MIDDLE AND SECONDARY EDUCATION

New Student Handbook

College of Education Building
30 Pryor Street • Suite 600
Atlanta, GA 30303
Phone 404-413-8060 • Fax 404-413-8063

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Welcome to the Department of Middle and Secondary Education!

Dear MSE Student:

We would like to welcome you as a new student and are delighted that you have chosen to continue your professional studies in the Department of Middle and Secondary Education. We want you to know that we are here to assist you with every step toward completion of your program.

We understand that beginning your studies at a large university can be a daunting process, so we have compiled this handbook as a resource to support you during your first few weeks at Georgia State University. We encourage you to become thoroughly familiar with the information in this handbook and to follow the suggestions for getting off to a good start. For your convenience, the Table of Contents contains hyperlinks to each section of the handbook.

One of the most important first steps is for you to contact your advisor who will assist you in planning the courses and experiences that you will need to complete your program. Your advisor’s name and contact information are included in the letter of acceptance that you received from the Office of Academic Assistance. If you do not have this information, or if you need any assistance that cannot be provided by your program advisor, please do not hesitate to call on one of us.

We hope that your experience in the Department of Middle-Secondary Education and Instructional Technology will be challenging, rewarding, pleasurable, and satisfying. Let us know if we can help!

Sincerely yours,

Dana L. Fox, Ph.D.
Chair
dfox@gsu.edu
(404) 413-8383

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Associate Chair
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(404) 413-8382
GSU PEF Conceptual Framework Summary

“Preparing informed, empowered, committed, and engaged educators”

Guiding Principles:

I. Educators are informed by research, knowledge, and practice. They critically examine theoretical and applied inquiry, their own practices, and the practices of others to make well-reasoned, data-based decisions about teaching, learning, and development.

In addition, educators are empowered to serve as change agents in the pursuit of social justice and equity.

Outcomes

1.1 Our candidates use their knowledge of child, adolescent, and adult development and theories of learning to design meaningful educational opportunities for all learners.

1.2 Our candidates possess and use research-based, discipline-specific knowledge and pedagogy to facilitate learning for all.

1.3 Our candidates reflect critically upon data as part of a recursive process when planning, implementing and assessing teaching, learning, and development.

1.4 Our candidates critically analyze educational policies and/or practices that affect learners in metropolitan contexts.

II. Educators are respectful of all learners and committed to the belief that all people can learn.

Outcomes

2.1 Our candidates know and respect individual differences, establish productive and ethical relationships with students, and modify the learning environment to positively impact student learning.

2.2 Our candidates create engaging learning communities where the diverse perspectives, opinions, and beliefs of others are acknowledged and respected.

2.3 Our candidates commit to continuing personal and professional development.

III. Educators are engaged with learners, their families, schools, and local and global communities.

Outcomes

3.1 Our candidates use knowledge of students’ cultures, experiences, and communities to create and sustain culturally responsive classrooms and schools.

3.2 Our candidates coordinate time, space, activities, technology and other resources to provide active and equitable engagement of diverse learners in real world experiences.

3.3 Our candidates implement appropriate communication techniques to provide for learner interaction within local and global communities.
General Information for New Students

- Become familiar with the MSE website. Answers to many of your questions can be found at this location: http://mse.education.gsu.edu/

- Obtain your PantherCard as soon as possible. You must go to Auxiliary Services in the Student Center to obtain the card, which you will need for a number of reasons, including access to the campus library and for using printers in the computer labs on campus (Note: You cannot use cash to print copies in the computer labs). You can also use your card for PantherCash, a debit account linked to the PantherCard. Once your account is opened, you may use PantherCash for various purchases and transactions with a swipe of your card.

