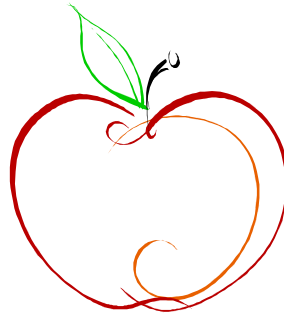


Early Childhood Education



Partnership Program



The University of Georgia

Department of Elementary and Social Studies Education
629 Aderhold Hall

Athens, GA 30602-7122

(706) 542-4244 [phone] (706) 542-4277 [fax] (706) 542-8122 [fax]

www.coe.uga.edu/esse



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Dear Prospective Student:

Thank you for your interest in the University of Georgia Early Childhood Education Program. The high quality of the program is reflected in the fact that Early Childhood Education is classified as a high-demand major by the University. We therefore are in the difficult situation of having to reject many qualified applicants.

There are two program options available to you, both of which lead to certification to teach Pre-Kindergarten through 5th Grade: the Partnership Program and the PreK-2nd Grade Emphasis. *This packet is for those students who are interested in the Partnership Program.* For information about the PreK-2nd Grade Emphasis, please contact Dr. Julia Atilas, (706) 542-4244, jatiles@uga.edu (see also www.coe.uga.edu/esse). Applications for the Partnership Program are evaluated the semester before program entry; applications for the PreK-2nd Grade Emphasis are evaluated *two* semesters before program entry. Please be careful to keep in mind the different deadlines for application materials required by the two options.

This packet includes (a) the policy for the selection of students, (b) an application form, (c) a reference form, (d) a program advisement sheet, and (e) information on the preprofessional experience you must successfully complete as one of the entrance requirements.

As soon as you enter the classroom for your preprofessional experience, you should give your mentor teacher the letter and evaluation form that constitute the last three pages of this packet.

We wish you all the best in your quest to become a teacher of children. If you have any questions or need additional information, please contact us at (706) 542-4244.

Sincerely,

Ronald E. Butchart
Department Head

Kyunghwa Lee
Program Coordinator

Kelly J. J. Smith
Academic Advisor

POLICY FOR THE SELECTION OF STUDENTS

Early Childhood Education Partnership Program

The Early Childhood Education program faculty is deeply committed to three principles that guide and shape our work as both scholars and teachers: Intellectual Work, Collaborative Inquiry, and Active Involvement and Advocacy.

We believe that:

- To teach is to engage in lifelong intellectual work through the merging of academic theories and research, classroom research and practice, living in the social and political world, and studying the intellectual work of children to produce practices and knowledge in the best interest of children in a socially-just, democratic society.
- To teach is to be persistent in learning through inquiry into something or someone, and we believe such inquiry is often richer and more generative when done collaboratively.
- To teach is to act on part of something or someone, and we believe such action should be conscious, purposeful, well-informed, and ethical.

Admission to Early Childhood Education is highly competitive. There are more students who wish to enter than there are available seats in the program. Faculty must select the most qualified students from the population of students who meet the minimum requirements for entry into the program.

Minimum requirements for application include the following:

- Completion of Areas A and D of the core curriculum
- 2.75 GPA (overall, cumulative, and across areas A and D of the core curriculum)
- Passing scores on or exemption of the GACE Basic Skills Assessment (www.gace.nesinc.com). The GACE scores must be received by the program no later than the application deadline (3rd Friday in January for fall entry and 3rd Friday in August for spring entry). Applicants may exempt GACE if they have earned a qualifying score on one of these tests: SAT (Critical Reading and Mathematics scores combined ≥ 1000), ACT (English and Mathematics scores combined ≥ 43), GRE (Verbal and Quantitative scores combined ≥ 1030).

Strong candidates to the program will have experiences that demonstrate a serious commitment to intellectual work, collaborative inquiry, and active involvement and advocacy - particularly on behalf of children. The purpose of the admissions process is to allow candidates to demonstrate these experiences and commitments so that faculty can select the strongest possible teaching corps each semester. Experiences with children, with the diversity of people who populate Georgia's schools, with social activism, and with intellectual challenges will be highly valued.

