| **College and Department:** | College of Education  
Department of Middle and Secondary Education | **Date:** | July 21, 2013 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of program, degree, concentration, or SACS approved certificate:</strong></td>
<td>M.A.T Reading, Language, and Literacy – ESOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Coordinator Name:</strong></td>
<td>Dennis Murphy Odo</td>
<td><strong>Is the coordinator a faculty member?</strong></td>
<td>✔ NO</td>
</tr>
<tr>
<td><strong>Coordinator Responsibilities (e.g. curriculum development, analysis of learning outcomes, action plans, assessment, recruitment, orientation; retention, graduation; student success, etc.):</strong></td>
<td>Curriculum development, analysis of learning outcomes, action plans, assessment, recruitment, orientation; retention, graduation; student success</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*In the event of co-coordinators, please use a separate qualification sheet for each. Indicate only co-coordinator’s name below for cross-referencing purposes.*

<table>
<thead>
<tr>
<th><strong>Co-COordinator?</strong></th>
<th></th>
<th><strong>Name of Co-COordinate (please use a separate qualification sheet to complete requested information):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>✔ YES</td>
<td></td>
</tr>
</tbody>
</table>

| **Degrees Earned:** | Doctor of Philosophy in Language and Literacy Education  
Master of Arts in Applied Linguistics and TESOL  
Master of Science in Education in Childhood Education  
Bachelor of Arts in Sociology (Honors) |

| **Experience related to responsibilities:** | Academic specialization in second language literacy assessment. Developed, taught and assessed university courses in the areas of applied linguistics, TESOL and literacy assessment and instruction... |

| **Certifications related to program:** | TESOL Certification (Leicester University)  
Ontario k-6 teaching certification |

| **Courses Taught at GSU:** | EDRD 7650 Individual Assessment and Instruction of At-risk Learners  
EDRD 8310 Theoretical Models and Processes of Literacy Learning |
Narrative statement of qualifications (to be completed by chair or dean):
As you draft the narrative, please consider the following:

1) What qualifications and credentials does the coordinator have for leadership in the development and review of the curriculum?

Expertise in second language assessment and instruction. A masters in applied linguistics and a doctorate in language and literacy education with a concentration in TESOL. He has also been an ESOL teacher for over 10 years with learners ranging from elementary through in-service public school teachers.

2) Please describe the role the coordinator has for assessing the quality of the curriculum for the program and for ensuring that the curriculum and its delivery are educationally sound?

In consultation with other ESOL faculty in the department, the coordinator analyses the results of key assessments in the program to make decisions regarding necessary changes to the program curriculum and delivery to ensure that teacher candidates achieve relevant learning outcomes.

If primary responsibilities for curriculum development are assigned to persons other than faculty, please describe and provide supporting materials of qualifications.

Signatures:
Coordinator: [Signature] Date: July 23, 2013
Department Chair: [Signature] Dana L. Fox Date: 8/1/13
Dean: [Signature] Date: 8/5/13
**GEORGIA STATE UNIVERSITY**
**PROFESSIONAL QUALIFICATION STATEMENT FOR DEGREE/CONCENTRATION/CERTIFICATE/MINOR PROGRAMS**

<table>
<thead>
<tr>
<th>College and Department:</th>
<th>College of Education Department of Middle and Secondary Education</th>
<th>Date:</th>
<th>July 30, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of program, degree, concentration, or SACS approved certificate</td>
<td>M.Ed. Reading Specialist, Reading, Language, &amp; Literacy Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coordinator Name:</th>
<th>Dr. Tisha Y. Lewis</th>
<th>Is the coordinator a faculty member?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

| Coordinator Responsibilities (e.g. curriculum development, analysis of learning outcomes, action plans, assessment, recruitment, retention, graduation; student success, etc.): | Responsibilities include: review students’ applications and determine eligibility for matriculation into the M.Ed. Reading Specialist program; advise M.Ed. Reading Specialist students on course selections; prepare and assess NCATE and Weave-online reports and state program evaluations; conduct informational sessions for M.Ed. students during Professional Advisement Week (PAW); review course substitutions and waiver request; created the M.Ed. Reading Specialist handbook |

In the event of co-coordinators, please use a separate qualification sheet for each. Indicate only co-coordinator’s name below for cross-referencing purposes.