- Students may purchase a monthly MARTA pass for the reduced fee, which may be obtained at Auxiliary and Support Services, the Rialto Center for the Arts, Student Accounts Cashier’s Office, or the University Bookstore. A valid PantherCard is required to receive the discount. The monthly pass allows unlimited access to MARTA trains and buses. The monthly pass is valid until the last day of the month for which it is purchased. The closest station to the COE is the Five Points station.

- If you plan to drive to campus, you must register your car with the Parking Web. (You must have your PantherCard to do this.) There is no charge to register, but if you plan on arriving consistently before 4:00 PM, you will have to pay the semester parking fee. This parking fee limits you to parking in the M-Deck, which is not close to the College of Education. However, after 4:00 PM, students with the free parking passes have access to all GSU parking decks for a nightly fee.

- Be proactive in planning your studies! Contact your advisor early in your first semester, and make an appointment to plan your program of study. Contact your advisor as needed throughout your program to review your plan to ensure that you are on track for program completion. If your advisor is unavailable, contact the department Chair or Associate Chair (contact information in the welcome letter on p. 3 of this document).

- Most instructors of online courses do not make the initial contact with the students who are registered for the course. If you plan to take an online course, you should contact the instructor of the course before it begins so you can get the syllabus and other information such as meeting times, course delivery (e.g. LiveText, D2L, Elluminate, etc.).

- The Office of Academic Assistance (OAA) conducts a program audit during the semester for which you apply to graduate; however, if the OAA determines that you are missing one or more courses, you will not have time to add those courses during your final semester. Therefore, you should ask your program advisor for a program audit at least one full semester before you plan to graduate.
• You must attend Professional Advisement Week (PAW) twice a year (usually held the week before registration opens) while you are in your program. Look for announcements within the first few weeks of the semester. Students who do not attend PAW will miss important information that may not be provided at any other time.

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

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

• Most programs require a portfolio as a graduation and/or certification exit requirement. The portfolio must be completed through LiveText. You will need to purchase a key code and register for LiveText within the first two weeks of your first semester (earlier if you are taking a course in your first semester for which the instructor uses the LiveText Course Management System).

• Keep up with important deadlines, such as portfolio submission dates and graduation application. For example, you must apply for graduation through the Office of Academic Assistance two semesters before you intend to graduate (e.g. apply in summer for spring graduation).

• Read and be familiar with all policies in the GSU course catalog:
  
  • Read and be familiar with the MSE Policy on Development and Retention.

• Always use your **GSU email** account and include your Panther ID number for school-related correspondence.

• **Applying for Graduation.** All candidates for a degree must file a formal application for graduation with the Graduation Office (231 Sparks Hall). Bachelor's Degree Candidates: Apply in the semester in which you earned your 90th semester hour, approximately two semesters preceding your expected graduation date. Graduate Candidates: Apply at least two semesters in advance of the expected semester of graduation.

• Students enrolled in teacher preparation programs that require field placements should be familiar with the MSE policies on **field placements**.
Registration Issues

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

**General Problems Related to Registration** (for courses in MSE) – Contact Bobbie Turner bntturner@gsu.edu.
- Full Name
- Panther Number
- Program
- Course prefix, number, and CRN (e.g., EDCI 7975, 82345)
- Error Code [Examples: “Department Error,” “Prerequisite or Test Error,” “Time Conflict”]

**Registration Authorization** - Contact each course department (See p. 18 or 19) and request authority to register
- Full Name
- Panther Number
- Program
- Course prefix, number, and CRN

**Registration Overflow** – Overflow issues must be resolved with the instructor of the course. If the course is in MSE, you should send your request to the instructor by email and copy it to Bobbie Turner bntturner@gsu.edu. If the request is for a course in a department outside of MSE, you should send your email request to the instructor and copy to the registration authority contact for that department (See p. 19).
- Full Name
- Panther Number
- Program
- Course prefix, number, and CRN
- Strong Justification

**Registration Override** - Contact the department registration authority (See p. 19).
- Full Name
- Panther Number
- Program
- Course prefix, number, and CRN

