

HANDBOOK

Major:
**Early Childhood Education -
Child & Family Development**

Degree:
Master of Arts in Teaching

Departments of
Child and Family Development
and
Elementary and Social Studies Education



University of Georgia

August 2009

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Thank you for your interest in the **PreK to 2nd Grade Emphasis Graduate Teacher Preparation Program**, of the departments of Elementary and Social Studies Education and Child and Family Development. This information handbook answers general questions about the program. It is your responsibility to read this manual and keep it as a reference for questions that may arise during your enrollment in the program (please see form on p.31). The Pre-K Coordinator is also available to answer any questions that you may have: Julie Patterson, 103A Dawson Hall, 706-542-6873.

The purpose of the PreK to 2nd Grade Emphasis Graduate Teacher Preparation Program is to develop exemplary teachers of young children for public or private settings. This emphasis represents a collaborative effort between the faculty of Child and Family Development and Early Childhood Education. Upon completion of the program students receive a Master of Arts in Teaching degree. The program prepares students to apply for Pre-K to 5th grade certification from the State of Georgia.

See Appendix A for more information regarding the philosophy of the program.

FACULTY IN PRE-KINDERGARTEN COMMITTEE

<u>Faculty Member</u>	<u>Office</u>	<u>Phone number</u>
Coordinator Julie Pataterson	Dawson Hall Room 103A	706-542-6873
Other faculty Dr. Mick Coleman	Fam. Sci. Center 2 427 Aderhold Hall	706-542-4882
Dr. Kyunghwa Lee	427 Aderhold Hall	706-542-4278
Dr. Amy Parks	427 Aderhold Hall	706-542-4244
Dr. Charlotte Wallinga	Fam. Sci. Center 2	706-542-4899

APPLICATION PROCESS

Students will be admitted to the program fall and spring. Spring applicants can determine whether they want to begin taking courses during the summer or fall semester following admission. The interdisciplinary committee members will admit and advise students in the program. **Application deadline for spring 2010 is October 2, 2009. The deadline for summer and fall 2010 is February 12, 2010.** In addition to completing the online application at the graduate school Web site (major code 0221 ECE- CFD); applicants for this degree program will need to meet the following entrance requirements:

3.0 Undergraduate Grade Point Average	To be admitted to the program, applicants must have a bachelor's degree from an accredited institution and a minimum 3.0 undergraduate grade point average. Send directly to the graduate school the required documents (http://www.uga.edu/gradschool/admissions/review.html). In addition, one official transcript/academic record from each institution attended to the PreK-2 nd Coordinator at Family Science Center II, Dept. of Child and Family Development, University of Georgia, Athens, Ga 30602.
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950 GRE or 402 Miller Analogy	Send directly to the graduate school results from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). The GRE or MAT must have been taken within 5 years of the expected semester of matriculation at UGA. Applicants who submit GRE results must have a total (verbal plus quantitative) score of 950, with a minimum score of 400 on each of the verbal and quantitative subtests. Applicants who submit MAT results must have a minimum scaled score of 402 (or a minimum raw score of 44 from the previous scoring system used for the examination).
TOEFL (International applicants only)	International applicants are also required to submit results from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS); the scores from TOEFL or IELTS may not be more than 2 years old.
Passing score on the GACE Basic Skills or evidence of exemption	Exemptions are granted when students have earned a 1000 SAT score or 43 ACT or 1030 GRE
3 letters of recommendation	Submit three letters of recommendation (submitted electronically to the Graduate School as part of the online application process)
A statement of career goals and how this degree would support those goals.	Submit directly to the PreK-2 nd Coordinator at Family Science Center II, Dept. of Child and Family Development, University of Georgia, Athens, Ga 30602. Should not be more than 500 words.
Child related undergraduate degree or documentation/summary of experience working with children (if unrelated major, pre-requisites would include child development courses).	Submit directly to the PreK-2 nd Coordinator at Family Science Center II, Dept. of Child and Family Development, University of Georgia, Athens, Ga 30602. Documentation may be forms included in appendices B and C or a letter from the immediate supervisor at the site(s) where candidate worked with children.
Résumé	Submit directly to the PreK-2 nd Coordinator at Family Science Center II, Dept. of Child and Family Development, University of Georgia, Athens, Ga 30602.

TIME LINE FOR COMPLETING THE PROGRAM

Many circumstances affect the length of time necessary for a student to complete a masters degree. The program is designed so that under ordinary conditions, students with a bachelor's degree can expect to complete their masters degree in two years.

All requirements for the degree must be completed within six years beginning with the first registration for graduate courses on the program of study. An extension of time may be granted by the graduate school only for conditions beyond the control of the individual.

CONTINUOUS ENROLLMENT REQUIREMENT

The Graduate Enrollment Policy specifies that “All enrolled students pursuing graduate degrees at the University of Georgia must maintain continuous enrollment from matriculation until completion of all degree requirements. Continuous enrollment is defined as registering for a minimum of three (3) credits in at least two semesters per year (Fall, Spring, Summer) until the degree is attained or status as a degree-seeking graduate student is terminated.” All Graduate Enrollment policies can be found at <http://www.uga.edu/gradschool/academics/registration.html>

This program’s requirements are consistent with The University of Georgia’s Graduate School, that stipulate that the students must maintain a 3.0 grade point average and earn a C or better for a course to count in the program of study. Students with a GPA below 3.0 will be placed on academic probation and must get a 3.0 or higher each subsequent semester or they will be dismissed from the university. After three semesters of non-enrollment, students will be dismissed from the program.

ASSESSMENT

Each semester the faculty affiliated with the program will convene to discuss the progress of each student enrolled in the program. Students will be evaluated each semester and those not meeting expectations adequately will be notified in writing. Two categories will be utilized: Adequately Meeting Expectations and Failing to Meet Expectations. Students will be evaluated on their course grades, professional conduct, initiative and efficient progress toward degree completion. See Appendix D for continuance form.