<table>
<thead>
<tr>
<th>Co-Coordinator?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

| Degrees Earned: | Ph.D., M.S., M.A., B.A. |

| Experience related to responsibilities: | Reading Specialist (after-school program)  
Title I Reading/Writing Skills Ctr. (NYC Board of Education)  
Reading Specialist/Coordinator (Bloomfield College) |

| Certifications related to program: | Ph.D. Reading  
M.A. Reading Specialization |

| Courses Taught at GSU: | EDRD 6600: Introduction to Materials and Methods in Reading Instruction (Online)  
EDRD 9870: Advanced Research Seminar in Language and Literacy Education (Online)  
EDRD 8550: Trends & Issues in Language & Literacy Education:  
EDRD 8560: Trends & Issues in Language & Literacy Education:  
EDRD 8570: Trends & Issues in Language & Literacy Education: |
Narrative statement of qualifications (to be completed by chair or dean):
As you draft the narrative, please consider the following:

1) What qualifications and credentials does the coordinator have for leadership in the development and review of the curriculum?

Throughout my career, I have held several positions of leadership within the literacy education fields. In addition, my M.A. and Ph.D. degrees have prepared me for the development and review of curriculum as needed.

2) Please describe the role the coordinator has for assessing the quality of the curriculum for the program and for ensuring that the curriculum and its delivery are educationally sound?

Currently, in this position, I am responsible for assessing the quality of the students’ work through the process of the NCATE and Weave-online reports and state program evaluations.

If primary responsibilities for curriculum development are assigned to persons other than faculty, please describe and provide supporting materials of qualifications.

Signatures:

Coordinator: [Signature] Date: 8/1/13

Department Chair: [Signature] Dana L. Date: 8/1/13

Dean: [Signature] Date: 8/5/13
GEORGIA STATE UNIVERSITY
PROFESSIONAL QUALIFICATION STATEMENT FOR DEGREE/CONCENTRATION/CERTIFICATE/MINOR PROGRAMS

| College and Department: | College of Education  
Department of Middle and Secondary Education | Date: | 7/24/2013 |
|------------------------|-------------------------------------------------|--------|-----------|
| Title of program, degree, concentration, or SACS approved certificate | Master of Arts for Teachers in Science Education  
B.S. /MAT Physics /Science Ed | | |
| Coordinator Name: | Ollie Manley | Is the coordinator a faculty member? | YES | NO |
| Coordinator Responsibilities (e.g. curriculum development, analysis of learning outcomes, action plans, assessment, recruitment, retention, graduation; student success, etc.): | The program coordinator has the responsibilities of: Curriculum planning and development, program assessment/evaluation for NCATE, SACS, and PAAR, development of actions plans for program change and improvement, advisement and orientation for students, review of applications for admission, communicating with faculty from the College of Arts and Sciences regarding science course offerings, field observations of students who are challenged by the practicum assignment, portfolio review for graduation, and data analysis of findings from key assessments. | | |

In the event of co-coordinators, please use a separate qualification sheet for each. Indicate only co-coordinator’s name below for cross-referencing purposes.

| Co-Coordinator? | ☑ | ☐ | Name of Co-Coordinator (please use a separate qualification sheet to complete requested information): | NA |
| Degrees Earned: | B.S. Biology - Spelman College, Atlanta, GA  
M.A.T. Biology - Georgia State University, Atlanta, GA  
Ed.S. Science Education - Georgia State University, Atlanta, GA  
Ph.D. Leadership with a concentration in Curriculum and Instruction Atlanta, GA | | |
| Experience related to responsibilities: | 1973-1978 Health Careers Counselor Spelman College  
1980-1991 Science Teacher Atlanta Public Schools  
1991-2001 School Administrator Atlanta Public Schools  
2001-2006 Lecturer Clark Atlanta University  
2006-2013 Clinical Assistant Professor Georgia State University | | |
| Certifications related to program: | | | |
| Courses Taught at GSU: | EDCI 8660 Seminar in Leadership and Supervision in Teaching and Learning  
EDSC 8430 Nature of Science  
EDSC 7550 Theory and Pedagogy of Science Instruction  
EDSC 8400 Strategies of Instruction in Science  
EDSC 8600 Science in the School Curriculum  
EDSC 3250 Topics in Middle Grade Science | | |
Narrative statement of qualifications (to be completed by chair or dean):
As you draft the narrative, please consider the following:

1) What qualifications and credentials does the coordinator have for leadership in the development and review of the curriculum?

