

Department of Early Childhood Education



Birth Through Five (B-5) Program

Welcome to the Department of Early Childhood Education at Georgia State University. The purpose of this program manual is to provide an overview of the College of Education and introduce you to the faculty in the Department of Early Childhood Education. A description of the **B.S.E. Birth Through Five Program** is presented.

**DEPARTMENT OF EARLY CHILDHOOD EDUCATION
FACULTY**

The faculty members in the Department of Early Childhood Education and their teaching and research areas are listed below. Their offices are located on the fifth floor of the College of Education Building.

Donna Bennett, Ed.S.**Clinical Instructor**
University of Alabama
Diversity, Classroom Management

Gary Bingham, Ph.D.**Assistant Professor**
Purdue University
Child Development and Family Studies

Caitlin McMunn Dooley, Ph.D......**Assistant Professor**
University of Texas at Austin
Literacy Development and Learning, Teacher Education, Cultural & Linguistic Diversity

Sue Duncan, Ph.D...... **Administrative Director**
University of Auckland
Director, Reading Recovery Program, Teacher Leader Trainer

Lynn C. Hart, Ph.D...... **Professor**
Georgia State University
Math Education, Reflective Practice, Teacher Beliefs Teacher Change

Teri Holbrook, Ph.D......**Assistant Professor**
University of Georgia
Language and Literacy

Olga Jarrett, Ph.D.**Associate Professor**
Georgia State University
Child Development, Science Education, Bullying and Violence Prevention, Recess, Role of Play in Development & Learning

Lynne Q. Jordan, Ed.S. **Clinical Instructor**
Georgia State University
Reading/Language Arts, Classroom Management, Supervision, Teacher Induction & Reflection

John E. Kesner, Ph.D.**Associate Professor**
Ohio State University
Child Development, Family Violence, Social Relationships

Susan King, M.Ed......**Associate Project Director**
Literacy Collaborative

Kyong-Ah Kwon, Ph.D...... **Assistant Professor**
Purdue University
Infant-Toddler Development; Social/ Emotional Development; Parenting

Shonda Lemons-Smith, Ph.D. **Assistant Professor**

Indiana University
Mathematics Education, Urban Education, Equity in Schooling

Ramona W. Matthews, Ph.D...... **Associate Professor**

University of Georgia
Literacy Development, Research, Social Dimensions of Literacy Development

Barbara Meyers, Ed.D...... **Chair; Associate Professor**

Temple University
Teacher Development, School Reform, Qualitative Research

Laura Meyers, Ph.D.,..... **Assistant Professor**

Purdue University
Social Studies Education, Literacy and Language Arts Education

Julie Rainer Dangel, Ph.D. **Associate Professor**

Georgia State University
Constructivist Education, Teacher Education, Mathematics Education

Ruth Robinson Saxton, Ph.D. **Coordinator, Birth-5**

University of California, Berkeley **Clinical Assistant Professor**
Teacher Education in Birth Through Five (B-5); Diversity in ECE

Nancy Jo Schafer, Ph.D. **Director, UACM**

Georgia State University **Clinical Assistant Professor**
Classroom Management, Socio-Cultural Theory, Urban Education, Child Development, Mathematics,
and Assessment

Laura Smith, Ph.D. **Clinical Assistant Professor**

University of South Carolina
Program Coordination, Mathematics Education, Pre-K Education, Clinical Supervision

Stephanie Z. Smith, Ph.D. **Assistant Professor**

University of Wisconsin-Madison
Mathematics Education, Learning and Teaching Mathematics with Understanding, Children's and
Teacher's Conceptions of Mathematics, Teacher Education and Professional Development

Susan Swars, Ph.D...... **Assistant Professor**

University of Alabama, Tuscaloosa
Science Education, Mathematics Education, Assessment

Carla Tanguay, Ed.S. **Clinical Instructor**

Georgia State University **BSE Program Coordinator**
Program Coordination, Teacher Development, Constructivist Education, Classroom Management, Pre-K
Education, Clinical Supervision