Consistent with the standards set by the Georgia Professional Standards Commission (PSC) for teachers we will require that students pass the GACE Content Assessments for Early Childhood Education by the semester prior to student teaching.

Source of Information	Information Supplied By or Acquired From	Evaluation Time Point	Information Evaluated By	
			UGA Faculty	Teachers in School Placements
Undergraduate Grade Point Average (3.0+)	Transcripts	Prior to Admittance	X	
GRE or MAT Standardized test Scores	Test Score Reports	Prior to Admittance	X	
Letters of Recommendation	Knowledgeable Individuals	Prior to Admittance	X	
Evaluation of Previous Coursework	Transcripts	Prior to Admittance	X	
Career Goal Statements	Student	Prior to Admittance	X	

Assessment Tracking Form

Child-Related Experience	Form or letter	Prior to Admittance	X	X
Related Degree	Transcript	Prior to Admittance	X	
GACE Basic Skills Examination	Test Score Reports	Prior to Admittance	X	
Program of Study	Advisor and Student	A Prior to Student Teaching	X	
Semester Performance in College Classes	1. Transcripts 2. Continuance form	Each Semester	X	
Summary of Relevant Experience with Children (PK-K, 1-3, 4-5)	1. Student Tracking Form 2. Cooperating Teacher Evaluations	Each Semester	X	X
Faculty Progress Summary	1. Transcripts 2. Cooperating teacher recommendations 3. Attendance	Each Semester	X	X
GACE Content Assessments for Early Childhood Education	Test Score Reports	Prior to Student Teaching	X	
Faculty Summary Progress of Readiness for Student Teaching	1. Transcripts 2. Review of Student Teaching Application Materials	Prior to Student Teaching	X	
Observations While Student Teaching	Observation	During Student Teaching	X	X
Summary Progress Assessment from Student Teaching	Three-Way Conferences	End of Student Teaching	X	X
Masters Project	Student presentation	End of student teaching	X	
First Year Teacher Evaluations	1. School Administrator Survey 2. First Year Teacher Survey	During First Year As Professional in the Field		X

CURRICULUM AND PROGRAM OF STUDY

A program of study outlines program requirements for coursework, research, and field experience. The program of study is developed in consultation with your major professor and your advisory committee.

To aid in the transition into the program and help you with initial course scheduling, you will be assigned an advisor/major professor. However, it is important to select a major professor and to form an advisory committee as soon as possible so that you can begin work on your program of study.

Advisor/Major Professor

Selection of a major professor is to be made prior to the end of the second semester in residence. Once you have selected a major professor, provide written notification of that selection to the Graduate Program Coordinator (See Appendix E).

Advisory Committee

Selection of the Advisory Committee should also be done by the end of the second semester in residence. All committee member selection decisions should be made in consultation with your major professor. Once you have selected a committee, provide written notification to the Graduate Program Coordinator using the form in Appendix E.

Program of Study

This degree requires a total of 51 credit hours. Specifically, students take 36 hours of courses plus 15 hours of student teaching. The courses listed in the program of study (including these 15 credit hours that translate to a state-mandated minimum of 400 hours in the elementary school classroom) are necessary to provide the body of knowledge and experiences recommended by the Georgia Professional Standards Commission for initial teacher certification. Upon successful completion of the program students will have earned a Master of Arts in Teaching and will be recommended to the Georgia Professional Standards Commission for PK-5th grade teacher certification.

Students will be required to take all of the following core courses in Early Childhood Education and Child and Family Development:

3 credits	EDEC 7200	Developmental Issues of Elementary School Learners
3 credits	EDEC 7020	Theory and Curriculum in Early Childhood Education
3 credits	CHFD 7130	Creative Activities for Young Children
3 credits	CHFD 7150	Families, Schools, and Communities
3 credits	CHFD 6860	Parent Education and Child Guidance

Also, students will be required to demonstrate knowledge in each of the following content areas by including at least one of the courses from each content area in their program of study. While within a content area there may be more than one alternative, each content area needs to be represented: Reading Education, Math Education, Language Arts Education, Science Education, Social Studies Education, and Special Education.

3 credits	LLED 6420 or 6100	Literacy Development and Instruction in Early Childhood Foundation in Reading Instruction
3 credits	EMAT 6420 or 6410	Mathematics Methods for Early Childhood Education Mathematical Learning in PreK-Grade 5
3 credits	LLED6100 or 6310 or 7310	Language Arts, Grades P-5 Survey of Children's Literature, Grades P-8 Children's Literature in the Curriculum, Grades P-8

3 credits	ESCI 6420	Science for Early Childhood Education
3 credits	ESOC 7420	Social Studies for the Young Child
3 credits	SPED 7100 or 7120 or 7130 or 7200	Early Childhood Special Education Learning Disabilities Behavioral Disorders (Pre- reqs: SPED 2000) Methods and Curriculum in Early Childhood Special Education

Students will be required to meet the research course requirement of the Graduate School by taking the following:

3 credits	EDEC 7500	Action Research
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Student must also complete an intensive supervised student teaching experience in Prekindergarten to 2nd Grade:

15 credits	EDEC 7460	Internship in Teaching Early Childhood Education
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See Appendix F for a requirement check sheet.