Eligible students (i.e., students who meet the minimum requirements and the application deadline) will be evaluated by program faculty on the following artifacts, which will be weighed equally:

- ***Applicant statement.*** Applicants must write a double-spaced statement no longer than 3 pages introducing themselves to the program faculty and reflecting on the three guiding principles of the Early Childhood Education program listed above. Ultimately, the purpose of this statement is to allow applicants to share their personality, experiences, and philosophies on teaching, so applicants are encouraged to be themselves in their writing and to be as creative as they wish.
- ***Resume.*** Applicants must provide a standard resume including educational background, work experience, extracurricular activities, community involvement, etc. Experiences not related to education and experiences dating back through high school may be included.
- ***References.*** Applicants must submit three letters of recommendation (form included in this packet). In reading the letters, evaluators will consider, for each letter, the narrative evaluation of the student and the numerical rating of the student in relation to the key program principles.

For most semesters, 60 students will be selected. Every third semester, 30 students will be selected for the Partnership Program and 30 students will be selected for the PreK-2nd Grade Emphasis, with half the slots in the PreK-2nd Grade Emphasis being reserved for students from Child and Family Development.

Upon **ENTRANCE** to the program, the following conditions must be met:

- Successful completion of 50 hours of preprofessional experience (including a positive evaluation from the mentor teacher). These hours should be documented using the evaluation form at the end of this packet. **Due July 1 for fall entry and December 1 for spring entry.**
- Completion of Areas A-E. Completion of the following courses with a grade of C or better: EPSY 2130 or CHFD 2950, EFND 2110, and MATH 5001.
- Maintaining a 2.75 cumulative and overall GPA.

As indicated by my signature below, I understand the policy for the selection of students into the Early Childhood Education program.

Name

Date

APPLICATION FORM

Early Childhood Education Partnership Program

Please include the following in your application package:

- this application form
- signed Policy for the Selection of Students
- applicant statement
- resume
- 3 letters of recommendation
- any transcript(s) UGA has *not* received
- evidence of GACE Basic Skills Assessment scores (or SAT/ACT/GRE scores) if UGA has *not* already received it

The application package should be sent to Ms. Kelly Smith, Department of Elementary and Social Studies Education, 629 Aderhold Hall, Athens, GA 30602-7177 or dropped off in her office in 427 Aderhold.

For fall semester entry, the package must be received in its entirety no later than 5:00 p.m. on the **3rd Friday in January**; for spring semester entry, the package must be received in its entirety no later than 5:00 p.m. on the **3rd Friday in August**.

Please provide the information requested below; notification of acceptance or rejection will be sent to the e-mail address listed.

Name: _____

Address: _____

Phone number: _____

E-mail address: _____

SS#: _____

Summary of Important Dates by Semester of Program Entrance

Fall Entry		Spring Entry
3 rd Friday in January	Application package received by program	3 rd Friday in August
March 10	Applicant notified of acceptance or rejection	October 1
July 1	Preprofessional documentation received by program	December 1

REFERENCE FORM (Three Required)

Early Childhood Education Partnership Program

Directions for the Applicant: Three people must recommend that you be admitted to the Early Childhood Education program in the Department of Elementary and Social Studies Education of the University of Georgia. At least one of the three should be one of your instructors at the college or university level. Do not ask family members or close family friends to complete a recommendation. Provide each person from whom you request a recommendation a copy of this form (with your name and signature) and an envelope (with *Recommendation for [Your Name]* on the envelope). Collect the completed recommendations and submit with your application. The program is not responsible for letters sent directly to the department. Please do not submit more than three recommendations; the committee will evaluate only three per applicant.

Typed or printed name of applicant: _____

Signature: _____

Directions for the Person Completing the Recommendation: Please respond to the items below; then place this form (and your attached statement) in the envelope provided by the applicant, sign your name over the seal, and return the sealed and signed envelope to the applicant.

The early childhood education program leads to certification to teach children in prekindergarten through grade 5. Being a teacher requires, among other things, a deep knowledge of subject matter, a profound understanding of children, a positive attitude toward all families regardless of their circumstances, and the kind of maturity and commitment that allows someone to arrive at school with enthusiasm at 7 a.m. and to work at home well into the evening on planning lessons. We expect our students to demonstrate in their college lives the kind of professional dedication required in their chosen career. Your complete honesty will therefore allow the best decision for both the program and the applicant. Above all, please keep in mind the children whose care and education will be entrusted to the person you are recommending, should she or he be admitted to the program.