Susan Taylor, Ed.D. **Associate Project Director**

University of Georgia
Literacy Collaborative

Floretta Thornton-Reid, Ed.D...... **Executive Director**
 Valdosta State University **Assistant Professor**
 Reading Recovery Program, Literacy Collaborative Program

Diane Truscott, Ph.D...... **Associate Professor**
 University of Buffalo
 Literacy Education, Urban Teacher Education, Professional Development Schools

Brian A. Williams, Ph.D...... **Assistant Professor**
 Emory University
 Science and Math Education, Urban Teacher Education, Multicultural Education.

Rhina Fernandes Williams, Ph.D. **Clinical Instructor**
 Emory University
 Multicultural Education, Teacher Education, Urban Education, Schooling of biracial students

Yali Zhao, Ph.D...... **Assistant Professor**
 University of Georgia
 Social Science Education, Multicultural Education, Instructional Technology, International and Comparative Education, ESOL

Connie Zimmerman-Parrish, M.Ed. **Associate Project Director**
 Georgia State University
 Literacy Collaborative

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College of Education

Georgia State University's College of Education is one of the state's major instructional centers for teachers and educational administration at all levels. It confers more education degrees than most colleges in the Southeast, on both the undergraduate and graduate levels. Successful graduates find employment with all levels of schools; community, rehabilitation and media centers; social and recreational agencies; and private, industrial and governmental entities.

"Leadership and scholarship focused on learning and development" defines the approach of the professional education faculty at Georgia State University in preparing educators. Graduates will have learned the conceptual and practical aspects of teaching, counseling or instructional leadership. The research and expertise of the faculty provide support to schools and agencies both locally and nationally. Faculty scholarship also enriches university classroom instruction.

Coursework leading to teacher certification is offered through six academic departments: Counseling and Psychological Services, Early Childhood Education, Educational Policy Studies, Kinesiology and Health, Educational Psychology and Special Education, Middle-Secondary Education and Instructional Technology.

The Department of Early Childhood Education offers several outstanding fully accredited degree programs including the Bachelor of Science in Education: Majors in Early Childhood Education, Early Childhood and Special Education (Dual Certification) and Birth Through Five Education. The cornerstone of these programs is early and continuous field experiences. Each year students complete practicum and internships in Metropolitan Atlanta public schools or child development programs. Among the unique features of the Department of Early Childhood Education is a premier child development center for GSU students and staff, Saturday School for Young Scholars and Leaders, and collaborative programs with Metro area schools.

Department of Early Childhood Education

An Academic Advisor works with students to evaluate transfer credits (if needed), and helps each student monitor his/her program of study. In addition, a Program Coordinator is available to communicate student feedback to the Department Chair and Faculty concerning programs, policies and procedures, and to be available on a regular weekly basis to meet with students referred by the Academic Advisor.

Program Philosophy

The Department of Early Childhood Education at Georgia State University prepares educators in the life-long continuum as leaders, thinkers, and facilitators of change. The preparation of these educators requires rigorous programs of study which recognize that knowledgeable teaching is a complex act based on deep understandings about pedagogy, learning, learners, subject matter content, and how these areas of understanding interact in the teaching-learning process. Department faculty recognizes the need for a strong field-based component in all of its programs to develop insightful, facilitative and effective teaching. Teaching is viewed as a facilitative process which requires the continual application of knowledge and skills in the classroom. As such, the faculty is committed to planning, implementing, and assessing programs that prepare educational professionals who are focused on student learning and development.

The Birth – Five Program

Purpose

The BSED: Major in Birth Through Five (B-5) prepares teachers, administrators and other early care and education professionals to work in varied settings with young children and their families, including children with disabilities. Program graduates will earn Georgia teacher certification in Birth-Kindergarten and the Pre-School Special Education Endorsement.

The program reflects national and state standards, research and best practice in the field of early childhood development and education and teacher education. (See extensive list of Candidate Outcomes in the appendix of this manual).