University System of Georgia Requirements

The Board of Regents mandates certain requirements for programs that prepare teachers. Please note that these requirements may be beyond the degree requirements. You may read more about them at:

<http://www.usg.edu/academics/initiatives/teachprep/policy.phtml>

Specifically, the BOR expects teacher candidates to know all subjects included on the teaching certificate sufficiently to help students learn content standards required in schools. Minimum requirements for Early Childhood Education (grades Pre-K-5) are:

- **A concentration is defined as** 12-15 semester hours that are not included in areas A-E of the core curriculum. At least 9 hours of the concentration must be at the junior and senior level and, with the one exception noted below, they must be taught by arts and sciences faculty. These 9 hours may **not** include content pedagogy courses. The concentration in reading in early childhood education may be taught by education or arts and sciences faculty. This early childhood reading concentration should include the following emphases: individual and group strategies in diagnosis of reading difficulties; assessment; and in teaching fluency and comprehension using both literary and expository sources.
- Complete the equivalent of a full academic year in a combination of field experiences and internships in the schools.

Your academic advisor will assist you on identifying extra courses or additional field experiences to satisfy the BOR mandate.

See appendix F for a requirement check sheet.

Recommended credentials

Students could choose between the following endorsement areas as part of their program of study:

For the Preschool Special Education Endorsement (6-9 credits depending on the inclusion of SPED 7100 as a content course in the program of study, see above) students must take:

3 credits	SPED 7100	Early Childhood Special Education
3 credits	SPED 7200	Methods and Curriculum in Early Childhood Special Education
3 credits	CMSD 6540	Language Assessment and Intervention with Preschool Children

For the English Speakers of Other Languages Endorsement (9 credits) students must take:

3 credits	LLED 7040	Language and Culture in the Classroom
3 credits	LLED 7630	ESOL in P-12 Settings
3 credits	LLED 7730	First and Second Language Acquisition and Development

For a Reading Endorsement (9 credit hours) students must take (online or on campus):

3 credits	LLED 6010	Foundations of Reading Instruction
3 credits	LLED 6020	Children with Reading Problems
3 credits	LLED 6420	Literacy Development and Instruction in Early Childhood

As of Summer 2010, the Math Endorsement is no longer being offered. However, if you completed the required coursework during or before Spring 2010, you will still be approved for the endorsement.

For Gifted Endorsement (12 credits) students must take:

3 credits	EPSY 7060	Assessment of Gifted Children and Youth
3 credits	EPSY 7110	Characteristics of Gifted Children and Youth
3 credits	EPSY 7230	Strategies and Materials for the Gifted
3 credits	EPSY 7250	Program and Curriculum Development for the Gifted

Program of Study and Approval Meeting

You must complete a Graduate School Program of Study

(http://www.uga.edu/gradschool/forms&publications/body_mateach.pdf) and have it signed by your Major Professor and the department head of graduate coordinator. This should occur before the end of the second semester in the program. All members of the student's committee should participate in this meeting.

Changes can be made to the Graduate School Program of Study at any time after its approval by your committee by submitting a Recommended Change in Program of Study form

(http://www.uga.edu/gradschool/forms&publications/body_recochgprog.pdf) to the Graduate School.

CERTIFICATION EXAMINATION

The Georgia Assessments for the Certification of Educators will be required of candidates for initial certification in the State of Georgia. Students should register for the GACE Content Assessments for Early Childhood Education. Applications are available at <http://www.gace.nesinc.com>. It is recommended that students take the test during the semester before student teaching.

APPLICATION FOR GRADUATION

By the beginning of the final semester of coursework, all candidates must electronically submit an application for graduation. Go to <http://www.grad.uga.edu>. Click on the link "find forms," scroll to the MAT form and submit electronically.

FIELD EXPERIENCE

The Board of Regents requires that teacher candidates “complete the equivalent of a full academic year in a combination of field experiences and internships in the schools.” This translates to 900 hours. 400 of these hours will be completed during your student teaching internship; you will need to document the other 500 hours of your field experiences using the form in Appendix C. You will document your experiences working with children in the:

- 1) PreK or Kindergarten,
- 2) 1st, 2nd or 3rd grade and
- 3) 4th or 5th grade

We require a minimum of 100 hours in each of the three age groups. Please note that the faculty must approve the 500 hours of field experiences prior to your student teaching internship. The faculty will not approve more than 50 hours of babysitting or nanny experience. It is recommended that your field hours are completed in schools.

STUDENT TEACHING

One semester prior to student teaching you will complete an application for student teaching. The student teaching application forms are available in 122 Aderhold. You may find additional information about application procedures at:

<http://www.coe.uga.edu/students/application.html>

Program faculty will place student teachers in designated schools in Clarke and surrounding counties.

Currently, these schools include:

Cleveland Road Elementary in Clarke County

Statham Elementary in Barrow County

Holsenbeck Elementary in Barrow County

Barrow County Early Learning Center

Harbins Elementary in Gwinnett County, and

Morgan County Primary.

Students are expected to student teach for ten full time weeks in a Pre-kindergarten, kindergarten, 1st or 2nd grade classrooms, under the supervision and mentorship of the certified classroom teacher. In addition, all student teachers will have a University supervisor.

Students **do have the option to student teach overseas**. Information regarding the "Consortium for Overseas Student Teaching" can be obtained at 122 Aderhold. If you are considering this option you should begin making arrangements a year prior to the student teaching semester.

INCOMPLETE GRADES

University policy states that an incomplete grade will be converted to an “F” if it is not satisfactorily removed within two semesters. If a professor is on leave or has left the department you should obtain his/her address from the Department Head’s Office and write to him/her to arrange for the removal of the incomplete. In cases where a professor cannot be reached, contact the Department Head. Incomplete grades must be removed prior to student teaching.