1. On a scale of 1 to 10, with 10 being the best possible rating, how would you rate the potential of the applicant to become an exemplary teacher of children? _____
2. Attach to this form a statement that includes a description of your relationship with the applicant and any additional comments you wish to make. We would appreciate specific examples that demonstrate the applicant's character and accomplishments.

Typed or printed name of recommender: _____

Home or work address: _____

Phone number: _____

E-mail address: _____

Date: _____

Signature: _____

**The University of Georgia
College of Education
Department of Elementary & Social Studies Education
Early Childhood Education Partnership Program**

FOR STUDENTS SEEKING ADMISSION TO THE PROGRAM IN SPRING 2010 OR LATER

NAME _____ **LAST 4 DIGITS SSN** _____

GRADUATION AND PROGRAM REQUIREMENTS

_____ Regents Reading	_____ Regents Essay	_____ Environmental Literacy
_____ U.S. & Georgia Constitution	_____ U.S. & Georgia History	_____ GACE Basic Skills Assessment
_____ Preprofessional Experience		_____ Physical Education
_____ Diversity Requirement (EDEC 4010L, 4020L, 4030L, & 5460)		

CORE

AREA A - ESSENTIAL SKILLS

_____ 3	ENGL 1101	English Composition I
_____ 3	ENGL 1102	English Composition II
_____ 3	MATH 1101 or higher	Mathematical Modeling

AREA B - INSTITUTIONAL OPTIONS

_____ 2-3	ELECTIVE _____
_____ 2-3	ELECTIVE _____

AREA C - HUMANITIES/FINE ARTS

_____ 3	HUMANITIES OR FINE ARTS COURSE _____	Foreign language recommended
_____ 3	HUMANITIES COURSE _____	

AREA D - SCIENCE, MATHEMATICS, TECHNOLOGY

_____ 4	SCIENCE COURSE WITH LAB _____
_____ 3-4	SCIENCE COURSE WITH OR WITHOUT LAB _____
_____ 3	MATHEMATICS OR TECHNOLOGY COURSE _____

AREA E - SOCIAL SCIENCES

_____ 3	SOCIAL SCIENCE COURSE _____	PSYC 1101 recommended
_____ 3	SOCIAL SCIENCE COURSE _____	HIST 2111 or 2112 satisfies U.S. & Georgia History requirements
_____ 3	SOCIAL SCIENCE COURSE _____	POLS 1101 satisfies U.S. & Georgia Constitution requirements
_____ 3	SOCIAL SCIENCE COURSE _____	

AREA F - COURSES RELATED TO PROGRAM OF STUDY (Minimum grade of C required in all Area F courses.)

_____ 3	EFND(EDUC) 2110	Investigating Critical and Contemporary Issues in Education
_____ 3	EFND(EDUC) 2120	Exploring Socio-Cultural Perspectives on Diversity
_____ 3	EPSY(EDUC) 2130 OR	Learning and Development in Education OR
	CHFD 2950	Introduction to Child Development
_____ 3	MATH or STAT	_____ (Must be in addition to Area A and Area D courses)
_____ 3	SCIENCE ELECTIVE	_____ (Must be in addition to Area D courses)
_____ 3	SCIENCE ELECTIVE	_____ (Must be in addition to Area D courses)

OTHER COURSES RELATED TO PROGRAM OF STUDY

_____ 3	SPED 2000	Survey of Special Education
_____ 2	KINS 2420	Physical Education in Early Childhood Education
_____ 3	MATH 5001	Arithmetic and Problem Solving (Prerequisite for EMAT 3400 and MATH 5002)
_____ 3	ARED 3050 OR	Art and the Child (POD - Email Kelly Smith at kjsmith@uga.edu)
	ETES 2320/L OR	Creative Activities for Teachers (POD - Email Kelly Smith at kjsmith@uga.edu)
	MUSI 3050	Music Skills and Fundamentals for Elementary School Teachers

PROFESSIONAL SEQUENCE

Satisfactory completion of each block is required before moving on to the next block. A grade of at least C is required in all block courses, and the GPA required for admittance to the program must be maintained. In addition, issues of responsibility, professional conduct, and class participation will be considered.

