

Department of Early Childhood Education



B.S.Ed. 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.Ed. 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

Julie Rainer Dangel, Ph.D.**Associate Professor**
Georgia State University
Constructivist Education, Teacher Education, Mathematics Education

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
Child Development & Family Studies

Shonda Lemons-Smith, Ph.D.**Assistant Professor**
Indiana University
Mathematics Education, Urban Education, Equity in Schooling

Miyoun Lim, Ph.D......**Assistant Professor**
Teachers College Columbia University
Science Education

Ramona W. Matthews, Ph.D......**Associate Professor**
University of Georgia
Literacy Development, Research, Social Dimensions of Literacy Development

Laura A. May, Ph.D......**Assistant Professor**
University of Texas, Austin
Language & Literacy, Bilingual Education

Lydia Mays, Ph.D.**Clinical Assistant Professor**
Georgia State University
Language & Literacy

Susan Crim McClendon, Ph.D......**Assistant Professor**
Georgia State University
Urban Education, Cross-Cultural Training and Education, Culturally Relevant Pedagogy
Associate Director of the Alonzo A. Crim Center for Urban Educational Excellence

Barbara Meyers, Ed.D......**Chair**
Temple University
Teacher Development, School Reform, Qualitative Research

Laura Meyers, Ph. D......**Clinical Assistant Professor**
Purdue University
Social Studies Education, Literacy and Language Arts Education

Anton Purvirajah, Ph.D......**Assistant Professor**
Wayne State University
Scientific Inquiry, Argumentation, Science Discourse, Use of Technology in Science Learning & Teaching

Ruth Saxton, Ph.D.**Clinical Assistant Professor**
University of California, Berkeley
Multicultural/Anti-bias Education, Pre-K Education, Administration

Nancy Jo Schafer, Ph.D.**Director, UACM**
Georgia State University
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 **BSED 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

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: Major in Early Childhood Education. The cornerstone of this program is early and continuous field experiences. Each year students are placed in Metropolitan Atlanta public schools for field-based experiences. 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 Program

Purpose

The purpose of the Bachelor of Science (B.S.Ed.) program in Early Childhood Education at Georgia State University is to prepare instructional personnel who will be qualified to teach young children from pre-school through elementary grades. The theme of this program is to develop **teachers as facilitators of learning**. The program reflects research and best practice in the field of early childhood education and teacher education. Candidates receive content and pedagogy in all academic disciplines taught in the early childhood classroom. The program further provides integration of the visual and musical arts within the context of specific content area methods courses. The broad and extensive field-based experiences effectively develop candidates' knowledge and ability to select and implement developmentally appropriate resources and activities for teaching and learning in diverse settings.

Dual Certification Program. Beginning fall 2006, the Department of Early Childhood Education, in conjunction with Educational Psychology and Special Education, established a new program track for early childhood majors including a new concentration in interrelated special education. The undergraduate degree program in Early Childhood Education provides a new option/concentration for dual certification in Early Childhood and Interrelated Special Education, as well as maintains the existing traditional program track that leads to general P-5 certification in Early Childhood Education. The dual certification program integrated the requirements for the initial certification in Interrelated Special Education into the currently approved B.S.Ed. major in Early Childhood Education. Students who select this new certification program take a five course, fifteen credit concentration in special education.

ESOL Endorsement Option. In order to meet the growing demand for ESOL-certified teachers, the department of Early Childhood Education has initiated a very innovative program. This program allows students to complete ESOL endorsement requirements while working on their initial teacher certification. The three-course curriculum includes cultural issues, linguistics, and methods and materials for English Language Learners. Field experiences are included in coursework. These competencies will give teachers the tools to bring all learners toward higher levels of achievement. This add-on endorsement will allow graduates to teach in an ESOL classroom or deliver instruction more effectively in the general classroom. This program option is offered to traditional program students.

The extensive field-based and developmental nature of both the traditional and dual certification programs makes each program unique. Students are placed in a variety of school settings which include pre-kindergarten programs, schools with multicultural, urban, and suburban populations, and schools with special education inclusive classrooms.