The coordinator worked more than twenty years as a science teacher and administrator in the public schools of Atlanta. She has served on curriculum, textbook adoption, and program evaluation committees. In addition, she has a Ph.D. in Leadership with a concentration in Curriculum and Instruction. She has presented scholarly papers at professional conferences in which discussed curriculum innovations in the area of online teaching in higher education. During the recent accreditation process of the College of Education with the National Council for the Accreditation of Teacher Education, she was responsible for completing the reports for the MAT in Science Education which involved the review of the curriculum for the program and recommendations for improving/sustaining the program.

2) Please describe the role the coordinator has for assessing the quality of the curriculum for the program and for ensuring that the curriculum and its delivery are educationally sound?

The program coordinator works with science education faculty to review the curriculum annually. For example, National Science Education Standards are being evaluated and new standards are being proposed. The coordinator has attended workshops/seminars to review the standards and to give input on the implementation of the standards. The standards, Next Generation Science Standards, are on target to be implemented during the 2014-2015 academic year. This change will impact the program key assessments and portfolio requirements for graduation. The coordinator is already working with faculty to make sure that these standards are fully implemented. By keeping abreast of professional changes, reviewing and modifying the curriculum as needed and involving faculty in the College of Education as well as the College of Arts and Sciences in the curriculum modification process, the coordinator ensures that the curriculum and its delivery are sound.

If primary responsibilities for curriculum development are assigned to persons other than faculty, please describe and provide supporting materials of qualifications.

Only faculty are assigned as program coordinators.

Signatures:

Coordinator: [Signature] Date: 7/24/2013

Department Chair: [Signature] Dana L. Fox Date: 8/1/13

Dean: [Signature] Date: 8-5-13
## GEORGIA STATE UNIVERSITY
### PROFESSIONAL QUALIFICATION STATEMENT FOR DEGREE/CONCENTRATION/CERTIFICATE/MINOR PROGRAMS

<table>
<thead>
<tr>
<th>College and Department:</th>
<th>College of Education/Department of Kinesiology</th>
<th>Date: 10/08/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of program, degree, concentration, or SACS approved certificate</td>
<td>B.S. Exercise Science</td>
<td></td>
</tr>
<tr>
<td>Coordinator Name:</td>
<td>Laura Abbott</td>
<td>Is the coordinator a faculty member?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ YES</td>
</tr>
</tbody>
</table>
| Coordinator Responsibilities (e.g. curriculum development, analysis of learning outcomes, action plans, assessment, recruitment, retention, graduation; student success, etc.): | * Advise the Chair of any issues or concerns regarding the program  
* Oversee curriculum revisions  
* Meet regularly with program faculty to discuss issues related to the program  
* Provide feedback about the schedule (instructors for classes, times offered, number of sections, etc.)  
* Ensure that all key assessments are administered annually  
* Gather, analyze, and interpret program data for all reports (accreditation, licensure, Weave online, CTW, etc.)  
| In the event of co-coordinators, please use a separate qualification sheet for each. Indicate only co-coordinator's name below for cross-referencing purposes. | |
| Co-Coordinator? | YES | ✓ | NO |
| Name of Co-Coordinator (please use a separate qualification sheet to complete requested information): | N/A |
| Degrees Earned: | B.S. Exercise Science  
M.S. Sports Medicine with concentration in Athletic Training | |
| Experience related to responsibilities: | Limited Term Instructor: GSU 2012 to present  
Part-time Instructor: GSU 2002-2012  
National Educator: Exercise ETC 1996-present  
Fitness Coordinator: WellStar Health Systems 1997-2001 | |
| Certifications related to program: | American College of Sports Medicine Health Fitness Specialist  
American College of Sports Medicine Health Fitness Director  
Licensed Massage Therapist - Georgia | |
| Courses Taught at GSU: | KH 2130: Intro to Allied Health Fields  
KH 2220: Anatomy  
KH 2230: Physiology  
KH 3000: Personal Health and Wellness  
KH 4350: Fitness Management  
KH 4360: Clinical Physiology  
KH 4630: Exercise Testing and Prescription | |
Narrative statement of qualifications (to be completed by chair or dean):
As you draft the narrative, please consider the following:

1) What qualifications and credentials does the coordinator have for leadership in the development and review of the curriculum?

2) Please describe the role the coordinator has for assessing the quality of the curriculum for the program and for ensuring that the curriculum and its delivery are educationally sound?

