graduate student demonstrates resourcefulness, initiative, and independence.</td>
</tr>
<tr>
<td>G</td>
<td>The graduate student accepts responsibility for successes and mistakes and seeks solutions to problems</td>
</tr>
</tbody>
</table>

### Professional Commitment

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>H</td>
<td>The graduate student establishes an environment of respect for diversity in professional relationships and through culturally responsive teaching.</td>
</tr>
<tr>
<td>I</td>
<td>The graduate student respects students, fellow students, and professors as valued individuals.</td>
</tr>
<tr>
<td>J</td>
<td>The graduate student thinks critically; perceiving multiple sides of an issue or problem in order to develop creative solutions and make appropriate decisions.</td>
</tr>
<tr>
<td>K</td>
<td>The graduate student solicits suggestions and feedback and seeks opportunities for professional growth.</td>
</tr>
<tr>
<td>L</td>
<td>The graduate student responds positively to constructive criticism and suggestions by integrating professional feedback into practice.</td>
</tr>
<tr>
<td>M</td>
<td>The graduate student examines critically his/her perspective, experiences, and effectiveness and reflects on ways to improve his/her own performance</td>
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### Professional Interactions

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<tbody>
<tr>
<td>N</td>
<td>The graduate student listens and responds thoughtfully to the ideas and perspectives of others.</td>
</tr>
<tr>
<td>O</td>
<td>The graduate student demonstrates diplomacy, tact and sensitivity toward the feelings and opinions of others.</td>
</tr>
<tr>
<td>P</td>
<td>The graduate student demonstrates awareness of impact of own words/actions on students, fellow students, and professors by monitoring and adjusting personal behavior accordingly. <strong>E-mailing Protocol.</strong> If you use email for professional/academic communication, please follow business protocol by identifying your emails with a descriptive subject. In the subject line of each message, please place the class number and time (e.g., SPAN 7000) first, then the specific subject of your message (not just &quot;hello&quot;). As with all professional communications, your email should be written with proper punctuation and complete sentences, not in &quot;e-speak.&quot; For more detailed information, please visit <a href="http://www.wikihow.com/Email-a-Professor">http://www.wikihow.com/Email-a-Professor</a></td>
</tr>
<tr>
<td>Q</td>
<td>The graduate student shares ideas and materials willingly and contributes actively to positive group functioning.</td>
</tr>
<tr>
<td>R</td>
<td>The graduate student articulates ideas clearly and comfortably in conversations, discussions or presentations both in English and Spanish.</td>
</tr>
<tr>
<td>S</td>
<td>The graduate student articulates ideas clearly and coherently in writing (in electronic form and in print) demonstrating conventions of standard written English and Spanish awareness of audience.</td>
</tr>
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</table>
How to distinguish yourself during your graduate study

The number of graduate students has sharply increased in the last 10 years. With this increased number of students there is a high level of competition for available jobs. Fortunately, the demand for Spanish teachers and speakers of Spanish continues to exceed the number of jobs available. However, the best jobs in the best locations with the best pay will always be highly competitive with employers looking for students who have distinguished themselves during their graduate studies. As such, you should always look for ways to stand out during your time at Georgia Southern. Your future employers will notice as will your professors whom you will call upon to write letters of recommendation. Here are some ideas:

Immerse Yourself in Spanish Language and Hispanic Culture

A master of Spanish should be just that, a master in the use of the language. Coursework itself is not always sufficient to reach the levels of linguistic and cultural proficiency that will give you an edge in the workplace. If you have not already done so, or even if you have, consider studying abroad, and do whatever you can to immerse yourself in Spanish and in the Hispanic community here in Statesboro.

Be active in the Georgia Southern University Graduate Student Organization

The Graduate Student Organization (GSO) is committed to representing and supporting the interests of all current and prospective graduate students at Georgia Southern University. GSO seeks to support scholarly activities as well as promote social opportunities for the development of graduate students.