Each student receives experience in the following grade levels pre-kindergarten through 5th grade as follows: Semester I- Pre-Kindergarten and Kindergarten; Semester II- 1st grade and 2nd or 3rd grade; Semester III- 4th or 5th grade; Secondary experience (Dual Certification Program students only). In addition, students gain practical experience in the school and classroom during the week of preplanning and the first week of school. Students are required to successfully complete the Opening School Experience during the first fall semester preceding student teaching. Each student will complete student teaching in an elementary (K-5) placement (Traditional and Dual Certification Program students) and secondary placement (Dual Certification Program students only). 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 observes and mentors each student on a regular basis and, along with the cooperating teacher, provides support and feedback on the student's strengths and areas for growth.

College course work is also developmentally sequenced in order to support the field experiences. In addition, students take nine (9) hours of upper division math courses and are considered highly qualified. As a result, graduates of the B.S.E. program are able to create effective learning contexts for all children and significantly impact student learning, growth, and development.

Successful completion of the BSED Program requires a passing score on the GACE Content Assessments: Early Childhood Education, Tests 001 and 002 (Traditional Program Students) and GACE Content Assessments: Early Childhood Education, Tests 001 and 002 and Special Education General Curriculum, Tests 081 and 082 (Dual Certification Program Students). The College of Education recommends the Traditional Program student for initial certification in the state of Georgia in Early Childhood Education (pre-kindergarten through 5th grade) and the Dual Certification Program student for initial certification in Early Childhood Education (pre-kindergarten through 5th grade) and Special Education (P-12, mild disabilities; Special Education General Curriculum, consultative).

The Framework

The following outcomes, developed by the Interstate New Teacher Assessment and Support Consortium (INTASC), provide the framework for the program.

Standard One: Knowledge of Subject Matter

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard Two: Knowledge of Human Development and Learning

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Standard Three: Adapting Instruction for Individual Needs

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard Four: Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard Five: Classroom Motivation and Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard Six: Communication Skills

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard Seven: Instructional Planning Skills

The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Standard Eight: Assessment of Student Learning

The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.

Standard Nine: *Professional Commitment and Responsibility*

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.

Standard Ten: *Partnerships*

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**REQUIREMENTS FOR ENTRY
BACHELOR'S OF SCIENCE IN EARLY CHILDHOOD EDUCATION
TRADITIONAL & DUAL CERTIFICATION PROGRAMS**

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. In addition, passing PRAXIS I scores will be accepted from "out of state" applicants who do not have access to the GACE; however, a passing score report from GACE Basic Skills Assessment will be required prior to graduation. **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).

****Special Note:**

New GACE Educator Testing Program to Replace Praxis Tests Fall 2006
The Professional Standards Commission (PSC) has initiated the development of a new educator assessment program called the Georgia Assessments for the Certification of Educators (GACE™). These new Georgia assessments will be fully aligned with national standards, Georgia educator certification requirements, Georgia educator preparation standards, and the new Georgia Performance Standards (GPS) for P-12 students now being implemented by the Georgia Department of Education. To assist in the development and administration of the assessments, the PSC has contracted with National Evaluation Systems, Inc. The first administration of the new assessments will be on November 18, 2006. Current Praxis testing in Georgia will continue through the summer of 2006 and will be discontinued after that time. To obtain additional information regarding the new GACE assessments please visit the Georgia Professional Standards Commissions Website at http://www.gapsc.com/msgc_gacetoreplacepraxis.asp and the GACE website at <http://www.gace.nesinc.com/index.asp>. We will continue to update our program manuals to reflect this new information as it becomes available.

Application

Applications for admission to the Department of Early Childhood Education must be submitted by **June 17** for Fall admission and **October 27** for Spring admission (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.

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.

Field-Based Methods Blocks

(NOTE: Block courses must be taken concurrently and in the sequence shown below.)