DIVERSITY REQUIREMENT

As part of the University of Georgia College of Family and Consumer Sciences’ and College of Education’s commitment to the exposure of our graduates to diversity issues and as a compliment to the University of Georgia diversity requirement, all students are required to complete a Multicultural Education Perceptions Exit

Survey. This information will enable the faculty to synthesize data from our students' experiences, to make changes in our programs of study, and to document the efficacy of the diversity requirement. This survey may be found on the Department of Elementary and Social Studies Education web site at

<http://www.coe.uga.edu/esse/earlychildhood/multicultural/prekdiversityques.html>

FALL AND SPRING BREAK EXPECTATION

The MAT Program faculty believe, in the best interest of the children in public schools and to maximize UGA students' learning experience, that it is important for the EDEC/CHFD 7460 student teaching experience to coincide with the schedule of the school district where the student teacher is assigned. Therefore, the expectation of the program is that student teachers will be in the field for ten consecutive weeks and will not interrupt the ten weeks with the fall or spring break scheduled by The University of Georgia. **FAMILY VACATIONS AND PERSONAL BREAKS WILL NOT BE ACCOMMODATED.**

Student teachers may interrupt their ten weeks in the field for a fall or spring break only if the break scheduled by the school district requires the interruption. If the school break falls during the first ten weeks of the semester, student teachers will take that break, and then complete the ten full weeks in the field.

MASTER'S PROJECT

A master's project will be required of all students. Students will present their projects to their advisory committee towards the end of student teaching. Once you enroll in the program, information about this project will be provided.

CODE OF ETHICS

All students are expected to read, understand and abide by the Code of Ethics for Educators adopted by the Georgia Professional Standards Commission. This can be found at <http://www.gapsc.com/Professionalpractices/NEthics.asp>

PROFESSIONALISM

Prospective teachers in Teacher Education programs at the University of Georgia must manifest the highest of professional standards. Professionalism is expected throughout the student's involvement in the program. One of the components of professionalism is attendance in class and the field experience. In addition to individual instructors' policies, a noted pattern of unexcused absences may result in removal from the program.

CRIMINAL BACKGROUND CHECKS

A second component of professional behavior of educators, have been written and adopted by the Georgia Professional Standards Commission as *The Code of Ethics for Educators*. The first of these ethical standards states that "An educator should abide by federal, state, and local laws and statutes. Unethical conduct includes the commission or conviction of a felony or misdemeanor offense, including DUI/BUI, but excluding minor traffic violations such as speeding, following too closely, improper lane change, etc."

All students completing field experiences of student teaching need to submit a criminal background check. You may find additional information, as well as the criminal background check application form at: <http://www.coe.uga.edu/students/admission.html>

TORT LIABILITY INSURANCE

The free tort (professional) liability insurance policy provided by the state of Georgia under Senate Bill 34 has been cancelled due to budget cuts. Now each UGA student must provide proof of insurance (see Verification of

Liability Insurance) OR sign the waiver (see Waiver of Liability Insurance) at <http://www.coe.uga.edu/students/liability.html>. Print and submit the completed form to 122B Aderhold, and provide a copy to your major professor.

If you need more information regarding this, please contact:

Pattie Holly
University of Georgia
COE-Student Services
122E Aderhold Hall
706-542-1497 pholly@uga.edu.

Tort liability insurance is available from professional organizations, as part of a homeowner policy, or from the usual insurance sources. Applications for organizations offering liability insurance coverage are available at their websites: Student Georgia Association of Educators (SGAE - provides international coverage) web address: <http://www.gae.org> or Professional Association of Georgia Educators (PAGE) web address: <http://www.pageinc.org>.

GEORGIA LAW PERTAINING TO CHILD ABUSE AND NEGLECT

Appendix H discusses the law pertaining abuse and neglect in Georgia and it is important for you to understand this.

ADDITIONAL POLICIES

Additional UGA policies that play an important role in your experience are the following: (a) Grievance Policy found at <http://www.uga.edu/legal/drp.htm>, (b) The Academic Honesty Policy found at http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm, (c) the Sexual and Discriminatory Harassment policy at <http://www.uga.edu/legal/NDAH.htm>, and (d) Responsible Conduct in Research and Scholarship policy at <http://www.ovpr.uga.edu/rinteg/>. Students are expected to be familiar with and adhere to these policies.

PROFESSIONAL ORGANIZATIONS AND ASSOCIATIONS

1. The National Association for the Education of Young Children has a state GAYC chapter. Information regarding membership can be obtained by calling 1-800-424-2460 or writing NAEYC, 1509 16th St., NW, Washington DC 20036-1426 or on the web at naeyc.org.
2. The Southern Early Childhood Association has a state chapter. Information regarding membership can be obtained by calling (501)663-0353 or writing SECA, PO BOX 56130, Little Rock, AR 72215-6130 or on the web at <http://www.southernearlychildhood.org/>.
3. The Professional Association for Georgia Educators is a state organization. Information regarding membership can be obtained by writing PAGE at PO BOX 636, Clarkston, GA 30021-0636 or calling 1-800-334-6861 or (404)292-7243, or on the web at <http://www.pageinc.org/>
4. The American Educational Research Association (AERA) is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and, by promoting the dissemination and practical application of research results. AERA membership information can be found at: <http://www.aera.net/membershipinfo/?id=48>

5. Association for Childhood Education International (ACEI) has the mission is to promote and support in the global community the optimal education and development of children, from birth through early adolescence, and to influence the professional growth of educators and the efforts of others who are committed to the needs of children in a changing society. Membership information can be found at: <http://www.acei.org/membership.htm>

APPENDIX A

PHILOSOPHY OF THE PROGRAM

The following philosophical statements, which have been derived from research and theory in child development, teaching, and learning, serve as a foundation for the PreK-Grade 5 undergraduate program and will serve as a foundation for our MAT program.

I. Focus on the Whole Child

A focus on the whole child involves an understanding of the needs and characteristics of the child, family, and community.