The GSO council consists of seven members from the graduate student body and are elected by the President of the GSO. The council is the main governing body of the GSO and the duties include, but are not limited to, making final decisions regarding grant applications, running GSO meets, and helping to organize any social events sponsored by the GSO. The council meets every one to two weeks to discuss grant applications and other GSO issue.

The GSO Representatives consist of a maximum of two and not less than one member from each department on campus. These positions are elected by the council based on applications from graduate students. Representatives will receive email copies of each application to review and send back to the council for final decisions.

Share your research at the Graduate Research Symposium

The Georgia Southern Graduate Research Symposium is an opportunity for graduate students enrolled at Georgia Southern University to present their scholarly work. This work could be an exceptional research paper that you write for a class. Normally students present their work by means of poster presentations, but presentation of papers is also allowed. Check the College of Graduate Studies web page for dates and more details.
Participate in Professional Conferences for Academic Year 2017-2018

One activity that will certainly distinguish you from most graduate students is your participation in the professional organizations related to Spanish language and the teaching of Spanish. Two of the most prominent of these professional organizations are

1. The American Council on the Teaching of Foreign Languages (ACTFL)
2. The American Association of Teachers of Spanish and Portuguese (AATSP)

Both of these organizations have annual conferences, but the cost of attending is usually prohibitive for most graduate students. However, there are a number of conferences closer to home that are quite affordable especially if you apply for a travel grant from the College of Graduate Studies.
Graduate Teaching Assistants: Experience and Needs Background Survey

1. Have you had any formal course work or training in how to teach? ___Yes ___No
   • If yes, how long did that training last?
   • What did your training cover?

2. Have you had any past teaching experience? ___Yes ___No
   • If yes, at what levels have you taught? ___Elementary (grades K through 6) ___Secondary (grades 7-12) ___Junior college ___Four year college/university
   • For how many years have you taught? ___Less than one year ___One to two years ___Three to six years ___More than six years

3. In thinking about upcoming TA assignments, what are the three biggest concerns you have?
   • What students will think of me
   • Preparing for class
   • Establishing/maintaining credibility
   • Getting content across to students
   • How to grade students
   • Understanding what is expected of me
   • Teaching in English or with students who have a different education culture from my own
   • Managing time effectively
   • Handling potential conflicts with students
   • Doing a good job
   • Encouraging students to think
   • Mastering content well enough to teach
   • Working with students of diverse backgrounds
   • Other: _______________________________
   • Other: _______________________________
   • Other: _______________________________
   • Other: _______________________________
   • Other: _______________________________
TAs work 20 per week in duties related to Spanish instruction as assigned by the department chair.

- TA2s normally teach two sections of SPAN 1001, assist in the mentoring of TA1s, and attend TA training meetings, as assigned.
- TA1s attend TA training meetings, observe and assist in the instruction of face-to-face SPAN 1001, and assist in the instruction of online SPAN 1001, as assigned.

Graduate Teaching Assistants: Online Teaching

Information and Responsibilities for TA1s for SPAN 1001 Online

Course Overview

The SPAN 1001-01F is a fully online course with the notion that students already know some Spanish. This course is not meant for true beginners so if you have a student that never had Spanish before, you should recommend him/her to enroll in a traditional face-to-face course (this information is provided on the course overview on Folio but it is important you know about it as well).

Prerequisite: Previous knowledge of Spanish is required to successfully complete this course.

About the students: Students who take this course vary from those who are very familiar and knowledgeable of the language to those who know just enough to get by. A mixture of different levels in your section is normal (some of them may have taken 1, 2, or even 3 years).

Our goal in this course is to help students to practice their language skills through weekly meeting sessions. These sessions, what we call “Contact Time”, are the equivalent of the face-to-face interactions they would have in a regular classroom.