Pre-Kindergarten/Kindergarten Block

The Pre-Kindergarten/Kindergarten Block (12 semester hours) includes: ECE – 3021 Child Development (3), ECE 3255 – ESOL: Cultural Foundations in Early Childhood Education (3), ECE – 3600 Language and Literacy (3), and ECE 3661– Classroom Management in Early Childhood Education/ Field Experience I (3). In this initial “block,” ECE instruction emphasizes pre-k and kindergarten curriculum and developmental theories and issues. In addition students participate in weekly field placements to learn teaching and management skills appropriate to this age group.

Primary Methods Block

The Primary Methods Block (15 semester hours) includes: ECE 3601 – Reading and Language Arts in Early Childhood Education I (6), ECE 3607 – Mathematics Methods in Early Childhood Education (3), ECE 3606 – Science and Inquiry in Early Childhood Education (3), and ECE 3662 – Classroom Management in Early Childhood Education/Field Experience II (3). In this “block,” instruction emphasizes the development of content knowledge, instructional methods and child development for first and second or third grades along with weekly field placements appropriate to this age group.

Elementary Methods Block

The Elementary Methods Block (12 semester hours) includes: ECE 3602 – Reading and Language Arts in Early Childhood Education II (3), ECE 3360 – Assessment of Classroom Learning in Early Childhood Education (Traditional Program) or EXC 4560 (Dual Program) (3), ECE 3605 – Social Studies Methods in Early Childhood Education (3), ECE 3663 – Classroom Management in Early Childhood Education/ Field Experience III (Traditional Program) or EXC 4570 (Dual Program) (3) (Grade of “B” or higher is required in ECE 3663 or EXC 4570) and ECE 4650 – Opening School Experience (0). In this “block,” instruction emphasizes the development of subject matter competence and instructional skills for grades four and five along with weekly field placements appropriate to this age group.

Math Courses Required in the Major

Math courses (9 semester hours of upper level division MATH courses) recommended include Math 3050 - Geometry and Spatial Sense (3); Math 3070 - Introduction to Probability and Statistics (3) **AND** MATH 3090-Algebraic Concepts (3). Please note that MATH 2008 is a pre-requisite for all three upper division math courses. All math courses must be completed prior to student teaching. Math 2008 - Principles of Mathematics, located in Area F, is a prerequisite to Math 3050, 3070, 3090. Students should plan coursework accordingly.

Additional courses required prior to Student Teaching

Art and Music in Early Childhood Education (AE or MUS 2300 – 3 hours)
Characteristics and Instructional Strategies for Students with Disabilities (EXC 4020 – 3 hours)-
Traditional Program OR
Characteristics of Students with Disabilities (EXC 4010 – 3 hours) – Dual Certification Program
Please the program of study for additional EXC course work – Dual Certification Program

Opening School Experience

Students gain practical experience in the school and classroom during the week of preplanning and the first week of school. Students are required to successfully complete the opening school experience during the first fall semester preceding student teaching.

Student Teaching

All other program requirements must be satisfactorily completed before the student may begin student teaching.

ECE 4661 Student Teaching (12 semester hours) is the full-day clinical experience with children at one of the following grade levels: kindergarten through fifth grade. 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 Content Assessment (s) for graduation: Traditional & Dual Program: Tests 001, 002; Dual Program: Tests 081, 082

English to Speakers of Other Languages (ESOL) Endorsement Program Option

The Department of Early Childhood Education offers English to Speakers of Other Languages (ESOL) endorsement program designed to provide teacher candidates with additional training to work with non-English speaking or limited English-speaking students. The ESOL endorsement qualifies an individual to teach English to speakers of other languages in early childhood, middle childhood, and secondary school levels. The endorsement requires three additional courses and authentic ESOL classroom placements, supervision and collaboration. Students must meet admission to teacher education criteria for their specific major to be eligible to take these endorsement courses.

The endorsement option is very attractive to undergraduate students since it enables them to pursue the endorsement while they complete their regular degree program and enter the profession with a highly marketable distinction.