**Immunization Hold:** If you are unable to register because you have an “immunization hold,” do not contact Bobbie Turner. You should contact the Immunization Office at (404) 413-1941. You may request that the office lift your immunization hold for your first semester. However, you must submit your immunization form to register for later semesters.
Emergency Contact Hold: If you are unable to register because you have an “emergency contact hold,” do not contact Bobbie Turner. You should log in to PAWS, using your campus id and password. Select the One Stop Shop Tab, click on Personal Information, and update your emergency contact information. You should have three (3) emergency contacts including yourself. Select “add contact” to add an emergency contact. When you add yourself, for relationship select “reach me in case of emergency.”

Additional Information for Graduate Students

Continuous Enrollment Policy: All graduate students must register for at least a total of six semester hours of course work during any period of three consecutive terms (fall, spring, summer) until completion of degree. In order to graduate, students must be actively enrolled in the program of study during the semester they finish degree requirements for graduation.

If you do not plan to attend classes during any specific semester, send an email to Ms. Bobbie Turner: bnturner@gsu.edu requesting a rollover. You should indicate the semester you are currently enrolled to the semester you plan to attend classes again.

You must be registered as a student at GSU during the semester you plan to graduate.

You can locate courses in the link to “Schedule of Classes” on GoSOLAR. You must enter the semester and year. You can then search by the course number or the course title.

Scholarships and Financial Aid

- GSU website for scholarship information: http://www.gsu.edu/scholarships
- Some graduate assistantships are available in the MSE department, with tuition waivers possible; see Ms. Ashtria Jordan at ascott36@gsu.edu for tuition waivers. See Ms. Bobbie Turner bnturner@gsu.edu for authorization to register for courses related to the assistantship.
- HOPE Scholarship (undergraduates only): Apply online www.gsfc.org. Contact the GSU financial aid office for more information.
LiveText Requirement

Most students enrolled in programs in MSE are required to have an active LiveText account and to be familiar with its use. Students should purchase a LiveText key code and then register the account at www.livetext.com.

You will use your LiveText account in a number of ways. The two that you should know about very early in your program are
• your program portfolio (See Appendix A, p. 16) for information on creating your program portfolio), and
• courses that your instructors teach through the LiveText C1 course management system.
Policy on Student Development and Retention

Department of Middle and Secondary Education
College of Education
Georgia State University

The Department of Middle and Secondary Education (MSE) is committed to the professional and personal development of students in all of its Bachelor’s, Master’s, Ed.S., and Ph.D. programs as well as students enrolled in our certification and endorsement programs. Since completion of all of these programs leads directly to entry into the professions, the MSE faculty members place considerable emphasis on academic performance as well as on students’ suitability for responsible participation and professionalism in their chosen field.

To meet this obligation, faculty members monitor both academic performance and non-academic behavior in order to identify, nurture, and support appropriate behaviors—and respond and intervene when inappropriate behaviors are noted. This policy describes the procedures for monitoring and supporting professional and personal development of all students. It also outlines the review and retention procedures in each of the MSE programs (Bachelor’s, Master’s, Ed.S., and Ph.D. as well as certification and endorsement programs) that will be implemented when inappropriate behaviors have been identified.

At any time, the seriousness of a given incident or set of behaviors may result in a decision by the Program Faculty, the Program Coordinator, and MSE Department Chair or Associate Chair, in consultation with the University’s Office of Legal Affairs, to bypass intermediate steps and convene the Department’s Ad Hoc Student Retention Committee to gather information and recommend departmental action in the matter.

Monitoring and Supporting Student Development

1. Once a student is accepted into a program, a designated MSE staff member will create a file for each student. These files will be maintained throughout the student's time at GSU in the MSE department. Persons having access to the contents of this file include the Program Coordinator and faculty for the specific program in which the student is enrolled, the MSE Chair and Associate Chair, the MSE Director of Field Experiences, and designated staff members. In the event that student behavioral concerns rise to a level that warrants review by the Student Review Committee¹ and the Ad Hoc Student Retention Committee², then the faculty members participating on these committees will be granted access to the students’ files.