- A. Family Structure and Dynamics. Families as functioning systems provide an environment in which individuals grow and develop. There are many types of families, and each of them performs the primary function of providing emotional support and socialization of the child based on cultural standards of values and behaviors.
- B. Inclusion of all Children. Families influence children's social, emotional, intellectual, and physical development. Understanding and respect for varying backgrounds of children and families are reflected in the equal opportunities given to all children and families to take part in all classroom and school activities.
- C. Sense of Self. Children's sense of self develops from their families and communities. By recognizing the uniqueness of each child, as well as the uniqueness of each child's family and community, children's self-esteem is respected and further enhanced.
- D. Social, Emotional, Intellectual and Physical Development. Children develop socially, emotionally, intellectually, and physically within family and community systems. It is essential that teachers be knowledgeable about child and family development, understand individual differences in development, and promote the development of the whole child within the context of the family and community.
- E. Coordination of Agencies. The total well-being of young children is a community responsibility. Teachers learn how to acquire community support services by which to promote the development of children and their families.
- F. Family/School Relations. The family and school represent the two most important social institutions in which children develop. Children's family and school experiences are integrated through active family-teacher cooperation.

II. Nurturing Environment

A nurturing environment for children, parents, and teachers is essential for promoting development across learning systems.

- A. Intrapersonal Development. Self-awareness, acceptance, and appreciation of personal potential from a holistic perspective encompasses cognitive, social, emotional, and physical dimensions. Teachers of young children possess favorable attitudes toward themselves, exhibit positive affect, and are sufficiently secure to foster this same type of intrapersonal growth for young children.

- B. Classroom Design. Children need a stimulating and supportive environment in which they have opportunities to interact with people and objects of the real world such as plants, animals, books, and peers. Teachers encourage this learning by filling their classroom with concrete objects and designing their curriculum to maximize interactions.
- C. Health, Nutrition, and Safety. A nurturing environment requires that the health, nutrition, and safety needs of each child be addressed both within the context of the family and classroom. Based on this information, teachers learn to create an environment in which children are: (a) emotionally supported, (b) physically safe, (c) provided with adequate nutrition, and (d) physically healthy.
- D. Supported Risk-Taking. All children require an emotionally supportive family and classroom environment that allows opportunities for freedom of expression and interaction with the environment. Teachers' support of children and their families facilitates the pursuit of safe and developmentally appropriate risk-taking experiences.
- E. Time for Children to Pursue Their Own Interests. An environment should be provided that is non-threatening and where the individual needs of children and their families are respected. Children need time and materials to pursue their own interests based on teachers' understanding of family values and dynamics.

III. Appropriate Learning Experiences

A curriculum based on appropriate learning experiences facilitates the acquisition of knowledge and skill in ways that are meaningful to young children.

- A. Play. Children acquire knowledge about the physical and social worlds in which they live through playful interaction with objects and people. Teachers understand that play is an essential element in the development of various cognitive, social, emotional, and physical skills and abilities. Both structured and unstructured opportunities to interact with familiar peers and play props are provided for children in an active play-eliciting context.
- B. Social Interaction. Social interaction promotes social skills as children learn to cooperate, negotiate, and talk with others. Teachers foster social development by creating a climate of positive and meaningful interactions, insuring that their expectations are appropriately matched to children's blocks of performance.
- C. Social Responsibility. Children's social responsibility involves a development of self-control and cooperation with others. Teachers foster intrapersonal and interpersonal responsibility by building strong relationships, encouraging thoughtful problem solving between and among children, helping children negotiate their own solutions, fostering respectful listening skills, allowing risk taking without punitiveness, setting appropriate limits and responding in an encouraging manner.
- D. Active Involvement and Problem Solving. Young children's thinking capabilities are developed by seeking solutions to both concrete problems from their immediate environment as well as novel problems. Teachers provide experiences that enable children to observe and interact with people and real objects.
- E. Language and Literature Development. Children learn language through dynamic and purposeful interactions with peers as well as adults. Teachers provide meaningful opportunities to engage in dialogue and conversations for a wide range of purposes. These opportunities are represented through a

multisensory and print-rich environment that includes invitations to create and respond to talk and various print sources, especially high quality children's literature.

- F. Integrated Curriculum. Young children need to be engaged in activities which contribute to awareness of their social and physical environments. Teachers provide related activities in mathematics, literature, science, social studies, health, art, music, movement, and other content areas through integrated learning experiences around topics of interest.
- G. Assessment. Assessment occurs on an on-going basis as teachers observe children. Teachers develop and conduct appropriate assessments through observing and talking with children and their interaction with peers, adults, and family members in a variety of natural contexts.

Program Emphasis

COURSES

ECOLOGICAL STRANDS*

Families and Schools

- | | |
|---|---|
| I. Family Systems | I. Appreciating Cultural Diversity |
| II. Family Issues | II. Reflecting on Children and Practice |
| III. School Issues and Trends
(Foundations of ECE) | III. Nurturing the Child |
| IV. Family/School/Community | IV. Encouraging Social Interaction |
| | V. Practicing Appropriate Assessment |
| | VI. Addressing Special Needs |

Child Development

- I. Infant Core Courses
- II. Ages 3-5 Core Courses
- III. Special Needs of Young Children
- IV. Child Development in Public Schools (Learning from children)

Designing a Nurturing Environment

- I. Nutrition and Safety
- II. Interpersonal and Intrapersonal Development of Teachers and Children
- III. Classroom Design and Management

Learning Experiences

- I. Play
- II. Language Development (Metalinguistic Awareness)
- III. Emergent Literacy
- IV. Problem Solving (Processes)
 - Social
 - Cognitive/Metacognitive
- V. Cognitive/Metacognitive Development
- VI. Aesthetic Development
- VII. Curriculum Integration

*These topics will be infused into each of the program courses.

Use this space to make comments on the student intern's experience in your classroom.

How do you feel about this intern continuing in teacher education?

Good _____

Neutral _____

Doubtful _____

Mentor teacher signature

Date

Principal/Director signature

Date

The mentor teacher is requested to return this evaluation form to Dr. Julia Atilas, The University of Georgia, Department of Elementary and Social Studies Education, 427 Aderhold Hall, Athens, GA 30602-7122. Attach a sign in/out sheet when appropriate.