Early Childhood and Special Education Dual Certification Program

The Departments of Early Childhood and Special Education collaboratively offer a certification option which enables teacher education students the opportunity to pursue initial certification in two fields: Early Childhood Education (P-5) and Special Education (P-12; Special Education General Curriculum consultative - mild disabilities). Additional coursework and field placements in middle and secondary schools are required for this dual certification program. Admission to the dual certification program is each fall semester.

**Department of Early Childhood Education
Georgia State University**

BSED Traditional Program Overview

Semester I (18 Hours)

ECE	3021	Child Development (3)
ECE	3255	ESOL: Cultural Foundations in Early Childhood Education (3)
ECE	3600	Language and Literacy (3)
ECE	3661	Classroom Management in Early Childhood Education/Field Experience I (3)
**AE/MUS	2300	Art and Music in Early Childhood Education
*MATH	3050	Geometry and Spatial Sense (3) (MATH 2008 is a pre-requisite for this course)

Semester II (15 Hours)

ECE	3601	Reading and Language Arts in Early Childhood Education I (6)
ECE	3606	Science and Inquiry in Early Childhood Education (3)
ECE	3607	Mathematics Methods in Early Childhood Education (3)
ECE	3662	Classroom Management in Early Childhood Education/Field Experience II (3)

Summer Semester (6 hours)

EXC	4020	Characteristics and Instructional Strategies for Students with Disabilities (3)
*MATH	3070	Introduction to Probability and Statistics (3) (MATH 2008 is a pre-requisite for this course)

Semester III (15 Hours)

ECE	3360	Assessment of Classroom Learning in ECE (3)
ECE	3602	Reading and Language Arts in Early Childhood Education II (3)
ECE	3605	Social Studies Methods in Early Childhood Education (3)
ECE	3663	Classroom Management in Early Childhood Education/Field Experience III (3) (Grade of "B" or higher is required)
*MATH	3090	Algebraic Concepts (3) (MATH 2008 is a pre-requisite for this course)
ECE	4650	***Opening School Experience (0)

***Required prior to Student Teaching (Area H) – 9 hours of 3000 – level or higher MATH prefix courses, but the department recommends:**

MATH	3050	Geometry and Spatial Sense (3) (MATH 2008 is a pre-requisite for this course)
MATH	3070	Introduction to Probability and Statistics (3) (MATH 2008 is a pre-requisite for this course)
MATH	3090	Algebraic Concepts (3) (MATH 2008 is a pre-requisite for this course)

****Select one:**

AE	2300	Art and Music (3)
MUS	2300	Art and Music (3)

Semester IV (12 hours)

ECE	4661	Student Teaching (12)
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*** Note:** All required math courses must be completed prior to student teaching. It is the responsibility of the student to check with the Math Department regarding the scheduling of these courses. In addition, AE/MUS 2300 must be completed prior to student teaching. It is the responsibility of the student to check with the Art/Music Department regarding the scheduling of these courses.

***** Students will be required to complete Opening School Experience (ECE 4650) the fall semester preceding student teaching.**

ESOL Endorsement Program Option Additional Coursework

ECE	3440	ESOL: Curriculum and Instruction (Methods) (3) (offered Semester III)
ECE	3250	Language Acquisition and Assessment (3) (offered Semester IV)

Traditional Program Track: 126 Total Credit Hours

ESOL Endorsement Program Option Track: 132 Total Credit Hours

Departments of Early Childhood Education and Educational Psychology & Special Education Georgia State University

BSED Dual Certification Program Overview

Semester I (18 Hours)

ECE	3021	Child Development (3)
ECE	3255	ESOL: Cultural Foundations in Early Childhood Education (3)
ECE	3600	Language and Literacy (3)
ECE	3661	Classroom Management in Early Childhood Education/Field Experience I (3)
EXC	4010	Characteristics of Students with Disabilities (3)
*MATH	3050	Geometry and Spatial Sense (3) (MATH 2008 is a pre-requisite for this course)