Students will be informed of all items that are entered into their folders, which may include but are not limited to (1) written reports made by faculty of academic and non-academic behavioral concerns and (2) recommendations and/or decisions rendered by the Student Review Committee and the Ad Hoc Student Retention Committee. All items entered into students’ folders are to be written and submitted to the designated MSE staff member. When needed, items may be scanned as pdf

¹ The Student Review Committee will consist of the Program Coordinator and program faculty.

² The Ad Hoc Student Retention Committee will consist of three faculty members from the department faculty-at-large who have not taught the student in question in any class, or supervised the student in any activity in the department, or had any relationship with the student in any other activity. One of the three faculty members will also be appointed Retention Committee Chair.
documents and shared via LiveText with the student and Review Committee and/or Ad Hoc Retention Committee.

Additionally, students’ files may also contain positive information regarding their non-academic behaviors in the program. Students’ files may contain special acknowledgement of exceptional performance. With students’ permission, these accolades may be used by the Program Coordinator to benefit individual students and or the program through such things as program, departmental, or college awards and scholarships, and decisions regarding admission in advanced degree programs at GSU.

2. During Professional Advisement Week in both Fall and Spring semesters, all Program Coordinators will work with program faculty to share in the responsibility of reviewing the academic and non-academic progress for Bachelor’s, Master’s, Ed.S., and Ph.D. students in their respective programs. At their discretion, Program Coordinators work with program faculty to review students’ progress in the program and any documentation related to students’ academic and non-academic behaviors that have raised concern in the Program. Decisions and recommendations rendered by this faculty review will be sent in writing by the Program Coordinator who will disseminate those concerns to the student being reviewed and to the MSE Department Chair or Associate Chair.

3. In the event of repeated negative behavior, the Program Coordinators will issue letters requesting face-to-face meetings with students who fit the criteria. During these meetings, the Program Coordinator will review a written document citing the negative behaviors and discuss corrective actions with the student. The written statement citing the negative behaviors, the corrective actions related to these behaviors, and a specific timeline (with consequences for lack of follow through or continued negative behaviors) will be signed by the student and the Program Coordinator with one copy being provided to the student, one copy shared with the MSE Department Chair or Associate Chair, and another copy being entered into the student’s file. At the discretion of the Program Coordinator, negative statements and accompanying information may be reviewed by the Student Review Committee for possible additional action.

4. Negative statements and accompanying information may form the basis for the following action by the Student Review Committee:

   a. preparation of a written statement for the student showing the seriousness of the recorded negative behaviors and the expectation of receipt of satisfactory completion of corrective actions to correct or stop the behaviors; or

   b. review of the student’s suitability for the respective profession by the entire Program Faculty who may, in turn, recommend remedial work\(^3\) for the student; or

   c. referral of the matter to the Department Chair for the formation of an Ad Hoc Student Retention Committee for a formal hearing.

**Review and Retention**

1. In all situations, department faculty members retain responsibility for management of their own courses and classrooms. If student behaviors are disruptive to the learning environment created in the classroom or in field or internship experiences linked to course or program requirements,

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\(^3\) Remedial work is any program of activity agreed upon by both the faculty and the student designed to remove or correct negative behaviors within a specified time. Consequences for failing to complete the remedial work within the specified timeframe should be included in the written statement.
faculty members have the right to take immediate action to remedy problematic student behaviors. Faculty are encouraged to use the University’s Disruptive Student Conduct Policy (part of the Student Code of Conduct, see http://codeofconduct.gsu.edu/ for more information). In such instances, faculty members make record of student behaviors and the resulting remedial action taken, then submit this documentation for entry into the student folder, notifying the Program Coordinator and MSE Department Chair or Associate Chair as needed.