APPENDIX C
PRE-K TO 2nd GRADE EMPHASIS GRADUATE TEACHER PREPARATION PROGRAM
FIELD EXPERIENCE RECORD

Student name: _____

Grade level or age of children	Dates & Number of hours (e.g. Jan. 2006-April 2006, 8 hours per week = 136 hours)	Supervisor	Context (e.g. name of school and county)

APPENDIX D
UNIVERSITY OF GEORGIA
PreK-2ND Grade Emphasis Graduate Teacher Preparation Program
RECOMMENDATION OF CONTINUANCE IN MAT PROGRAM

Based upon _____ (Student's Name) performance
in _____ (courses):

Signature of University Supervisor

Date

I recommend that s/he be permitted to continue in the MAT program.

Signature of University Supervisor

Date

I recommend that s/he be permitted to continue in the MAT program, with the concerns and/or stipulations stated in the attached final evaluation.

Signature of University Supervisor

Date

I recommend that s/he not be permitted to continue in the MAT program, for the reasons stated in the attached final evaluation.

APPENDIX E
Notification of Major Professor and Advisory Committee

Master of Arts in Teaching
PreK-2nd Grade Emphasis Graduate Teacher Preparation Program
The University of Georgia

I. Major Professor

I have asked _____ to serve as my major professor, and she/he has agreed to serve in this capacity.

II. Advisory Committee

I have asked _____, _____,
_____, _____ and _____ to serve as members of my Advisory Committee, and they have agreed to serve in this capacity.

Student Name (print) _____

Signature of Student _____

Signature of Major Professor _____

Date _____

*Submit this same form as an addendum to be attached to the original for any subsequent changes in Major Professor or Advisory Committee membership.

APPENDIX F
Pre-K to 2nd Grade Emphasis Graduate Teacher Preparation Program
Graduation and Program Requirements

Student: _____ Advisor: _____

_____ GACE Basic Skills or exemption – SAT Score?

_____ GACE Content Assessment for Early Childhood (semester prior to student teaching)

_____ SPED 2000 pre. req. (Pre req. for all SPED courses; can be taken as Independent Study)

_____ Technology Requirement (can be met in a variety of ways: EDIT 2000, 4150 or 6150, pass test) Computer Science does not count

Core Course Requirements in Early Childhood Education and Child and Family Development (18 credits):

_____ 3 CHFD 7130 Creative Activities for Young Children
_____ 3 CHFD 7150 Families, Schools, and Communities
_____ 3 CHFD 6860 Parent Education and Child Guidance (exempt if CHFD 4860 was taken)
_____ 3 EDEC 7200 Developmental Issues of Elementary School Learners (exempt if CFD degree)
_____ 3 EDEC 7020 Theory and Curriculum in Early Childhood Education

Reading Education Requirements (3 credits):

_____ 3 LLED 6420 Literacy Development and Instruction in Early Childhood
or 6010 Foundations of Reading Instruction

Math Education Requirements (3 credits):

_____ 3 EMAT 6420 Mathematics Methods for Early Childhood Education
or 6410 Mathematical Learning in PreK-Grade 5

Language Arts Requirements- check bulletin for pre-reqs. (3 credits):

_____ 3 LLED 6100 Language Arts, Grades P-5
or 6310 Survey of Children's Literature, Grades P-8
or 7016 Folk Literature Grades P-8
or 7310 Children's Literature in the Curriculum, Grades P-8
or 7314 Information Literature, Grades P-8
or 7318 Cultural Diverse Children's Literature, Grades P-8
or 7320 Writing Pedagogy, Grades P-8
or 7330 Storytelling and Oral Tradition, grades P-8
or 7332 Drama, Grades P-8

Science Requirements (3 credits):

_____ 3 ESCI 6420 Science for Early Childhood Education.

Social Studies Requirements (3 credits):

_____ 3 ESOC 7420 Social Studies for the Young Child

Special Education Requirements (3 credits):

_____ 3 SPED 7100 Early Childhood Special Education
or 7120 Learning Disabilities
or 7130 Behavioral Disorders
or 7200 Methods and Curriculum in Early Childhood Special Education

Research course Requirement (3 credits):

_____ 3 EDEC 7500 Action Research

Student Teaching Experience in Prekindergarten to 2nd Grade (15 credits)

_____ 15 EDEC 7460 Internship in Teaching Early Childhood Education
_____ College of Education exit survey that is required of all candidates in initial educator certification programs.

BOR requirements MATH and READ courses may be taken out of order

These can be MATH or EMAT

Only MATH 3000 or above

These can be READ or ELAN or ENGL

English 3000 or above

Math equivalent of academic minor:	Reading equivalent of academic minor:
1. *	1. *
2. *	2. *
3. *	3. *
4.	4.
5.	5.

A minor must contain 15 to 18 semester hours of course work, with at least 9 hours (denoted with *) of upper division course work. Courses taken to satisfy undergraduate Core may not be counted as course work in the minor.

Complete the equivalent of a full academic year in a combination of field experiences and internships in the schools. Attach field record.