Coursework prepares new teachers, career changers or further develops the competencies of current teachers. Extensive field work throughout the program culminates in a student teaching experience at one of the age levels. With approval, much of the field work requirement may be completed in the current work setting of early care and education teachers.

Candidates receive content and pedagogy in developmentally and individually appropriate practices for infants, toddlers, preschoolers and Kindergarten age children. The program provides a multidisciplinary, comprehensive and holistic approach to working with young children and families in diverse settings.

Field-based experiences are structured to provide candidates with opportunities to work with different ages and children of varying ability levels and educational needs. A broad range of courses and practicum will strengthen candidates' knowledge and ability to select and implement appropriate curriculum and instructional strategies, developmental activities and care routines, and observation and assessment methods.

Careers in Birth Through Five

The Birth Through Five (B-5) program prepares students for employment in varied settings with very young children (birth through Kindergarten) that require teacher certification. Graduates of the program are well prepared for jobs as teachers, administrators, or early education specialists in the Birth Through Five and Preschool Special Education fields. Upon successful completion of the program, which includes a passing score on GACE Content Assessment in Birth – Five (see: <http://www.gapsc.com/TeacherCertification.asp>) the College of Education recommends the student for initial certification in Birth Through Five in the State of Georgia.

REQUIREMENTS FOR ENTRY BACHELOR'S OF SCIENCE IN BIRTH THROUGH FIVE

1. Successful completion of Areas A-F of the university core curriculum. A grade of "C" or higher in Essential Skills area of core.
2. Successful completion of the Regents' Test.
3. A minimum overall grade point average GPA of 2.75 (includes GSU and any transfer credit).
4. *A passing score report from **GACE Basic Skills Assessment** (see <http://www.gace.nesinc.com>) or a copy of SAT, ACT or GRE scores verifying eligibility for exemption from GACE Basic Skills Assessment. **Official scores must be submitted with application.**
5. A criminal background investigation prior to entry into teacher education courses. Please contact the Office of Academic Assistance, College of Education for further information and application. In addition, please refer to the Georgia State University Undergraduate Catalog for additional information.
6. Proof of current TORT liability.

7. Demonstrated competence in oral and written communication as appropriate to professional settings.
8. Successful completion of a departmental interview with Early Childhood Education faculty (including a writing sample).

Application for Admission

B-5 Program Application Deadlines:

Fall Semester	June 1
Spring Semester	October 1
Summer Term	April 1

Applications for admission to the Department of Early Childhood Education must be submitted by the above deadlines. (If the deadline falls on a weekend or holiday or the university is closed, the deadline date is the first working day after the deadline date). Applications will enable the advisor to verify student eligibility and are available from the Office of Academic Assistance (3rd floor CoE).

To be eligible for enrollment in student teaching, the student must be admitted to teacher education, have passed GACE Basic Skills Assessment, and meet all of the course requirements and grade point average requirements outlined in the current General Catalog.

During student teaching, students are responsible for the successful implementation of transitions and classroom routines, individualized, small group, and whole group instruction, curriculum planning and assessment of student learning. A university supervisor visits each student teacher on a regular basis and, along with the classroom teacher, provides support and feedback on the student's strengths and weakness.

Students must achieve a passing score on the GACE B-5 Content Assessment (s) for graduation.

Program Degree Requirements

B.S.E. in Birth Through Five (B-5)

Areas A-E: Core Curriculum Recommendations

Students must complete 42 semester hours in Area A-E of the Undergraduate Core Curriculum or have transferred in approved Area A-E courses as outlined in approved USG-DTAE Articulation Agreements. Courses in Area A must be completed with “C” or higher grades.

Semester hours are shown in parentheses following an entry.

Area F: Courses Appropriate for a Major (18)

Students must complete coursework with a grade of “C” or higher in Area F prior to admission to teacher education. Students must complete 18 semester hours in Area F, or have transferred in approved Area F courses as outlined in approved USG-DTAE Articulation Agreements, which can be found on the Department of Early Childhood Education web site at

<http://education.gsu.edu/ece/index.htm>.