* Read literature about current trends in the field and use this information to make informed decisions
* Stay current on policy and laws impacting the program
* Analysis of student performance on key assessments
* Convene faculty members to discuss data, summarize data, create action items, and then ensure that these plans are implemented
* Submit program reports as needed in a timely manner

If primary responsibilities for curriculum development are assigned to persons other than faculty, please describe and provide supporting materials of qualifications.

Signatures:

Coordinator: __________________________ Date: 11/7/13

Department Chair: _____________________ Date: 11-7-13

Dean: __________________________ Date: 11/7/13
<table>
<thead>
<tr>
<th>College and Department:</th>
<th>College of Education / Counseling and Psychological Services (CPS)</th>
<th>Date:</th>
<th>October 11, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of program, degree, concentration, or SACS approved certificate</td>
<td>Clinical Mental Health Counseling Program, Masters of Science Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinator Name:</td>
<td>Jonathan J Orr, PhD, LPC, NCC</td>
<td>Is the coordinator a faculty member?</td>
<td>YES</td>
</tr>
</tbody>
</table>
| Coordinator Responsibilities (e.g. curriculum development, analysis of learning outcomes, action plans, assessment, recruitment, retention, graduation, student success, etc.): | - Recruitment  
- Admissions  
- Advisement  
- Curriculum development  
- Student outcome development, collection, and analysis  
- Coordination of student annual evaluations.  
- Writing of accreditation reports  
- Student review, development, and retention |       |                  |

*In the event of co-coordinators, please use a separate qualification sheet for each. Indicate only co-coordinator’s name below for cross-referencing purposes.*

<table>
<thead>
<tr>
<th>Co-Coordinator?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

| Degrees Earned: | 1994 BA from Tulane University, New Orleans, LA  
2002 M.Ed. from University of New Orleans, New Orleans, LA  
2005 Ph.D. from University of New Orleans, New Orleans, LA |

| Experience related to responsibilities: | I have been core program faculty in the Clinical Mental Health Counseling Program since 2005 and have coordinated the group counseling program in the department since that time as well. Prior to working at GSU I held a position as assistant to the professional counseling program coordinator at University of New Orleans (2002-2005). |

| Certifications related to program: | Licensed Professional Counselor in Georgia since 2005  
Nationally Certified Counselor since 2002 |

| Courses Taught at GSU: |  
All of these courses are within the Department of Counseling and Psychological services:  
CPS 6450 Group Counseling Systems  
CPS 7500 Research in Counseling & Psychological Services  
CPS 7505 Consultation in Mental Health Counseling  
CPS 7560 Advanced Group Counseling  
CPS 8900 Advanced Practice I: Professional & Rehabilitation Counseling  
CPS 8970 Seminar – Creativity in Counseling  
CPS 8980 Supervision of Counseling Services  
CPS 9980 Internship/Internship Mental Health Counseling |
Narrative statement of qualifications (to be completed by chair or dean):
As you draft the narrative, please consider the following:

1) What qualifications and credentials does the coordinator have for leadership in the development and review of the curriculum?

The Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The development and review of the curriculum is critical to the ongoing success of this academic program, especially in light of our accrediting standards. Dr. Orr maintains a clear connection to the professional practice of counseling as Licensed Professional Counselor in GA and a Nationally Certified Counselor. These license and certification provide him with first hand knowledge of the requirements to practicing counselors as well as connect him to the decisions makers who determine and set these standards. Dr. Orr also holds leadership roles in various counseling organizations at both the local and national levels and this provides him with an excellent working knowledge of the needs that his students are facing in today's mental health counseling fields. Dr. Orr participates in professional trainings hosted by CACREP to stay current on the development and implementation of accreditation standards.

2) Please describe the role the coordinator has for assessing the quality of the curriculum for the program and for ensuring that the curriculum and its delivery are educationally sound?

The program coordinator convenes meetings of faculty members associated with this program on a regular basis. Together, faculty analyze data related to student learning outcomes, create and implement action items, and ensure annual assessments within key courses are carried out and summarized. The program coordinator also ensures results of annual analysis are summarized and reported in Weave Online.

If primary responsibilities for curriculum development are assigned to persons other than faculty, please describe and provide supporting materials of qualifications.