Optional credentials

Preschool Special Education Endorsement

- _____ 3 SPED 7100 Early Childhood Special Education
- _____ 3 SPED 7200 Methods and Curriculum in Early Childhood Special Education
- _____ 3 CMSD 6540 Language Assessment and Intervention with Preschool Children

English Speakers of Other Languages Endorsement

- _____ 3 LLED 7040 Language and Culture in the Classroom
- _____ 3 LLED 7630 ESOL in P-12 Settings
- _____ 3 LLED 7730 First and Second Language Acquisition and Development

Reading Endorsement

- _____ 3 LLED 6010 Foundations of Reading Instruction
- _____ 3 LLED 6020 Children With Reading Problems
- _____ 3 LLED 6420 Literacy Development and Instruction in Early Childhood

Early Childhood Mathematics Endorsement

- _____ 3 EMAT 6410 Mathematical Learning in PreK-Grade 5
 - _____ 3 EMAT 6420 Mathematics Methods for Early Childhood Education
 - _____ 3 MATH 7001 Arithmetic and Problem Solving
 - _____ 3 MATH 7002 Geometry and Problem Solving
 - _____ 3 MATH 7003 Algebra and Problem Solving
- > 5000 or 7000 level
sequence does not matter

Gifted Endorsement

- _____ 3 EPSY 7060 Assessment of Gifted Children and Youth
- _____ 3 EPSY 7110 Characteristics of Gifted Children and Youth
- _____ 3 EPSY 7230 Strategies and Materials for the Gifted
- _____ 3 EPSY 7250 Program and Curriculum Development for the Gifted

APPENDIX G
TORT (PROFESSIONAL) LIABILITY insurance

The free tort (professional) liability insurance policy provided by the state of Georgia under Senate Bill 34 has been cancelled due to budget cuts.

Now each UGA student must provide proof of insurance (see *Verification of Liability Insurance*) OR sign the waiver (see *Waiver of Liability Insurance*). Print and submit the completed form to 122E Aderhold.

I have been informed that the University of Georgia strongly recommends that I obtain tort liability insurance prior to my being placed in a school or institution for a professional laboratory experience or for student teaching. I also understand that the Georgia Department of Education Guidelines for Professional Laboratory Experiences in Georgia Teacher Education state:

"Liability - Prior to professional laboratory experiences placement, students must provide evidence of having adequate tort liability insurance or waive such coverage in writing."

Tort liability insurance is available from professional organizations, as part of a homeowner policy, or from the usual insurance sources. Applications for organizations offering liability insurance coverage are available at their websites:

Student Georgia Association of Educators (SGAE - provides international coverage) the link to membership is in SGAE is: <http://gae1.org/content.asp?CatId=390&ContentType=Join>. It lists the price for a single or multiple years coverage.

The web link for membership in PAGE is <http://www.pageinc.org/displaycommon.cfm?an=1&subarticlenbr=12>. It lists the many types of membership available. Scroll down to College Student (SPAGE) and click on "join today". This will take you to the payment options you may select. Select one and continue your membership enrollment.

****Please provide date of birth** _____

VERIFICATION OF LIABILITY INSURANCE

I, (print full name) _____, verify that I have tort liability insurance as follows:

Name of Insurance Company

Amount of Coverage

Period of Coverage

Signature

Date

WAIVER OF LIABILITY INSURANCE

I, (print full name) _____, being fully aware of the recommendations of the University of Georgia and the Georgia Department of Education concerning tort liability insurance during professional laboratory experiences, wish to waive coverage. In doing so, I assume full responsibility for my own protection during laboratory experiences.

Signature

Date

APPENDIX H

GEORGIA LAW PERTAINING TO CHILD ABUSE AND NEGLECT

OCGA 19-7-5 Reporting of child abuse; when mandated or authorized; content of report; to whom made; immunity from liability; report based upon privileged communication; penalty for failure to report.

(a) The purpose of this Code section is to provide for the protection of children whose health and welfare are adversely affected and further threatened by the conduct of those responsible for their care and protection. It is intended that the mandatory reporting of such cases will cause the protective services of the state to be brought to bear on the situation in an effort to prevent further abuses, to protect and enhance the welfare of these children, and to preserve family life wherever possible. This Code section shall be liberally construed so as to carry out the purposes thereof.

(b) As used in this Code section, the term:

(1) "Abused" means subjected to child abuse.

(2) "Child" means any person under 18 years of age.

(3) "Child abuse" means:

(A) Physical injury or death inflicted upon a child by a parent or caretaker thereof by other than accidental means; provided, however, physical forms of discipline may be used as long as there is no physical injury to the child;

(B) Neglect or exploitation of a child by a parent or caretaker thereof;

(C) Sexual abuse of a child; or

(D) Sexual exploitation of a child.

However, no child who in good faith is being treated solely by spiritual means through prayer in accordance with the tenets and practices of a recognized church or religious denomination by a duly accredited practitioner thereof shall, for that reason alone, be considered to be an "abused" child.

(3.1) "Sexual abuse" means a person's employing, using, persuading, inducing, enticing, or coercing any minor who is not that person's spouse to engage in any act which involves:

(A) Sexual intercourse, including genital-genital, oral-genital, anal-genital, or oral-anal, whether between persons of the same or opposite sex;

(B) Bestiality;

(C) Masturbation;

(D) Lewd exhibition of the genitals or pubic area of any person;

(E) Flagellation or torture by or upon a person who is nude;

(F) Condition of being fettered, bound, or otherwise physically restrained on the part of a person who is nude;

(G) Physical contact in an act of apparent sexual stimulation or gratification with any person's clothed or unclothed genitals, pubic area, or buttocks or with a female's clothed or unclothed breasts;

(H) Defecation or urination for the purpose of sexual stimulation; or

(I) Penetration of the vagina or rectum by any object except when done as part of a recognized medical procedure.

"Sexual abuse" shall not include consensual sex acts involving persons of the opposite sex when the sex acts are between minors or between a minor and an adult who is not more than five years older than the minor. This provision shall not be deemed or construed to repeal any law concerning the age or capacity to consent.

(4) "Sexual exploitation" means conduct by a child's parent or caretaker who allows, permits, encourages, or requires that child to engage in:

(A) Prostitution, as defined in Code Section 16-6-9; or

(B) Sexually explicit conduct for the purpose of producing any visual or print medium depicting such conduct, as defined in Code Section 16-12-100.