Required (18):

EDUC 2110	Investigating Critical & Contemporary Issues in Education (3)
EDUC 2120	Exploring Socio Cultural Perspectives on Diversity (3)
EDUC 2130	Exploring Teaching & Learning (3)
EDUC 2300	Introduction to Child Development (3)
EDUC 2152	Birth and Parenthood (3)
KH 2360	Childhood Health and Wellness (3)

Areas A-F Articulation Agreement for USG – DTAE Institutions

Graduates from Early Childhood Care and Education degree programs from COC accredited technical colleges will have satisfied the requirements for all six courses in the USG Area F for the BSED in Birth-Age 5 Teacher Preparation Program (see articulation agreement at:

<http://education.gsu.edu/ece/BirthThroughFive.htm>

Area G: Major Courses (40)

BRFV 3200	Introduction to Administration and Organization of Programs for Young Children (3)
BRFV 3250	Professional and Ethical Practice (3)
BRFV 4360	Child Guidance Birth to Five (3)
BRFV 4370	Language, Literacy, and Cognition (3)
BRFV 4380	Methods for Infants and Toddlers (4)
BRFV 4390	Methods for Pre-Kindergarten and Kindergarten Children (4)
BRFV 4400	Family and Community Relationships (3)
EXC 3560	Observation and Assessment for Infants, Toddlers and Preschoolers (3)
EXC 4020	Characteristics and Instructional Strategies for Students with Disabilities (3)
EXC 4500	Environmental and Medical Issues for Children Birth to Five (3)
EXC 4520	Methods for Infants and Toddlers with Disabilities (4)
EXC 4530	Methods for Pre-Kindergarten and Kindergarten Children with Disabilities (4)

Electives (8-11)

IT 2210 or equivalent Integrating Technology into the Elementary Classroom (3)

Graduates from Early Childhood Care and Education degree programs from COC accredited DTAE institutions may transfer one of the four DTAE program specializations to complete 9 hours of Electives (8-11 hours) in the USG B.S.E. Birth Through Five (B-5) degree program.
Required prior to Area H: (40) Semester Hours

All courses in B-5 Major Area must be completed with a grade of C or higher before students are authorized to enroll in student teaching.

Area H: Student Teaching (9-12)

All program requirements must be satisfactorily completed before students are authorized to enroll in student teaching. Students must complete student teaching coursework in Area H with a grade of "C" or higher.

Required (9-12):
BRFV 4661 Student Teaching (9-12)

Students must pass the appropriate GACE Content Assessment prior to graduation (see <http://www.gace.nesinc.com> for more information).

Area I. Minor

Students majoring in Birth Through Five (B-5) do not have the option to take a minor.

Total Program: minimum of 120-126 semester hours

For further information about the B-5 program, check the departmental Website:

<http://education.gsu.edu/ece/index.htm>

Follow links to Frequently Asked Questions, Articulation Agreements, and Program Information.

BACHELOR OF SCIENCE IN EDUCATION: BIRTH THROUGH FIVE (B-5) MAJOR LEADING TO GEORGIA TEACHER CERTIFICATION IN B-5 AND PRESCHOOL SPECIAL EDUCATION PROGRAM OF STUDY

The following is a list of courses for the Birth Through Five (B-5) program of study. It is a guide for students seeking admission into the College of Education B-5 program. **Future catalog editions may have different requirements.** Students will be responsible for the requirements in the catalog edition in effect at the time they are admitted to the college. Minimum overall **GPA** for the Birth Through Five program is **2.75**. This includes all course work attempted at Georgia State University and elsewhere.