Course Components

1. Homework assignments (assigned weekly by the professor).
2. Class Contact Times (participation in small groups with the instructor/TA1 once a week).
3. Tests (assigned by the professor).
4. Writing compositions (assigned by the professor).
5. Oral Interviews (conducted by the professor).
Initial tasks in preparation for first day of classes:

- Go to your virtual office on Folio (TA1s Room) and create a welcome page.
- Become familiar with Folio and the immediate components you will need (email, discussions).
- Register for Vistas Supersite to access course (Professor will create sections afterwards).
- Edit link in Folio on how to register for your section on Vistas.
- Update information of time and days for module 2 of contact time (document is already created for you to edit).
- Write a welcome message to your class (your section) via email in Folio.
- Read syllabus and calendar.
- Video call another TA1 with Google Hangouts.

TA1s are expected to do these general tasks on a weekly basis

- Maintain communication with your section (answering questions, clarifying information and notifying of upcoming assignments by email, discussions or on Hangouts).
- Hold office hours.
- Read and prepare the course materials to be presented before each new module.
- Teach and facilitate class through Contact Time via Google Hangouts, and updating signing lists.
- Check Vistas for assignments needing instructor’s attention.
- Grade tests and/or compositions (when needed on that week).
- Post grades for Contact Time.
- Post grades from Vistas into Folio at the end of each Lección.

Further information will be provided on instructional team meetings.
Graduate Teaching Assistants: Span 1001-1002 Syllabus
Highlights and Course Textbook and Materials

Syllabus
1. ¿Por qué es importante el Syllabus?
   a. Compromisos y obligaciones: ¿A qué me comprometo yo como instructor? ¿A qué se compromete el alumno?
2. Syllabus de la Sección de Español vs. Syllabus personal
3. Revisión de algunos puntos importantes (Esta información se encuentra en el Sitio de Español en Sites en MyApps en tu cuenta de Google de GSU).
   a. Ausencias y tardanzas:
      • Dos clases a la semana: 4 ausencias
      • Tres clases a la semana: 6 ausencias
      • Tardanzas: 3 tardanzas equivalen a una ausencia
   b. Porcentaje de los componentes del curso:
      • Chapter Exams (el número de exámenes será determinado a discreción del profesor) 30%
      • Composition 10%
      • Online Homework 15%
      • In Class Participation (puede incluir quizzes, participación en clase, mini evaluaciones orales, etc) 20%
      • Oral Interview (Live. Not recorded) 10%
      • Cumulative Final Exam 15%
      Total 100%
   c. FL Core Assessment: Area C SLO (ver Sitio de Español)
   d. Calendario tentativo, Distribución de Capítulos, tareas, exámenes, composiciones y entrevistas (ver Sitio de Español)
   e. Publicación de calificaciones en Folio
   f. Uso de español en clase
   g. Uso de celulares y electrónicos en clase
   h. Información del "Student Disability Center"

Libro de Texto y Materiales
1. Creación de su curso
2. Enseñar el idioma vs. enseñar el libro
3. Uso pertinente del texto (propiedad del Departamento de Foreign Languages, Funciones y tipos de texto. Accesible en el Sitio de Español
4. Ejercicios en línea / papel
5. Exámenes
6. Videos en clase y fuera de clase
Sitio de Español en MyApps en Google GSU. En este sitio puedes encontrar la información necesaria para incluir en el syllabus, así como los criterios y contenidos de los cursos. [https://sites.google.com/a/georgiasouthern.edu/spanish-section/](https://sites.google.com/a/georgiasouthern.edu/spanish-section/)
Proficiency-Oriented Instruction

How to create a proficiency-oriented language program?

https://sites.google.com/a/georgiasouthern.edu/actfl/2013
Study Abroad Opportunities

Para el estudiante graduado de español es imprescindible vivir en un país donde se hable el idioma. El estudio en el extranjero conlleva varios beneficios:

- Mejorar tus conocimientos lingüísticos y culturales
- Ampliar tus horizontes laborales mejorando tu curriculum
- Demostrar flexibilidad e iniciativa
- Favorecer tu formación personal y tus capacidades sociales

Los estudiantes graduados pueden solicitar las siguientes becas para sufragar el costo de los programas:

- Regents Study Abroad Scholarship
- Zoltan Farkas Study Abroad Scholarship
- Spanish Travel Scholarship
- Eagles Abroad Stipend