(c) (1) The following persons having reasonable cause to believe that a child has been abused shall report or cause reports of that abuse to be made as provided in this Code section:

(A) Physicians licensed to practice medicine, interns, or residents;

(B) Hospital or medical personnel;

(C) Dentists;

(D) Licensed psychologists and persons participating in internships to obtain licensing pursuant to Chapter 39 of Title 43;

(E) Podiatrists;

(F) Registered professional nurses or licensed practical nurses licensed pursuant to Chapter 24 of Title 43;

(G) Professional counselors, social workers, or marriage and family therapists licensed pursuant to Chapter 10A of Title 43;

(H) School teachers;

(I) School administrators;

(J) School guidance counselors, visiting teachers, school social workers, or school psychologists certified pursuant to Chapter 2 of Title 20;

(K) Child welfare agency personnel, as that agency is defined pursuant to Code Section 49-5-12;

(L) Child-counseling personnel;

(M) Child service organization personnel; or

(N) Law enforcement personnel.

(2) If a person is required to report abuse pursuant to this subsection because that person attends to a child pursuant to such person's duties as a member of the staff of a hospital, school, social agency, or similar facility, that person shall notify the person in charge of the facility, or the designated delegate thereof, and the person so notified shall report or cause a report to be made in accordance with this Code section. A staff member who makes a report to the person designated pursuant to this paragraph shall be deemed to have fully complied with this subsection.

(d) Any other person, other than one specified in subsection (c) of this Code section, who has reasonable cause to believe that a child is abused may report or cause reports to be made as provided in this Code section.

(e) An oral report shall be made as soon as possible by telephone or otherwise and followed by a report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney. If a report of child abuse is made to the child welfare agency or independently discovered by the agency, and the agency has reasonable cause to believe such report is true or the report contains any allegation or evidence of child abuse, then the agency shall immediately notify the appropriate police authority or district attorney. Such reports shall contain the names and addresses of the child and the child's parents or caretakers, if known, the child's age, the nature and extent of the child's injuries, including any evidence of previous injuries, and any other information that the reporting person believes might be helpful in establishing the cause of the injuries and the identity of the perpetrator. Photographs of the child's injuries to be used as documentation in support of allegations by hospital staff, physicians, law enforcement personnel, school officials, or staff of legally mandated public or private child protective agencies may be taken without the permission of the child's parent or guardian; provided, however, that any photograph taken pursuant to this Code section shall, if reasonably possible, be taken in a manner which shall not reveal the identity of the subject. Such photograph shall be made available as soon as possible to the chief welfare agency providing protective services and to the appropriate police authority.

(f) Any person or persons, partnership, firm, corporation, association, hospital, or other entity participating in the making of a report or causing a report to be made to a child welfare agency providing protective services or to an appropriate police authority pursuant to this Code section or any other law or participating in any judicial proceeding or any other proceeding resulting therefrom shall in so doing be immune from any civil or criminal liability that might otherwise be incurred or imposed, provided such participation pursuant to this Code section or any other law is made in good faith. Any person making a report, whether required by this Code section or not, shall be immune from liability as provided in this subsection.

(g) Suspected child abuse which is required to be reported by any person pursuant to this Code section shall be reported notwithstanding that the reasonable cause to believe such abuse has occurred or is occurring is based in whole or in part upon any communication to that person which is otherwise made privileged or confidential by law.

(h) Any person or official required by subsection (c) of this Code section to report a suspected case of child abuse who knowingly and willfully fails to do so shall be guilty of a misdemeanor.

(i) A report of child abuse or information relating thereto and contained in such report, when provided to a law enforcement agency or district attorney pursuant to subsection (e) of this Code section or pursuant to Code Section 49-5-41, shall not be subject to public inspection under Article 4 of Chapter 18 of Title 50 even though such report or information is contained in or part of closed records compiled for law enforcement or prosecution purposes unless:

(1) There is a criminal or civil court proceeding which has been initiated based in whole or in part upon the facts regarding abuse which are alleged in the child abuse reports and the person or entity seeking to inspect such records provides clear and convincing evidence of such proceeding; or

(2) The superior court in the county in which is located the office of the law enforcement agency or district attorney which compiled the records containing such reports, after application for inspection and a hearing on the issue, shall permit inspection of such records by or release of information from such records to individuals or entities who are engaged in legitimate research for educational, scientific, or public purposes and who comply with the provisions of this paragraph. When those records are located in more than one county, the application may be made to the superior court of any one of such counties. A copy of any application authorized by this paragraph shall be served on the office of the law enforcement agency or district attorney which compiled the records containing such reports. In cases where the location of the records is unknown to the applicant, the application may be made to the Superior Court of Fulton County. The superior court to which an application is made shall not grant the application unless:

(A) The application includes a description of the proposed research project, including a specific statement of the information required, the purpose for which the project requires that information, and a methodology to assure the information is not arbitrarily sought;

(B) The applicant carries the burden of showing the legitimacy of the research project; and

(C) Names and addresses of individuals, other than officials, employees, or agents of agencies receiving or investigating a report of abuse which is the subject of a report, shall be deleted from any information released pursuant to this subsection unless the court determines that having the names and addresses open for review is essential to the research and the child, through his or her representative, gives permission to release the information.

A web site that has additional information on this subject is:

<http://www2.state.ga.us/departments/dhr/dfcs/cobddfcs/Report%20Abuse.htm>

PLEASE PRINT AND SUBMIT COMPLETED COPY TO YOUR MAJOR PROFESSOR

I have read the PreK -2nd Grade Emphasis Graduate Program handbook and promise to abide by the policies and procedures stated. I also promise that I have read and will abide by The Code of Ethics for Educators adopted by the Georgia Professional Standards Commission (<http://www.gapsc.com/Ethics/NEthics.asp>)

Printed name_____

Student's signature_____

Date_____