<p>A. ESSENTIAL SKILLS ENG 1101 ("C" OR BETTER GRADE REQUIRED) ENG 1102 ("C" OR BETTER GRADE REQUIRED) SELECT 1 COURSE FROM COURSES: MATH 1101, 1111, MATH 1113, MATH 1220, MATH 2211, MATH 2212, MATH 2215, MATH 2420 ('C' OR BETTER GRADE REQUIRED)</p> <p>B. INSTITUTIONAL OPTIONS SELECT 4 HRS FROM COURSES: PHIL 1010, SPCH 1000, PERS 2001, PERS 2002</p> <p>C. HUMANITIES CHOOSE 1 COURSE FROM EACH OF 2 GROUPS BELOW: GROUP 1: ENGL 2110, ENGL 2120, ENGL 2130, PHIL 2010, SPCH 2050 GROUP 2: ART 1700, ART 1750, ART 1850 MUS 1500, MUS 1900, MUS 1930 TH 2040, FILM 2700 GROUP 3: FOREIGN LANGUAGE 1002 OR HIGHER</p> <p>D. SCIENCE/MATH TECHNOLOGY ANY 1 GROUP: ASTR 1010 AND ASTR 1020 OR BIOL 1103K AND BIOL 1104K OR CHEM 1101K AND CHEM 1102K OR CHEM 1151K, CHEM 1152K OR CHEM 1211K, CHEM 1212K OR GEOG 1112 AND GEOG 1113 OR GEOG 1121K AND GEOL 1122K OR PHYS 1111K AND PHYS 1112K OR PHYS 2211K AND PHYS 2212K. SELECT 1 COURSE FROM COURSES: ASTR 1000, BIOL 2240, BIOL 2300, CHEM 1050, CSC 1010, GEOL 2001, MATH 1070, MATH 1113, MATH 1220, MATH 2420, PSYC 1100 IF SCIENCE COURSE IS TAKEN THE COURSE MUST HAVE A DIFFERENT PREFIX FROM ONE SELECTED FOR THE LAB SCIENCE SEQUENCE ABOVE</p> <p>E. SOCIAL SCIENCES HIST 2110 POLS 1101 CHOOSE 1 COURSE FROM COURSES: HIST 1111, HIST 1112, POLS 2401, ECON 2100 SELECT 1 COURSE FROM COURSES: AAS 1140, AAS 2010, ANTH 1102, ECON 2105, ECON 2106, GEOG 1101, HIST 1140, PSYC 1101, SOCI 1101, SOCI 1160, WST 2010, CRJU 2200</p>	<p>F. COURSES APPROPRIATE TO THE MAJOR Area F. Courses Appropriate for a Major (18) Students must complete coursework with a grade of "C" or higher in Area F prior to admission to teacher education.</p> <p>Required (18): EDUC 2110 Investigating Critical & Contemporary Issues in Education (3) EDUC 2120 Exploring Socio Cultural Perspectives on Diversity (3) EDUC 2130 Exploring Teaching & Learning (3) EDUC 2300 Introduction to Child Development (3) EDUC 2152 Birth and Parenthood (3) KH 2360 Childhood Health and Wellness (3)</p> <p>Graduation Requirement: Complete a technology course (IT 2210 (3) recommended) that meets the requirement for the Georgia 2006 Technology Proficiency Requirement or demonstrate satisfactory proficiency on a PSC-approved test of computer skills competency.</p> <p>G. MAJOR/TEACHING FIELD (GRADE OF "C" OR HIGHER IS REQUIRED IN ALL COURSES, areas G & H)</p> <p align="center">Area G: Major Courses (40)</p> <p>BRFV 3200 Introduction to Admini/Organization of Programs for Young Children (3) BRFV 3250 Professional and Ethical Practice (3) BRFV 4360 Child Guidance Birth to Five (3) BRFV 4370 Language, Literacy, and Cognition (3) BRFV 4380 Methods for Infants and Toddlers (4) BRFV 4390 Methods for Pre-Kindergarten & Kdgn Children (4) BRFV 4400 Family and Community Relationships (3) EXC 3560 Observation/Assess Infants, Toddlers, Preschoolers (3) EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (3) EXC 4500 Environmental /Medical Issues for Birth to Five (3) EXC 4520 Methods for Infants and Toddlers with Disabilities (4) EXC 4530 Methods for Pre-Kindergarten & Kdgn Children with Disabilities (4)</p> <p>Electives (8-11) Institutional Choice</p> <p>H. STUDENT TEACHING All program requirements must be satisfactorily completed before the student may begin student teaching. Required (9-12): BRFV 4661 Student Teaching (9-12)</p> <p>Please note that all B-5 courses require extensive field-based placements (supervised participation in settings with young children).</p>
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Field and Clinical Experiences