2. Department faculty members are charged with the responsibility of continuous evaluation of all student behaviors throughout a student’s enrollment in his/her program. At any time, a faculty member may prepare a statement citing positive or negative behaviors of a student. Documentation of student behaviors must meet the following criteria:

a. Students must be informed of the documentation regarding their behaviors and acknowledge receipt of such documentation. They must also acknowledge that the report will become a part of their student file to be kept in the Department for review by the Program Coordinator and may be used in a future retention review. In the case of printed documentation, those acknowledgements are confirmed by students’ signature on the written statement. In the case of electronic documentation transmitted through email, acknowledgements are confirmed by student response to faculty emails.

b. If the student refuses to sign the statement or respond to an email, the faculty member will note that on the statement and forward this to the Program Coordinator and MSE Department Chair or Associate Chair.

3. Following the written statement regarding the negative behavior, the faculty member and student determine an appropriate remedy to the behavior. This next step may have one of two results.

a. If the faculty member and student agree on a remedy, they will write a brief statement (acknowledged by both the student and the faculty member) indicating agreement and submit this statement (signed by both student and faculty) to the Program Coordinator of the program for which the student is enrolled.

b. If the student and the faculty member do not agree on a course of action, the student or the faculty member may take the issue to the Program Coordinator. The Program Coordinator may refer the concern, including all available documentation, to the Review Committee of the respective program. That Review Committee will then recommend a course of action to the Program Coordinator. This may result in a recommendation that requests the formation of an Ad Hoc Student Retention Committee to review the matter. The Program Coordinator will communicate all recommendations to both the student involved in the review and the MSE Department Chair or Associate Chair.

4. If, in the faculty member’s and/or Program Coordinator’s opinion, the behavior rises to the level of referral to the Ad Hoc Student Retention Committee, the Review Committee, as an intermediate step, may elect to conduct additional inquiry by contacting those faculty members who have contributed written documentation to the student’s file. The intention is to develop plans prior to a full retention committee hearing which are considered “positive” and perhaps empowering the student to facilitate the process and to engage in self help.

If the intermediate step is unsuccessful or the behaviors(s) is (are) considered beyond the scope of the Review Committee, the Review Committee can recommend to the Program Coordinator a referral for a full Ad Hoc Retention Committee.
In either event, copies of the Review Committee’s recommendation will be sent to the Program Coordinator and the faculty member/s initiating the process. The recommendations may also require referral to Georgia State University’s Office of Legal Affairs.

5. The Ad Hoc Student Retention Committee is the last step in the review of a student’s academic and/or non-academic suitability for entering the profession if a problem has been identified. The procedure for the formation and conduct of the Ad Hoc Student Retention Committee is as follows:

**Procedures for Ad Hoc Retention Committee Hearings**

The procedures for the Retention Committee Hearing are as follows:

1. The Program Coordinator of the program in which the student in question is enrolled will, after consultation with the Program Faculty, request from the Department Chair or Associate Chair the appointment of an Ad Hoc Student Retention Committee to receive information as regards the suitability of the student for the program.

2. The Department Chair or Associate Chair will then appoint three faculty members from the department faculty-at-large who have not had the student in question in any class, or supervised the student in any activity in the department, or had any relationship with the student in any other activity. One of the three faculty members will also be appointed Retention Committee Chair.

3. The Department Chair or Associate Chair will brief the committee members on the purposes and procedures of the hearing process. Attorneys from the University’s Office of Legal Affairs may be included in these discussions if there are questions about the procedures.

4. The purposes of the Retention Hearing are to (a) gather information regarding the student’s behavior, (b) consider the information given in light of the concerns about the student’s suitability for the program and (c) prepare a recommendation for the faculty regarding the student’s future participation in the program.