Semester II (15 Hours)

ECE	3601	Reading and Language Arts in Early Childhood Education I (6)
ECE	3606	Science and Inquiry in Early Childhood Education (3)
ECE	3607	Mathematics Methods in Early Childhood Education (3)
ECE	3662	Classroom Management in Early Childhood Education/Field Experience II (3)

Summer Semester (6 hours)

**AE/MUS	2300	Art and Music in Early Childhood Education
*MATH	3070	Introduction to Probability and Statistics (3) (MATH 2008 is a pre-requisite for this course)

Semester III (15 Hours)

EXC	4560	Assessment of Exceptional Children (3)
ECE	3602	Reading and Language Arts in Early Childhood Education II (3)
ECE	3605	Social Studies Methods in Early Childhood Education (3)
EXC	4570	Individual and Classroom Management/Field Experience III (3) (Grade of "B" or higher is required)
*MATH	3090	Algebraic Concepts (3) (MATH 2008 is a pre-requisite for this course)
ECE	4650	***Opening School Experience (0)

***Required prior to Student Teaching (Area H) – 9 hours of 3000 – level or higher MATH prefix courses, but the department recommends:**

MATH	3050	Geometry and Spatial Sense (3) (MATH 2008 is a pre-requisite for this course)
MATH	3070	Introduction to Probability and Statistics (3) (MATH 2008 is a pre-requisite for this course)
MATH	3090	Algebraic Concepts (3) (MATH 2008 is a pre-requisite for this course)

****Select one:**

AE	2300	Art and Music (3)
MUS	2300	Art and Music (3)

Semester IV (15 hours)

ECE	4661	Student Teaching (9)
EXC	4671	Partnerships and Practicum (3)
EXC	4590	Functional and Social Methods for Students with Behavior/Learning Disabilities (3)

* **Note:** All required math courses must be completed prior to student teaching. It is the responsibility of the student to check with the Math Department regarding the scheduling of these courses. In addition, AE/MUS 2300 must be completed prior to student teaching. It is the responsibility of the student to check with the Art/Music Department regarding the scheduling of these courses.

*** Students will be required to complete Opening School Experience (ECE 4650) the fall semester preceding student teaching.

Dual Certification Program Track: 129 Total Credit Hours

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(s), and completion of the other requirements listed in the Early Childhood Education Program Manual and the GSU General Catalog.

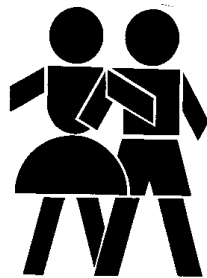
Applications are available in the Office of Academic Assistance, College of Education.

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.