Se puede recibir información sobre estas becas del Departamento de Idiomas Extranjeros y el Centro de Estudios Internacionales.
Professional Development Opportunities

World Languages Collaborative (Department of Foreign Languages, Georgia Southern University)

SECCLL https://sites.google.com/a/georgiasouthern.edu/seccll-conference/

SCOLT http://scolt.org/

FLAG (http://www.flageorgia.org/flag.htm)

ACTFL http://www.actfl.org/

AATSP http://www.aatsp.org/

Georgia Chapter of AATSP: http://www.aatsp-ga.org/

CULTUR, Language Resource Center de Título VI recientemente creado por algunos profesores de Georgia State University. Ofrecen workshops en cuanto a la enseñanza de lenguas extranjeras durante los veranos: http://cultr.gsu.edu/files/2014/12/Initial-flyer-trifold-3.pdf
How to Get a Job after Graduation

In general, the job market for job applicants with Spanish-speaking and writing ability is good even in the midst of one of the worst economic downturns since the Great Depression. For example, according to the American Association for Employment in Education, Spanish teachers are in short supply nationwide (2010 AAEE Job Search Handbook).

How does a graduate student find jobs to apply for, and what does a good resume look like? Your major advisor and your department chair are excellent resources to begin with. They can help you craft a professional vita or resume.

Also, please contact Career Services http://students.georgiasouthern.edu/career/ at Georgia Southern University for specific information about the following events for Fall 2017.

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<thead>
<tr>
<th>Event</th>
<th>Day</th>
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<tbody>
<tr>
<td>Resume Bootcamp Afternoon</td>
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<td>Graduate School Fair</td>
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<td>Resume Bootcamp</td>
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<td>Mock Interview Day</td>
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<td>Eagle Expo</td>
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<td>Graduation Gala</td>
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<td>Education Career Fair</td>
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<td>GACE Statewide Career Fair</td>
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<td>Last Chance Career Fair</td>
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The web is another place to start. Below is a collection of sites that you might consider visiting. Several will allow you to create a custom search that can be automatically emailed to you on a regular basis. Remember that it might take 6 to 12 months for you to find a good job, so plan ahead and don’t wait.

Government, University, College, and Community College Jobs

- University Jobs http://www.universityjobs.com/
- Science Jobs http://www.sciencejobs.org/
- Excellent Site for University and College Jobs http://chronicle.com/jobs/
- Another Excellent Site for University and College Jobs http://www.higheredjobs.com/
- Third Site for University and College Jobs http://www.academiccareers.com/
- Community College Jobs http://www.ccollegejobs.com
Major Job Search Sites

- Employment Search Engine http://www.careerjet.com
- Good Site for General Information on Resumes, Cover Letters, etc. http://monster.com
- General Jobs Site http://www.jobs.com
- Very Good Site That Searches Other Sites And Job Boards http://www.indeed.com
- Site That Searches Employer Websites For Jobs http://www.linkup.com
- Site That Connects Employers To Prospective Employees http://www.realmatch.com
- Educational Technology jobs http://www.educause.edu/JobOpportunities/38
- Large, Diverse, Job Site http://www.jobs.com
- Major Site for Jobs http://www.careerbuilder.com
Enhance Your Professional Qualifications by Adding ESOL Endorsement

If you are interested in teaching Spanish in a K-12 setting, obtaining your ESOL endorsement while at Georgia Southern will add a positive dimension to your professional qualifications. Courses are offered face to face and online.

Overview

Program Links

- Admissions
- Courses
- Program of Study
- Program Outcomes

English for Speakers of Other Languages Endorsement

The ESOL Endorsement program will prepare you to teach English to speakers of other languages in grades P-12. The program is a three-course teacher preparation sequence that can be added on to a Georgia Teacher Certification in another area, for example Early Childhood Education or Secondary Physics. The endorsement is approved by the Georgia Professional Standards Commission (PSC).

For more information please visit the ESOL Web Page at

http://coe.georgiasouthern.edu/esol/