5. The Department Chair or Associate Chair will send a certified letter to the student notifying the student of the formation of the Ad Hoc Student Retention Committee to consider the student’s suitability (academic and/or non-academic) for the program. The letter will identify the Retention Committee members and Chair and notify the student that additional information will be forthcoming from the Retention Committee Chair.

6. The Retention Committee Chair will develop a calendar of events for the preparation of the Retention Committee Hearing, the date for the Hearing, and notification of persons to appear for the Hearing. The student will be given notice of the above date and information by certified letter postmarked at least seven days (7) in advance of the hearing.

7. The student will be informed of the information received and the persons who will appear to present information to the Retention Committee. At least seven days (7) prior to the date of the Retention Committee Hearing, the student will be sent copies of all documents and the names of all who will appear. The student should provide to the Retention Committee Chair a copy of all documents that he/she will submit to the Committee at least 24 hours prior to the Retention Committee Hearing. The student may choose to present information at the Hearing or have persons present information relevant to any incidents described in the information received by the Committee.
8. The Retention Committee Chair will be responsible for securing appropriate space for the Hearing, providing the necessary supplies and equipment for recording the Hearing, and notifying persons who are to provide information about the date, time and location of the Hearing.

9. The student is to be informed that the Hearing will not allow for participation by an attorney or other representative. However, an attorney or representative may accompany and give advice to the student. The student is to notify the Chair of the Retention Committee if an attorney or representative will be present. The Retention Committee Chair will, in turn, notify the University’s Office of Legal Affairs of the expected presence of an attorney or representative and the person’s name.

10. The Retention Committee Chair shall preside over the Hearing and be responsible for recording the Hearing.

11. All oral presentations will be recorded and the person providing the information will be asked to affirm the truthfulness of the information presented; written presentations must be signed by the preparer and have a statement swearing or affirming the truthfulness of the information included with the written material. The student has the right (at his/her expense) to receive a copy of tapes of the Hearing and documents presented.

12. Members of the Committee and the student may ask questions of persons providing information for the purpose of clarifying information; as this is not intended to be an adversarial proceeding, no questions can be asked except to clarify material presented to the Committee.

13. At the conclusion of the presentation of the information, the student will be allowed an opportunity to present information to challenge the information presented as well as describe his/her own understanding of events.

14. After all information has been received, the Retention Committee will meet in closed session to discuss the information received and develop a recommendation to the MSE Faculty. The Committee has the following options for framing the recommendation: (a) no additional action is necessary; (b) the student may continue in the program with stipulations as to corrective measures to remove behavioral deficits; (c) the student must leave the program for a prescribed period, take action to correct or remove behavioral deficits, then return to the Retention Committee to present information supporting their return to the program; or (d) the student should be removed permanently from the program. The Retention Committee will prepare a written statement of its decision.

The Retention Committee will base its recommendations to the MSE Faculty on professional behaviors and dispositions expected of all teacher candidates enrolled in initial teacher preparation programs, experienced teachers and library media specialists enrolled in advanced degree programs, or instructional technology professionals enrolled in learning technologies programs. Each program is guided by its own professional standards, and the appropriate standards will be made available to the Retention Committee as needed.

15. The Retention Committee Chair will present its recommendation to the MSE faculty. The faculty will discuss the Committee’s findings and approve, disapprove or modify the Retention Committee’s recommendation. A majority vote of the faculty will be necessary to carry the motion.

16. The Retention Committee Chair will prepare a report of the faculty decision for the Department Chair or Associate Chair and the student. The student will receive a copy of the faculty’s decision by certified mail.
17. The student may appeal the MSE faculty’s decision by following the printed appeals procedures described in the College of Education Catalog.

Reviewed, revised, and approved by MSE faculty on April 1, 2014.