Internships (Student Teaching) and Field Experiences are an integral part of this program. These experiences will require the candidate to apply theoretical perspectives and best professional practices to settings with children of varied age groups and educational/ developmental needs. **Candidates must complete 900 clock hours of field experiences in diverse settings with children from infancy through age five. These settings include classrooms of typically developing children and those with special educational needs.**

Required Field Experiences for GSU Birth to Five

900 hours* (includes student teaching of no less than 400 hours in one semester)

Experiences must be with 3 age groups as follows:

Hours required:

Minimum 100 hrs

Minimum 100 hrs

Minimum 100 hrs

Minimum 100 hrs

inclusive or self-contained setting

Age Group:

a. infant/ toddler (6wks. – 2 yrs)

b. preschool (3 yrs. – 5 yrs. not Kindergarten)

c. Kindergarten (5+)

d. Birth-Age 5 children with exceptional learning needs in an

Work-based and Assigned Field Placements

It is anticipated that a majority of program candidates will be currently employed in child care and educational settings with young children. Whenever possible, field experiences will be fulfilled at the candidate's work site with the cooperation of the employing agency. Field experiences that are required beyond the scope of the candidate's work site will be assigned by the appropriate course instructor/ program coordinator/ or field supervisor. Preference for field experience placements in Infant /Toddlers programs will be given to agencies and programs with National Association for the Education of Young Children (NAEYC) accreditation, those recognized as Centers of Distinction by the Georgia Department of Early Care and Learning, Early Head Start Programs, or center based programs sponsored by Babies Can't Wait (BCW). Preference for field experience placements in Preschool programs will be given to agencies and programs which are NAEYC accredited, Head Start Programs, or in Pre-K programs sponsored by Bright From the Start, GA Department of Early Care and Learning. Kindergarten placements will be made in public school districts close to the candidate's home or place of employment, when possible. When possible, inclusive settings with young children with special learning needs will be sought for field experiences.

Transfer of Practicum Credit

B-5 students who have transferred with the Associate Degree in Early Childhood Care and Education from an accredited Georgia technical college through the **USG-DTAE Articulation Agreement** will receive **transfer of credit of 300 clock hours/field placement*** for documented hours working with children age birth through age 5 in a supervised setting.

Required Field Experiences for GSU B-5 Program:

900 total clock hours required:

-300 clock hours **credit for college supervised practicum/internship***

Remaining clock hours required:

400 clock hours of student teaching (in final semester)

200 clock hours to be completed during methods courses in each age group as follows:

Hours required:

Minimum 50 hrs

Minimum 50 hrs

Minimum 50 hrs

Minimum 50 hrs

inclusive or self-contained setting

Age Group:

a. infant/ toddler (6wks. – 2 yrs)

b. preschool (3 yrs. – 5 yrs. not Kindergarten)

c. Kindergarten (5+)