EARLY CHILDHOOD EDUCATION BSED TRADITIONAL PROGRAM OF STUDY

The following is a list of courses for the Early Childhood Education program of study. It is a guide for students seeking admission into the College of Education Early Childhood Education 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 early childhood education 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 (Required 18 HRS) Students must complete coursework with a grade of "C" or higher in Area F prior to admission to teacher education. EDUC 2110 (3) EDUC 2120 (3) EDUC 2130 (3) ISCI 2001 (3) ISCI 2002 (3) MATH 2008 (3) (prerequisite for MATH 3050, 3070, 3090)</p>	<p>Graduation & Certification Requirement: <i>B.S.Ed. students are required to meet the Georgia 2006 Technology Proficiency Requirement. Students enrolled in the Department of Early Childhood Education Teacher Education Programs at Georgia State University will complete this graduation and certification requirement by demonstrating competency on designated assignments embedded in the four semester course sequence.</i></p> <p>G. MAJOR/TEACHING FIELD (GRADE OF "C" OR HIGHER IS REQUIRED IN ALL COURSES, areas G & H)</p> <p>SEMESTER I – *Required Concurrently (18 HRS.) *ECE 3600 (3 HR), *ECE 3021 (3 HRS), *ECE 3255 (3 HRS), *ECE 3661 (3 HRS), **MATH 3050 (3 HRS) **AE/MUS 2300 (3 HRS)</p> <p>SEMESTER II – *Required Concurrently (15 HRS.) *ECE 3607 (3 HRS), *ECE 3601 (6 HRS) *ECE 3606 (3 HRS), AND *ECE 3662 (3 HRS)</p> <p>SUMMER SEMESTER (6 HRS.) **EXC 4020 (3 HRS) **MATH 3070 (3 HRS)</p> <p>SEMESTER III – *Required Concurrently (15 HRS.) *ECE 3360 (3), *ECE 3602 (3 HRS), *ECE 3605 (3 HRS), *ECE 3663 (3) (NOTE: GRADE OF "B" OR HIGHER IS REQUIRED IN ECE 3663) **MATH 3090 (3 HRS)</p> <p>**Required prior to student teaching (9 HRS – 3000 Level or higher MATH prefix courses, 3 HRS - AE/MUS) Recommended: MATH 3050 (3 HRS) MATH 3070 (3 HRS) MATH 3090 (3 HRS) [MATH 2008 (3 HRS) prerequisite to all upper division math courses] AE/MUS 2300 (3 HRS) EXC 4020 (3 HRS)</p> <p>H. STUDENT TEACHING All program requirements must be satisfactorily completed before the student may begin student teaching.</p> <p>Students will be required to <u>complete</u> Opening School Experience (ECE 4650) the first fall semester preceding student teaching.</p> <p>SEMESTER IV - 12 HRS. * ECE 4650 (0) * ECE 4661 (12 HRS)</p> <p>* Courses designated by an asterisk can only be taken by students in the College of who have met all entry criteria. Please note that all ECE courses require extensive field-based placements (supervised participation in school settings).</p>
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EARLY CHILDHOOD AND SPECIAL EDUCATION BSED DUAL CERTIFICATION PROGRAM OF STUDY

The following is a list of courses for the Early Childhood Education program of study. It is a guide for students seeking admission into the College of Education Early Childhood Education 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 early childhood education 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 (Required 18 HRS) Students must complete coursework with a grade of "C" or higher in Area F prior to admission to teacher education. EDUC 2110 (3) EDUC 2120 (3) EDUC 2130 (3) ISCI 2001 (3) ISCI 2002 (3) MATH 2008 (3) (prerequisite for MATH 3050, 3070, 3090)</p>	<p>Graduation & Certification Requirement: <i>B.S.Ed. students are required to meet the Georgia 2006 Technology Proficiency Requirement. Students enrolled in the Department of Early Childhood Education Teacher Education Programs at Georgia State University will complete this graduation and certification requirement by demonstrating competency on designated assignments embedded in the four semester course sequence.</i></p> <p>G. MAJOR/TEACHING FIELD (GRADE OF "C" OR HIGHER IS REQUIRED IN ALL COURSES, areas G & H)</p> <p>SEMESTER I – *Required Concurrently (18 HRS.) *ECE 3600 (3 HR), *ECE 3021 (3 HRS), *ECE 3255 (3 HRS), *ECE 3661 (3 HRS), *EXC 4010 (3 HRS) **MATH 3050 (3 HRS)</p> <p>SEMESTER II – *Required Concurrently (15 HRS.) *ECE 3607 (3 HRS), *ECE 3601 (6 HRS) *ECE 3606 (3 HRS), AND *ECE 3662 (3 HRS)</p> <p>SUMMER SEMESTER (6 HRS.) **AE/MUS 2300 (3 HRS) **MATH 3070 (3 HRS)</p> <p>SEMESTER III – *Required Concurrently (15 HRS.) * EXC 4560 (3 HRS), *EXC 4570 (3 HRS) *ECE 3602 (3 HRS), * ECE 3605 (3 HRS) (NOTE: GRADE OF "B" OR HIGHER IS REQUIRED IN EXC 4570) **MATH 3090 (3 HRS)</p> <p>**Required prior to student teaching (9 HRS – 3000 Level or higher MATH prefix courses, 3 HRS – AE/MUS) Recommended: MATH 3050 (3 HRS) MATH 3070 (3 HRS) MATH 3090 (3 HRS) [MATH 2008 (3 HRS) prerequisite to all upper division math courses] AE/MUS 2300 (3 HRS)</p> <p>H. STUDENT TEACHING All program requirements must be satisfactorily completed before the student may begin student teaching.</p> <p>Students will be required to <u>complete</u> Opening School Experience (ECE 4650) the first fall semester preceding student teaching.</p> <p>SEMESTER IV – (15 HRS.) * ECE 4650 (0) * ECE 4661 (9 HRS) * EXC 4671 (3 HRS) * EXC 4590 (3 HRS)</p> <p>* Courses designated by an asterisk can only be taken by students in the College of who have met all entry criteria. Please note that all ECE courses require extensive field-based placements (supervised participation in school settings).</p>
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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.