Curricular development within the major may relate to development of new courses, revision to existing courses, or deletion of existing courses. Courses within the major include courses with the prefixes CPS and EPRS (one course). In the case of CPS courses, faculty within the Clinical Mental Health Program make decisions related to new or existing courses. These faculty meet SACS guidelines of having a terminal degree in the field. In the case of courses with an EPRS prefix, faculty members from the major work with faculty from the Educational Policy Studies unit to consider when and if revisions, additions, or deletions are needed to the courses used in the major. Any change to courses or programs of study must be approved by the faculty in the major, by the department, and by the college. When program changes are substantial (i.e. new concentrations, change in overall number of hours) the University Senate and the Board of Regents also review the changes.

Signatures:

Coordinator: ___________________________ Date: 10/14/13

Department Chair: ___________________________ Date: 10/15/13

Dean: ___________________________ Date: 10-17-13
GEORGIA STATE UNIVERSITY
PROFESSIONAL QUALIFICATION STATEMENT FOR DEGREE/CONCENTRATION/CERTIFICATE/MINOR PROGRAMS

<table>
<thead>
<tr>
<th>College and Department:</th>
<th>College of Education/Dept. of Counseling &amp; Psychological Services</th>
<th>Date:</th>
<th>October 3, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of program, degree, concentration, or SACS approved certificate</td>
<td>Counseling Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinator Name:</td>
<td>Jeff Ashby</td>
<td>Is the coordinator a faculty member?</td>
<td>✔</td>
</tr>
</tbody>
</table>
| Coordinator Responsibilities (e.g. curriculum development, analysis of learning outcomes, action plans, assessment, recruitment, retention, graduation; student success, etc.): | -Recruitment  
-Admissions  
-Advisement  
-Curriculum development  
-Student outcome development, collection, and analysis  
-Coordination of student annual evaluations.  
-Writing of accreditation reports | | |
| In the event of co-coordinators, please use a separate qualification sheet for each. Indicate only co-coordinator's name below for cross-referencing purposes. | | | |
| Co-Coordinator? | ✔ | Name of Co-Coordinator (please use a separate qualification sheet to complete requested information): | | |
| YES | NO |
| Degrees Earned: | Ph.D. Counseling Psychology (APA Accredited), The Pennsylvania State University, University Park, PA  
M.Ed. Counseling and School Psychology, The Wichita State University, Wichita, KS  
B.A. Psychology and English Literature, University of Kansas, Lawrence, KS | | |
| Experience related to responsibilities: | Coordinator of program from 2000-2005  
Coordinator of program from 2008 to present | | |
| Certifications related to program: | Licensed Psychologist, State of Georgia  
License Number 002265  
Diplomate in Counseling Psychology  
American Board of Professional Psychology  
Number 5351 | | |
| Courses Taught at GSU: | Counseling Psychology Seminar  
Seminar in Research and Publication  
Psychobehavioral Diagnosis  
Advanced Counseling Theories  
Professional Issues and Ethics | | |
<table>
<thead>
<tr>
<th>1) What qualifications and credentials does the coordinator have for leadership in the development and review of the curriculum?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ashley is a nationally recognized scholar &amp; leader within the Counseling Psychology profession currently serving as the leader of our APA accreditation process. He has served in the role as coordinator for over 10 years. His expertise as a clinical coordinator of our doctoral program in Counseling Psychology, his rank as Full Professor reflects his strong commitment to research &amp; scholarship.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2) Please describe the role the coordinator has for assessing the quality of the curriculum for the program and for ensuring that the curriculum and its delivery are educationally sound?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The coordinator is responsible for ensuring that the curriculum meets national accreditation standards. He also convenes regularly scheduled meetings of faculty members associated with this program. He annually compiles &amp; reports data via university data systems, where student progress outcomes, program modifications are recorded.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If primary responsibilities for curriculum development are assigned to persons other than faculty, please describe and provide supporting materials of qualifications.</th>
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</thead>
<tbody>
<tr>
<td>Not applicable. The coordinator handles all primary responsibilities for this program’s curriculum development.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Signatures:</th>
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</thead>
<tbody>
<tr>
<td>Coordinator: [Signature]</td>
</tr>
<tr>
<td>Department Chair: [Signature]</td>
</tr>
<tr>
<td>Dean: [Signature]</td>
</tr>
</tbody>
</table>
| College and Department: | College of Education  
Department of Early Childhood Education | Date: 10-07-13 |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Title of program, degree, concentration, or SACS approved certificate</td>
<td>Bachelor of Science in Education (B.S. Ed.) in Early Childhood Education with concentrations in ESOL and Special Education</td>
</tr>
<tr>
<td>Coordinator Name:</td>
<td>Carla Lynn Tanguay</td>
</tr>
<tr>
<td>Is the coordinator a faculty member?</td>
<td>YES</td>
</tr>
<tr>
<td>Coordinator Responsibilities (e.g. curriculum development, analysis of learning outcomes, action plans, assessment, recruitment, retention, graduation; student success, etc.):</td>
<td>Coordinator's responsibilities include: ensuring state and national certification/accreditation requirements are met, curriculum development and coordination with other departments, placement coordination support, assessment development, analysis of learning outcomes, action plan development, assessment reports, LiveText maintenance and training for students and faculty, recruitment, retention, graduation, student advisement, development and maintenance of program manuals, program orientations, instructional teaching seminars, coordination of course and teaching schedules, university supervisor training, facilitation of program faculty meetings, support for new program faculty and part time course instructors,</td>
</tr>
</tbody>
</table>