d. Birth-Age 5 children with exceptional learning needs in an

Typical Model* for Completion of Field Experiences

Field Experience in Methods Courses

Course Number	Course Title	Hours* of Early Field Experiences
BRFV 4380	Methods for Infants and Toddlers (4) Includes field experiences with children from 6 weeks to 2 years	8 (hrs/wk) x 12.5 weeks = 100 hours 4 (hrs/wk) x 12.5 weeks = 50 hours (tech/transfer)
EXC 4520	Methods for Infants and Toddlers with Disabilities (4) Includes field experiences in inclusive/self-contained settings with children from 6 weeks to 3 years	4 (hrs/wk) x 12.5 weeks = 50 hours
BRFV 4390	Methods for Pre-Kindergarten and Kindergarten Children (4) Includes field experiences with children from age 3 to 5 (not Kindergarten) Includes field experience in Kindergarten	8 (hrs/wk) x 12.5 weeks = 100 hours 4 (hrs/wk) x 12.5 weeks = 50 hours (tech/transfer) 8 (hrs/wk) x 12.5 weeks = 100 hours 4 (hrs/wk) x 12.5 weeks = 50 hours (tech/transfer)
EXC 4530	Methods for Pre-Kindergarten and Kindergarten Children with Disabilities (4) Includes field experiences in inclusive/ self-contained settings with children from age 3 through Kindergarten	4 (hrs/wk) x 12.5 weeks = 50 hours

* Specific placement times will be determined by the Intern and the Supervising Teacher or Center Director. In some cases, two half-days per week are preferred over one 8 hour day.

STATEMENT REGARDING FIELD BASED PERFORMANCE AND/OR STUDENT PERFORMANCE

For Assigned Field Based Settings (those made by the University and not work-based settings):

The NAEYC Code of Ethical Conduct and Statement of Commitment set the framework for expectations regarding field-based performance. Students receive instruction in the NAEYC Code in BRV 3250 Professional and Ethical Practice. Additionally, the knowledge, skills, and dispositions surrounding the NAEYC Code and Statement of Commitment are revisited throughout the program.

Students will be notified of concerns through conferences with the field-based supervising teacher, university supervisor, and/or center or school administrator, as is appropriate. **When necessary, the university supervisor/instructor will inform the student of significant concerns using the ECE Notification and Documentation Form (N/D) and conference.** A student who receives an N/D form will be required to provide proof of remediation as identified in the Action Plan section of the form. GSU supervisors/instructors, in consultation with local center or school administrators and field-based supervising teachers, have the authority to withdraw a student from a classroom placement if the student's performance/behavior constitutes a detriment to the children in the class or to the professional standards of the local center or school. If such removal is necessary, the student's unsatisfactory performance will result in additional requirements placed upon the student and/or may result in the student's exclusion from the program. **Please note that in order to pass Student Teaching, a student must earn a grade of "C" or better as well as meet additional requirements as outlined in the student teaching syllabus.**

State of Georgia Certification Information

The University is able to recommend a student for Teacher Certification only with a passing score on the GACE Content Assessment in B-5, and completion of the other requirements listed in the Birth Through Five Program Manual and the GSU General Catalog.

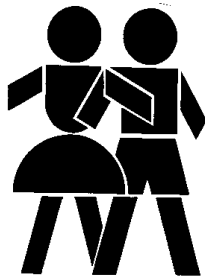
Applications for teacher certification are available in the Office of Academic Assistance, College of Education.

Other Questions

Questions about the program should be directed to the Academic Advisor in the Office of Academic Assistance. Students may also be referred to the Program Coordinator or Department Chairperson for programmatic concerns.

All students are encouraged to review appropriate sections of the Georgia State University General Catalog for additional information concerning College and University regulations relevant to their course of study.

The Department of Early Childhood Education faculty looks forward to working with new and continuing students in the Bachelor's Degree Program.



