

Ed.S. Program of Study

Summer I (9 credits) Retreat Work: Late May or Early June, 2 full days; Summer session I: 5 full days.

ECE 8920 Constructivist Theories & Research in Early Childhood Education (6 credits)

ECE 8400 Teacher Development (3 credits)

Fall (9 credits) Wednesdays & Thursdays, 4:30-7:00

ECE 8410 Curriculum Theory, Design, and Application (3 credits)

ECE 8100 Accomplished Teaching (3 credits)

ECE 8680 Internship in Early Childhood Education (3 credits)

Spring (6 credits) Wednesdays 4:30-7:00

ECE 9850 Research Seminar: Topical (3 credits)-on-campus course

ECE 8200 Critical Pedagogy in Practice (3 credits)-on-line course

Summer (6 credits) Research conference in May; Retreat Work; two days late May or early June.

ECE 8800 Research Capstone (6 credits)-includes presenting action research at the Georgia State Source of Urban Educational Excellence Conference held in late April or early May.

Program Faculty Highlights

Dr. Caitlin McMunn Dooley is an Assistant Professor in the Department of Early Childhood Education at Georgia State University. Her research focuses on learning and literacy development.

Dr. Rhina Fernandes Williams is an Assistant Professor in the Department of Early Childhood Education at Georgia State University. Her research focuses on multicultural and teacher education.

Dr. Barbara Meyers is an Associate Professor in the Department of Early Childhood Education at Georgia State University. Her research focuses on school reform and teacher development.

Dr. Diane M. Truscott is an Associate Professor in the Department of Early Childhood Education at Georgia State University. Her research focuses on urban literacy and school partnerships.

Early Childhood Education

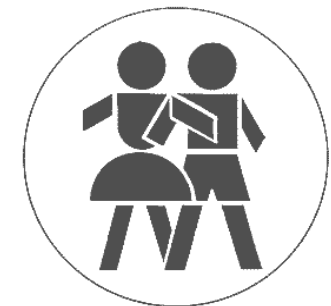
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*Georgia State
University*

*Educational
Specialist in
Early
Childhood
Education
(Ed.S.)*

*Department of
Early Childhood
Education*



Research in Practice

Focus. The Educational Specialist in Early Childhood Education (Ed.S.) is designed to extend the academic and teaching skills of experienced classroom teachers in their classrooms and schools in order to develop as teacher researchers. As a cohort group, participants will collaborate with university faculty and each other to do work inside and outside their schools and classrooms. Successful completion of the program leads to a Specialist degree (T-6) and Teacher Support Specialist (T.S.S.) endorsement.

Philosophy. The educational specialist program is based on the assumption that learning is a constructive process that builds on the knowledge and experience of the learner. Through an integrated approach that provides choices and opportunities for decision making and dynamic group interactions, the Ed.S. program provides graduates with the knowledge, skills, and dispositions needed to serve as effective change agents and decision makers in their schools and communities.

Admissions Requirements

- A master's degree in education.
- Minimum 3.25 GPA in the master's program.
- Minimum 900 GRE or fiftieth percentile MAT.
- Two letters of recommendation.
- Resume.
- A letter verifying your current position and three-years experience.
- Statement of goals.

What's New

1. **Alternative Learning Model.** In the past, the department has located the Ed.S. program in 1 metro-Atlanta area. Given the interest from several communities surrounding the campus, we are now piloting a new learning model that uses GSU as the official cohort base but with geographic work groups. Participants will be organized by location of their work or residence into Ed.S. Field Cohorts (north, south, east, west). Periodically (approximately 3 times a semester) all field cohorts will convene at GSU, or an equivalent central facility. The remaining coursework will be conducted at a host school in each field cohort community. Some course requirements will utilize technology (distance learning, web-based, etc...) as appropriate and one course is taken on-line. One course is at GSU only (integrated doctoral course toward the end of the program). The program begins with an overnight summer retreat in early June to establish learning plans and projects.
2. **Reduction in Hours.** Program has been reduced from 39 credits to 30 credits. Participants finish in 1 year (summer-summer) over four continuous semesters. Because of the model and intensity of the program, students cannot drop out of the program and return later to the same cohort.
3. **Applied Credits for Doctorate.** Participants may apply 18 credits directly to ECE Ph.D. program once admitted.



Program Requirements

Participants will be expected to:

- Study an area of interest in depth to focus developing knowledge, skills, and attitudes.
- Complete requirements for T.S.S. endorsement embedded in coursework.
- Conduct and report classroom/school-based action research.
- Document, interpret, synthesize, and present insights, discoveries, and benchmarks of their professional development during the program in written format.
- Facilitate and promote the professional development of others in the cohort through ongoing performance assessment activities.
- Use a variety of communication skills.
- Work with other professionals in their schools in collegial and leadership positions.
- Use technology in carrying out other program requirements.
- Develop reflective and critical thinking through varied forums.

Applications due March 1st and are available at <http://education.gsu.edu/main/GraduateAdmissions.htm>.

Information about tuition and financial aid are available at www.gsu.edu.

Ed.S. Interviews will take place in March in afternoon and evening sessions.

For more information or to schedule an overview presentation for educators in your area, please contact Diane Truscott at 413-8218 or dmt@gsu.edu.