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In the event of co-coordinators, please use a separate qualification sheet for each. Indicate only co-coordinator's name below for cross-referencing purposes.

<table>
<thead>
<tr>
<th>Co-Coordinator?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

Georgia State University  
Early Childhood Education  
Master of Arts in Teaching (1991)  
Oglethorpe University |
|-----------------|----------------------------------|

| Experience related to responsibilities: | Elementary School Teacher and Grade Level Chair: Clifton Elementary School, Dekalb County School System  
Curriculum Advisory Team: Banfield Elementary School, Gwinnett County Public Schools  
Pre-kindergarten teacher & Pre-Kindergarten Best Practices Trainer: Linking Literacy & Mathematics  
University Supervisor & Clinical Instructor  
New Teacher Residency Project co-principal investigator |
|-----------------|----------------------------------|

| Certifications related to program: | Licenses/Certificates (Valid through 6/30/17)  
T-6 Georgia Clear Renewable Certificate in Early Childhood Education (P-5)  
Instructional Supervision  
Teacher Support Specialist (TSS) Endorsement |
|-----------------|----------------------------------|

| Courses Taught at GSU: | ECE 3662 (3): Classroom Management in Early Childhood Education & Field Experience II - course instructor  
ECE 3661 (3), ECE 3662 (3), ECE 3663 (3): Classroom Management in Early Childhood Education & Field Experience I, II, III - coordination & supervision  
ECE 4661 (9) & ECE 4662 (12): Student Teaching in Early Childhood Education - coordination & supervision |
|-----------------|----------------------------------|
Narrative statement of qualifications (to be completed by chair or dean):
As you draft the narrative, please consider the following:

1) What qualifications and credentials does the coordinator have for leadership in the development and review of the curriculum?

The BSED Coordinator has an Educational Specialist (Ed.S) degree in Early Childhood Education and supporting, current teacher certifications in Early Childhood Education (P-5), Instructional Supervision and the Teacher Support Specialist (TSS) Endorsement. As a P-5 teacher for six years, she was a grade level chair, a Curriculum Advisory Team member and a School Leadership Team member. As GSU instructor, Ms. Tanguay supervised pre-service teacher candidates for nine years in elementary and ESOL settings. Additionally, she developed partnerships with many metro Atlanta school systems to coordinate school placements annually for teacher candidates. Working closely with other university field directors, she was elected and served as President Elect for one year on the Georgia Field Directors Association. Currently, she is serving as the Professional Education Faculty (PEF) Chair and served as the PEF Standards & Accreditation Chair for six years, facilitating the most recent NCATE accreditation review in 2013. As an invited representative, Ms. Tanguay is currently serving on several state teams to provide feedback on new preparation program guidelines for certification. Finally, she is a co-principal investigator on an innovative, new teacher induction grant.

2) Please describe the role the coordinator has for assessing the quality of the curriculum for the program and for ensuring that the curriculum and its delivery are educationally sound?

Although the coordinator manages the development and delivery of the program curriculum, the entire BSED faculty from the Departments of Early Childhood Education and Educational Psychology and Special Education is involved in this task. Together the faculty developed and refined the BSED program of study, and faculty content specialists developed course curriculum in alignment with college, university, and state standards/requirements/rules. Additionally, because the program of study leads to P-5 teacher certification in Early Childhood Education, an ESOL endorsement or P-12 teacher certification in Special Education General Curriculum, the program and its courses are reviewed by the Board of Regents, Professional Standards Commission, and NCATE.