Appendix

Candidate Outcomes for the B-5 Teacher Preparation Program

<p style="text-align: center;">NAEYC STANDARDS National Association for the Education of Young Children (Initial Teacher Preparation)</p>
<p>1. Promoting Child Development and Learning. Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.</p>
<p>2. Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.</p>
<p>3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.</p>
<p>4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of</p>

NAEYC STANDARDS
National Association for the Education of Young Children

(Initial Teacher Preparation)

developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

5. Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Content Standards
Council for Exceptional Children (Division of Early Childhood)

1. Foundations. Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based **principles and theories**, relevant **laws and policies**, diverse and **historical** points of view, and **human issues** that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these **influence professional practice**, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how **issues of human diversity** can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the **relationships of organizations of special education** to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

2. Development and Characteristics of Learners. Special educators know and **demonstrate respect** for their students first as unique human beings. Special educators understand the **similarities and differences in human development** and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how **exceptional conditions** can **interact** with the domains of human development and they **use this knowledge to respond to the varying abilities and behaviors of individual's** with ELN. Special educators understand how the experiences of individuals with ELN can *impact families*, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

3. Individual Learning Differences. Special educators understand the **effects that an exceptional condition** can have **on an individual's learning** in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are **active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition** to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions **provides the foundation** upon which **special educators individualize instruction** to provide meaningful and challenging learning for individuals with ELN.

4. Instructional Strategies. Special educators possess a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote **positive learning results in general and special curricula**³⁷ and to appropriately **modify learning environments** for individuals with ELN. They enhance the **learning of critical thinking, problem solving, and performance skills** of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the **development, maintenance, and generalization** of knowledge and skills across environments, settings, and the lifespan.

5. Learning Environments and Social Interactions. Special educators actively **create learning environments** for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and **active engagement** of individuals with ELN. In addition, special educators **foster environments in which diversity is valued** and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape **environments to encourage the independence**, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators **help their general education colleagues integrate individuals** with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use **direct motivational and instructional interventions** with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely **intervene with individuals with ELN in crisis**. Special educators coordinate all these efforts and provide **guidance and direction to paraeducators and others**, such as classroom volunteers and tutors.

6. Language. Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development and teach communication skills** to individuals with ELN. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English**.

7. Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special

curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual's learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

8. Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use **multiple types of assessment information** for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the **legal policies and ethical principles of measurement and assessment** related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand **measurement theory and practices** for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate **use and limitations** of various types of assessments. Special educators collaborate with families and other colleagues to assure **non-biased, meaningful assessments and decision-making**. Special educators conduct **formal and informal assessments** of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment

information to **identify supports and adaptations** required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators **regularly monitor the progress** of individuals with ELN in general and special curricula. Special educators **use appropriate technologies** to support their assessments.

9. Professional and Ethical Practice. Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to **legal matters** along with serious professional and **ethical considerations**. Special educators engage in **professional activities** and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as **lifelong learners** and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are **sensitive to the many aspects of diversity** of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them **current with evidence-based best practices**. Special educators know their own limits of practice and practice within them.

10. Collaboration. Special educators routinely and effectively **collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways**. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a **resource to their colleagues** in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to **facilitate the successful transitions** of individuals with ELN across settings and services.

A complete discussion of NAEYC standards for programs with initial licensure in early childhood can be found at <http://www.naeyc.org/faculty/pdf/2001.pdf>.

Content Standards for Beginning Special Education Teachers are found at [http://www.cec.sped.org/AM/Template.cfm?Section=Ethics and Practice Standards&Template=/CM/ContentDisplay.cfm&ContentID=9105](http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&Template=/CM/ContentDisplay.cfm&ContentID=9105)

University Policy on Academic Honesty

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students are honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for practices that are fair require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable conduct in the course of their academic work.

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct is to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

Definitions and Examples

PLAGIARISM. Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

CHEATING ON EXAMINATIONS. Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

UNAUTHORIZED COLLABORATION. Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with or without assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

FALSIFICATION. It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of

sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

MULTIPLE SUBMISSIONS. It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

Obligation to Report Suspected Violations

Members of the academic community—students, faculty, and staff are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the office of the dean of each college and the Office of the Dean of Students.

Obligation to Report Criminal Charges

If you are charged with a crime (other than a minor traffic offense or ordination violation) after the Criminal Background Check required for admission to the COE, you must report having been charged to the Coordinator of the B-5 Program within 72 hours of becoming aware of such charge.