

Department of Early Childhood Education



Collaborative Masters 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 Collaborative M.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.

Suzanne Anastasi, Ph.D. **ESOL Coordinator**
Georgia State University
English as a Second Language teacher preparation, Diversity/Multicultural Education, Feminist/Critical Theory

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

Joya Anastasia Carter, Ph.D. **Assistant Professor**
Syracuse University
Inclusive/Special Education, Cross-cultural Education, Qualitative Methodology, and Africana Feminist Theory

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

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

Lou E. Matthews, Ph.D.**Assistant Professor**
Illinois State University
Middle Secondary Education

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

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.,.....**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

Donna Robertson, Ed.S.,..... **Temporary Faculty**
University of Georgia
ESOL

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 **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

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. Our 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.

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.

"Creating effective contexts for learning" 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 candidates are placed in metropolitan Atlanta public schools for field based experiences. Among the unique features of the Department of Early Childhood Education are a premier child development center for GSU students and staff, Saturday School for Young Scholars and Leaders, and collaborative programs with metro area schools.

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

The Program

The Collaborative Masters Degree Program (CMP) is based on the assumption that learning is a constructive process which builds on the knowledge and experience of the learner. The teacher functions as a collaborator with parents and children to focus on strategies for enhancing effective child learning. The program is developed around conceptual areas reflecting the principles and characteristics of instruction, communication, culture, and content. Acquiring the knowledge, skills and attitudes within each area to implement effectively this kind of collaborative learning will comprise the curriculum content of the program. Coursework and instruction will incorporate reflective practice, collaboration, and the issues of diversity.

The CMP attempts to move beyond the bounds of traditional teacher education by forging a partnership between teachers and GSU faculty--a learning community where each individual's impact is an integral feature of the whole. The CMP seeks applicants who are self-motivated and who value collaboration, change, creativity and critical thinking.

The Collaborative Masters Degree Program will enable candidates to achieve the following goals, all of which will result in children's learning:

- Gain knowledge of the theory and the practice of learner/centered/Democratic pedagogy.
- Plan experiences for deep engagement of content by seeing links between assessment of learning and instruction and links between and among the various content areas with an emphasis on literacy and mathematics.
- Develop in their knowledge of children and classroom practice.
- Use reflection, critical thinking and inquiry as means for enhancing their understanding of teaching and learning.
- Develop a plan for continued professional growth beyond the master's year.
- Develop increased awareness of the beliefs and the biases that influence their classroom practice.
- Develop into scholarly practitioners.
- Provide opportunities to apply their knowledge and application of technology in teaching and learning.
- Participate fully in the success and development of the CMP.

Certification

Upon successful completion of this program, the College of Education recommends the candidate for master's level certification in Early Childhood Education in Georgia.

Program Requirements

Candidates must meet all the following minimum requirements to complete a M.Ed. program in Early Childhood Education:

In addition to the college-wide graduation requirement of an overall 3.0 graduate grade-point average (calculated on all graduate work attempted), the Department of Early Childhood Education requires the candidate for the early childhood major to maintain a "B" (3.0) average in the program of study. Candidates also must earn a grade of "satisfactory" in all internship requirements.

Special Program Requirements

- Participants must be certified in early childhood education and currently employed as a classroom teacher in a preK – 5 classroom and have completed at least one year of teaching in a preK-5 setting.
- Participants must commit to four semesters of continuous study, and must register for a minimum of 9 semester hours per semester. Due to the special nature of this program, candidates who drop out will not be able to complete it unless they re-apply.
- Participants must be willing to attend a retreat, scheduled during the first semester, as a course requirement. (There will be a cost for the retreat.)
- Candidates will be expected to actively participate in the design of the program structure, content and assessments. Candidates may satisfy program requirements in a variety of settings and through a variety of experiences, e.g., seminars, class meetings, classroom research, group and/or individual projects, curriculum design, workshops, etc.
- Candidates will participate in the design of a "capstone" experience that will demonstrate the accumulated knowledge, skills and attitudes acquired throughout the program.

In addition to the requirements listed above, the candidate must file a formal application for graduation with the Registrar's Office **two semesters in advance** to establish eligibility for graduation with the M.Ed. degree in Early Childhood Education. Specific application deadlines are available with the application for graduation packet.

Admissions

Candidates must meet all admission requirements of the College of Education as stipulated in the current Graduate Bulletin for Education. In addition the applicant must have earned a minimum of 2.75 undergraduate grade point average calculated on all work attempted in which letter grades were awarded and must present a minimum score of 800 on the General Test (Verbal and Quantitative subtests only) of the Graduate Record Examinations taken within the last five years.

Those meeting the above criteria may be invited for an interview and asked to demonstrate writing ability. The deadline to apply and submit all supporting materials is **February 1 for admission starting summer semester**.

In addition to items identified in the current Graduate Catalog, candidates must also submit:

- One recommendation, from a current administrator/employer verifying employment in the P-5 setting.
- Copy of P-5 certificate
- Other requirements that may be specified by the Department of Early Childhood Education

The College of Education at Georgia State University uses a self-managed application for admission to its graduate programs. For submission of the Online College of Education Application for Graduate Admission, go to <http://education.gsu.edu>. Click on Prospective Students, then Admissions. Select the **Apply Online** option.

For program information, please contact the Department of Early Childhood Education at (404) 651-2584.

Upon acceptance, candidates are required to submit proof of immunization.

PROGRAM OF STUDY

A. Professional Studies (9 semester hours)

EPY 7090	The Psychology of Learning and Learners: The Young Child (3)
EPSF 7120	Social Foundations (3)
EPRS 7910	Action Research (3)

B. Teaching Field (15-21 semester hours)

ECE 7390	Curriculum I (3)
ECE 7400	Curriculum II (3)
ECE 7410	Critical Issues I (3)
ECE 7420	Critical Issues II (3)
ECE 7800	Capstone (3-9)

C. Internship (6 semester hours)

ECE 7740	Internship I (3)
ECE 7750	Internship II (3)

Total: Minimum of 36 semester hours

NOTE: Reading Recovery candidates may (with approval of advisor) receive up to six (6) semester hours of credit to be applied to the Collaborative Master's Program.

Policy on Academic Honesty

As members of the academic community, candidates 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 candidates be 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 candidates 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 are 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 acknowledgement, including the submitting of another candidate'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 candidate 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 candidate during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another candidate 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 candidate 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—candidates, 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.

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