If primary responsibilities for curriculum development are assigned to persons other than faculty, please describe and provide supporting materials of qualifications.

N/A

Signatures:  Carla L. Tanguay

Coordinator:  Carla L. Tanguay  Date:  10-11-2013

Department Chair:  10/15/13

Dean:  Date:
# GEORGIA STATE UNIVERSITY

## PROFESSIONAL QUALIFICATION STATEMENT FOR DEGREE/CONCENTRATION/CERTIFICATE/MINOR PROGRAMS

| College and Department: | Early Childhood Education  
<table>
<thead>
<tr>
<th>College of Education</th>
<th>Date: 10/5/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of program, degree, concentration, or SACS approved certificate</td>
<td>Masters in Early Childhood and Elementary Education</td>
</tr>
<tr>
<td>Coordinator Name:</td>
<td>Lynn C. Hart</td>
</tr>
</tbody>
</table>
| Is the coordinator a faculty member? | ✓ YES  
| | NO |
| Coordinator Responsibilities (e.g. curriculum development, analysis of learning outcomes, action plans, assessment, recruitment, retention, graduation; student success, etc.): | Recruitment, advisement, program coordination and management, assessment, retention, and graduation. |

In the event of co-coordinators, please use a separate qualification sheet for each. Indicate only co-coordinator’s name below for cross-referencing purposes.

| Co-Coordinator? | ✓ YES  
| | NO |
| Name of Co-Coordinator (please use a separate qualification sheet to complete requested information): | |

| Degrees Earned: | PhD in Mathematics Education  
| Masters in Science and Mathematics Education  
| BS in Elementary Education |

| Experience related to responsibilities: | Co-Director of Collaborative Masters Program (2000-2013) |

| Certifications related to program: | |

| Courses Taught at GSU: | ECE 3603 Mathematics & Technology in Early Childhood Education  
| ECE 4861 Student Teaching Supervision, Malmö Sweden, 2009  
| ECE 4700/8000 Issues in International Education. Study Abroad, Gothenberg Sweden  
| ECE 6480 Math/Technology Methods I  
| ECE 6481 Math/Technology Methods II  
| ECE 6690 Mentorship in the Urban Classroom  
| ECE 7393 Number and Operation in the Elementary Classroom |
Narrative statement of qualifications (to be completed by chair or dean):
As you draft the narrative, please consider the following:

1) What qualifications and credentials does the coordinator have for leadership in the development and review of the curriculum?

Dr. Hart holds a PhD in Mathematics Education, a master's in science and mathematics education and a BS in early education. She has 26 years' experience teaching and managing programs in higher education with the last 14 in Early Childhood Education. She also has 12 years' experience co-directing the previous master's program for practicing teachers in ECE, the Collaborative Master's Program.

2) Please describe the role the coordinator has for assessing the quality of the curriculum for the program and for ensuring that the curriculum and its delivery are educationally sound?

Dr. Hart's primary responsibility is oversight of the MED in elementary education with concentrations in mathematics, science and reading. Each of those concentrations has a specific content coordinator (math: Dr. Swars; science: Dr. Reeves and reading: Dr. Matthews) who collaboratively assure an educationally sound curriculum in the program.

If primary responsibilities for curriculum development are assigned to persons other than faculty, please describe and provide supporting materials of qualifications.

n/a

Signatures:

Coordinator: _______________________________ Date: _______________________________

Department Chair: __________________________ Date: _____________________________

Dean: __________________________ Date: _____________________________
**GEORGIA STATE UNIVERSITY**