APPENDIX A

Getting Started with LiveText
Instructions for New Student Users

Registering Your Account
- Purchase your LiveText key code through the following website: [https://webpay.gsu.edu/C20797_ustores/web/store_main.jsp?STOREID=109](https://webpay.gsu.edu/C20797_ustores/web/store_main.jsp?STOREID=109)
- Once you receive your key code (3-5 working days), you will need to register with LiveText: Go to [www.livetext.com](http://www.livetext.com). Click on “Purchase/Register,” then “Register Membership.”
- At the prompt, enter your LiveText Key Code that you purchased through the website.
- Your first and last name should be EXACTLY like the name on your Panther ID card.
- Important: Your primary email must be your GSU email account (not Yahoo, G-mail, Bellsouth, etc.). You must also enter a secondary email account. This can be your personal email account.
- When you are prompted to select your school, choose Georgia State University.
- Enter your Panther ID number (located on the front of your Panther ID card).
- Don’t forget to check the box for “I agree to Terms of Service.”

Technical Support

There are numerous ways to get technical support for your LiveText account, including a toll-free number: (866) 548-3839.

You can also send an email message to [edu-solutions@livetext.com](mailto:edu-solutions@livetext.com)

Finally, you can contact Dr. Mary Ariail in the Department of MSE at [mariaj@gsu.edu](mailto:mariaj@gsu.edu) or (404) 413-8382.
APPENDIX B
MSE PROGRAM COURSES AND CODES

For help with registration issues related to courses in MSE, contact Bobbie Turner: bnturner@gsu.edu

Use these codes to search for courses taught in MSE.

EDBT   ED, BUSINESS, AND TECHNOLOGY
EDCI   CURRICULUM & INSTRUCTION
EDLA   LANGUAGE ARTS EDUCATION
EDMT   MATHEMATICS EDUCATION
EDRD   READING EDUCATION
EDSC   SCIENCE EDUCATION
EDSS   SOCIAL STUDIES EDUCATION
TSLE   TEACHING ESL/COLLEGE OF ED
# APPENDIX C

## Registration Contacts (Not in MSE Department)

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>COLLEGE AND DEPARTMENT</th>
<th>GRADUATE</th>
<th>GRADUATE</th>
<th>UNDERGRADUATE</th>
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| AL ESL | College of Arts & Sciences  
Applied Linguistics and English as a Second Language | Susan Coleman  
secoleman@gsu.edu  
404-413-5187 |  |  | Kris Acheson-Clair  
kclair@gsu.edu  
404-413-5591 |
| BIOL   | College of Arts & Sciences  
Biology | Master  
Moneka Jones  
mjones149@gsu.edu  
404-413-5352 | PHD  
Latesha Morrison  
lwarren@gsu.edu  
404-413-5314 |  |  |
| CHEM   | College of Arts & Sciences  
Chemistry | Rita Bennett  
Rsb423@gsu.edu  
404-413-5497 |  |  | Marquesha Jackson  
mojackson@gsu.edu  
404-413-5526 |
| ECE BRFV | College of Education  
Early Childhood Education | Elaine K. Jones  
ejones15@gsu.edu  
404-413-8234 |  |  |  |
| ECON   | Andrew Young School of Policy Studies  
Economics | Brenda E. Blyler (Bess)  
bblyler@gsu.edu  
404 413-0143 |  |  |  |
| EPSF EPRS EPEL EPS EDUC 2110 | College of Education  
Educational Policy Studies | Aishah Cowan  
acowan@gsu.edu  
404-413-8273 | Backup  
Jeffery Stockwell  
jstockwe@gsu.edu  
404-413-8274 |  |  |
| EXC EPY EDUC 2120 EDCU 2130 | College of Education  
Educational Psychology and Special Education | April Smith  
aprilsmith@gsu.edu  
404-413-8320 | Cohart Programs  
Sanquinnette (Sandy) Vaughn  
vbaughn@gsu.edu  
404-413-8318 | April Smith  
aprilsmith@gsu.edu  
404-413-8320 |  |  |

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<th>Angela Marie Hall-Godsey</th>
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