ECE Departmental Policy and Procedures Regarding Field-Based Performance

Notification and documentation of field-based performance concerns

- Students will be notified of concerns through conferences with the clinical teacher, university supervisor, and/or school administrator, as is appropriate. When necessary, the university supervisor/instructor will inform the student of 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. Failure to comply with the remediation requirements set forth in the N/D form may result in removal from the program. ECE supervisors/instructors will periodically monitor each student's progress in meeting the intentions and goals of the Action Plan.

Removal from field placement/Earned Grade of "F" /Dismissal from B.S.Ed. Degree Program

- ECE supervisors/instructors, in consultation with local school administrators and clinical teachers, have the authority to remove 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 school or the the professional Code of Ethics for Educators in Georgia.
- If removal from the field placement is necessary, the student's unsatisfactory performance will result in a grade of "F" for the course (2009-2010 GSU Undergraduate Catalog pg. 115) and may result in the student's dismissal from the program.
- The decision to dismiss a student from the ECE B.S.Ed. Program is determined by a department review panel consisting of at least two program faculty members and the ECE BSED Program Coordinator and Department Chair. Panel members will review the student's record.

Practicum II (ECE 3662) enrollment requirements

- B.S.Ed. Program students must earn a grade of "C" or higher in ECE 3661 and Block I ECE prefix course work to be authorized for ECE 3662.

Practicum III (ECE 3663) enrollment requirements

- B.S.Ed. Program students must earn a grade of “C” or higher in ECE 3662 and Block II ECE prefix course work to be authorized for ECE 3663.

Student teaching enrollment and graduation requirements

- B.S.Ed. Program students must earn a grade of “B” or higher in ECE 3663 or EXC 4570 and complete all course work in the major with a grade of “C” or higher to be authorized for ECE 4661 Student Teaching and EXC 4671 (Dual Certification Program students). The following courses, if needed, may be taken along with ECE 4661: EXC 4590 (Dual Certification Program students) and ECE 3250 (ESOL Endorsement Program students).
- To pass Student Teaching, B.S.Ed. Program students must earn a grade of “C” or higher in ECE 4661, earn a grade of “C” or higher during the “Role Reversal” period, and meet all requirements outlined in the Student Teaching Manual. A student earning a grade below a “C” may request a performance review by a department review panel.
- Students may only fail ECE 4661 one time and students who fail to pass ECE 4661 a second time, will be dismissed from the ECE B.S.Ed. Program.
- To graduate from Georgia State University, B.S.Ed. Program students must meet all program requirements which include passing scores on the GACE Content Assessments (Tests 001 and 002 in Early Childhood Education, Traditional and Dual Certification Program students; Tests 081 and 082 in Special Education, Dual Certification Program students).

Appeal Process

- Georgia State University students have the right to appeal decisions regarding their course/ field-based performance in the ECE B.S.Ed. Program. Refer to the GSU website for the instructions for completing the *Student Petition for Waiver or Variance*.