**PROFESSIONAL QUALIFICATION STATEMENT FOR DEGREE/CONCENTRATION/CERTIFICATE/MINOR PROGRAMS**

<table>
<thead>
<tr>
<th>College and Department:</th>
<th>College of Education, Department of Educational Policy Studies</th>
<th>Date: 10/8/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of program, degree, concentration, or SACS approved certificate</td>
<td>Social Foundations of Education, Doctoral Program</td>
<td></td>
</tr>
<tr>
<td>Coordinator Name:</td>
<td>Kristen Buras</td>
<td></td>
</tr>
<tr>
<td>Coordinator Responsibilities (e.g. curriculum development, analysis of learning outcomes, action plans, assessment, recruitment, retention, graduation; student success, etc.):</td>
<td>The coordinator convenes regular meetings of faculty members associated with the section of the program and provides leadership for the development and review of the curriculum. Together, faculty analyze data related to student learning outcomes, create and implement action items, ensure annual assessments are conducted and summarized, create projected schedules for courses within the section which are under the purview of the department, work on strategies for recruitment and retention, participate in regular updates of program materials, and review candidates applying for admission into programs. In consultation with the unit faculty, the program coordinator also recommends staffing and scheduling for unit</td>
<td></td>
</tr>
<tr>
<td>In the event of co-coordinators, please use a separate qualification sheet for each. Indicate only co-coordinator's name below for cross-referencing purposes.</td>
<td></td>
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</tr>
<tr>
<td>Co-COordinator?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Name of Co-Coordinator (please use a separate qualification sheet to complete requested information):</td>
<td>Patricia Carter coordinates the M.S. in Social Foundations</td>
<td></td>
</tr>
<tr>
<td>Degrees Earned:</td>
<td>BA, Sociology and Psychology, Loyola University-New Orleans MA, Curriculum and Instruction, University of Wisconsin-Madison PhD, Curriculum and Instruction, University of Wisconsin-Madison</td>
<td></td>
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<tr>
<td>Experience related to responsibilities:</td>
<td>I am an assistant professor in the Social Foundations Doctoral Program, with a firm background in critical educational policy studies. I have published four books in the area of educational policy studies as well as numerous journal articles and book chapters in peer-review venues such as Harvard Educational Review, Educational Policy, Race Ethnicity and Education, and Berkeley Review of Education. I am former book review editor of International Studies in Sociology of Education and former associate editor of Journal of Education Policy; I remain on both editorial boards. Programatically, I have experience organizing professional seminars; developing/teaching doctoral courses; and reviewing applications for admission.</td>
<td></td>
</tr>
<tr>
<td>Certifications related to program:</td>
<td>Doctorate in the field.</td>
<td></td>
</tr>
</tbody>
</table>
Narrative statement of qualifications (to be completed by chair or dean):
As you draft the narrative, please consider the following:

1) What qualifications and credentials does the coordinator have for leadership in the development and review of the curriculum?

Kristen Buras holds a doctorate from the University of Wisconsin-Madison. Her work in educational policy studies has included a focus on curriculum policy and development. Additionally, she acted as book review editor for the peer-reviewed journal International Studies in Sociology of Education (ISSSE) and as associate editor for the Journal of Education Policy (JEP). In this capacity, she kept abreast of cutting-edge research in the field, including new areas of inquiry. She continues to publish widely in the field of educational policy studies through prestigious journals (Harvard Educational Review, Educational Policy, Comparative Education, Race Ethnicity and Education, Peabody Journal of Education, etc.) and top academic publishers (Routledge, Teacher College Press). She has also presented widely at professional conferences and mentored doctoral students that present and publish their own work, evidence that she understands what is required in order for emerging scholars to progress in the field. Likewise, she has developed and plans to develop new courses for the department, with an emphasis on introducing graduate students to new and critical research trends in the field. Buras is familiar as well with the content of graduate programs at peer institutions, which facilitates her ability to review and develop curriculum for the Doctoral Program in Social Foundations in Educational Policy Studies at Georgia State University.

2) Please describe the role the coordinator has for assessing the quality of the curriculum for the program and for ensuring that the curriculum and its delivery are educationally sound?

The coordinator convenes regular meetings of faculty members associated with the section or program and provides leadership for the development and review of the curriculum. Together, faculty analyze data related to student learning outcomes, create and implement action items, ensure annual assessments are conducted and summarized, create projected schedules for courses within the section which are under the purview of the department, work on strategies for recruitment and retention, participate in regular updates of program materials, and review candidates applying for admission into programs. In consultation with the unit faculty, the program coordinator also recommends staffing and scheduling for unit courses and ensures results of annual analyses are reported in Weave Online.

If primary responsibilities for curriculum development are assigned to persons other than faculty, please describe and provide supporting materials of qualifications.

Curriculum development is done by the faculty.

Signatures:

Coordinator: Kristen Buras Date: Oct 18, 2013

Department Chair: William Curatto Date: 10/22/2013

Dean: Date: 10/23/13