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 BSED Program within 72 hours of becoming aware of such charge.

Professionalism Guidelines for Interns

As a Georgia State University pre-service teacher, it is expected and required that the intern demonstrate professionalism in the ways described below. If problems are identified in any of these areas, the intern will be notified and expected to demonstrate marked improvement as the semester progresses. **Failure to demonstrate professionalism in these ways may result in a deduction in the final grade for the course.**

The intern's professionalism in this program is determined by the following descriptors (applicable in both courses and field experiences):

1. **Dependability and Reliability** - shows responsible attendance; arrives punctually and remains for entire time; completes assignments on time and is organized and prepared.
2. **Respect** – shows respect towards others (peers, instructors, speakers, etc.); deals with frustrations, problems, and differences in opinion that are inherent in any learning environment in mature ways.
3. **Commitment** – takes assignments seriously; demonstrates a commitment to learning and children rather than just completing assignments for a grade; perseveres when faced with challenges.
4. **Responsiveness** – seeks and values constructive feedback from others; utilizes suggestions for improvement; continuously self-assesses own development and works toward improvement; relates well to others.
5. **Collaboration** – helps create positive relationships in the classroom; participates in the learning process by sharing diverse experiences and perspectives; is an active member of the learning community; keeps a sense of humor.
6. **Open-Mindedness** – demonstrates a willingness to be flexible when dealing with uncertainty and complexity of educational issues; asks insightful questions.
7. **Knowledgeable** – is aware of current educational issues; models and facilitates reflective and critical thinking; is developing the knowledge and ability to engage children in developmentally and appropriate learning events; demonstrates effective written and oral communication.
8. **Confidentiality** – reflects on information about children and specific anecdotes in confidential and respectful ways; shares this information only with those who need to know.
9. **Academic Honesty** – takes responsibility for producing independent work when required; credits others' work in appropriate ways (see Georgia State University Policy on Academic Honesty).
10. **Communication** – maintains communication with instructors and clinical teachers about progress toward goals.

Tort Liability Coverage (Reminder)

It is the intern's responsibility to maintain tort liability coverage during the entire time as a GSU student in the Department of Early Childhood Education. This is for the intern's protection and is part of being a professional educator. Proof of coverage must be presented to the GSU supervisor in order to continue the field placement.

Professional Requirements in the Early Childhood Education Classroom

The knowledge, skills and dispositions needed to successfully educate pre-service teachers are set out in the ***Georgia Framework for Teaching***. Pre-service teachers, novice teachers and their mentors use the following six domains from the framework in analyzing, assessing, and improving their teaching practice: Content & Curriculum, Knowledge of Students & Their Learning, Learning Environments, Assessment, Planning & Instruction, and Professionalism. The Department of Early Childhood Education faculty use this instrument and other professional techniques to assess teacher effectiveness.

Tasks

The following website provides information regarding the Georgia Framework for Teaching domains and specific indicators for teaching performance:

<http://www.teachersbridge.org>

General physical demands for a classroom teacher

An early childhood teaching and learning environment is an active and demanding setting. An early childhood education teacher must be able to support the academic, social and motor development of children in a school setting. Doing so involves the activities listed below which are examples of essential functions of an early childhood teacher. Essential functions are those that are fundamental to the job and that a person must be able to perform, either with or without “reasonable accommodation.” They typically include, but are not limited to, the following:

Balancing	Moving among students
Stooping	Checking for progress and understanding
Kneeling	Modeling good handwriting
Bending	Modeling effective oral communication
Crawling	Assisting children with things like fastening shoes, buttons snaps, cutting
Reaching	food, opening containers
Handling	Keeping accurate records
Feeling	Making and putting up displays
Talking on phone	Reading and assessing student work
Overhead reaching	Reading out loud to students
Lifting from the floor	Reacting to classroom emergencies like a sick child, tornado, fire drill
Reaching to the floor	Writing on a chalk or dry erase board, overhead, handouts
Climbing	Reading a clock and modeling this skill