BLOCK 1

_____ 2	EDEC 4010	Orientation to Early Childhood Education
_____ 1	EDEC 4010L	Field Experience
_____ 3	EMAT 3400	Children's Mathematical Learning
_____ 3	MATH 5002	Geometry and Problem Solving

Also included with Block 1 are some Area VI and other courses not yet completed (not to exceed 8 hours).

BLOCK 2

_____ 3	EDEC 4020	Decision Making for Planning, Teaching, and Organizing ECE Classrooms
_____ 2	EDEC 4020L	Field Experience
_____ 3	ELAN 3110	Children's Literature and Oral Language
_____ 3	EMAT 3410	Mathematics Teaching and Curriculum in Pre-K - 5th Grade
_____ 3	READ 3420	Reading Instruction for Young Children
_____ 3	ESOC 3420	Early Childhood Social Studies

BLOCK 3

_____ 3	EDEC 4030	Integrated Curricular Practices in Early Childhood Education
_____ 2	EDEC 4030L	Field Experience
_____ 3	ELAN 4120	Language and Literacy, Grades P-5
_____ 3	ESCI 4420	Science for Early Childhood Education
_____ 3	READ 3430	Reading Assessment and Teaching Young Children
_____ 3	MATH 5003	Algebra and Problem Solving

BLOCK 4

_____ 15	EDEC 5460	Student Teaching in Early Childhood Education
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TOTAL HOURS: 130 (including P.E.)

PREPROFESSIONAL EXPERIENCE

Early Childhood Education Partnership Program

What is a Preprofessional Experience?

A Preprofessional Experience is a volunteer or paid position in which you have an opportunity to interact with children and families while experiencing a variety of communities and cultures that may be different from your own. The Preprofessional Experience is designed to give you, a prospective elementary school teacher, opportunities to:

- Find out more about your own interests, needs, and concerns;
- Test your interest in teaching children as a career; and
- Interact with children, families, and communities.

General Guidelines for the Preprofessional Experience

1. You must complete a minimum of 50 hours of volunteer, for course credit, or paid service in the community, specifically involving elementary school-age children (ages 4-11). We do not require, but strongly recommend:
 - Spending some time in an instructional setting where children are present, and
 - Gaining experience in a diverse setting with learners whose backgrounds differ from your own, such as geographic locations (e.g., rural, urban); socioeconomic class distinctions and expectations (e.g., blue collar, white collar); and/or race, ethnicity, or language.
2. Suggested Preprofessional Experiences:
 - Service learning classes in high school or college (e.g., EDUC 2110-2130, EDUC 2460)
 - Substitute teaching
 - Tutoring
 - Mentoring
 - Coaching
 - Summer camps
3. If you plan to volunteer to assist a Clarke County teacher in a classroom during regular school hours, you **must** complete a criminal background check through PreCheck (www.precheck.com) and notify the Educational Field Experiences Office within the College of Education Student Services Office in 122 Aderhold Hall. In other counties, it is your responsibility to obtain a placement and to inform the principal and mentor teacher of the requirements. You should also obtain information regarding the school's policy concerning a criminal background check.
4. The University of Georgia does not provide interns with liability insurance coverage. For information about how to obtain insurance coverage, please contact the Educational Field Experiences Office.
5. To document your hours:
 - Ask your direct supervisor to complete the Evaluation of Student Intern form, which follows this page in the application packet. The completed form is not necessarily private. You are encouraged to review the form and discuss any areas that may need improvement with your supervisor.
 - If you earn hours at more than one place, have each supervisor complete the form.
 - The form(s) must equal a total of 50 hours or more and should be sent to Ms. Kelly Smith, Department of Elementary and Social Studies Education, 629 Aderhold Hall, Athens, GA 30602-7177 or dropped off in her office in 427 Aderhold. You or your supervisor may submit the form. If you leave the form with your supervisor, please provide her or him with a stamped, addressed envelope.

EVALUATION OF STUDENT INTERN

Early Childhood Education Partnership Program

To be completed by direct supervisor or mentor teacher and signed by program director or principal.

WE ENCOURAGE YOU TO DISCUSS YOUR EVALUATION WITH THE STUDENT INTERN.

Student Intern _____
 Site _____
 City & State _____
 No. of hours _____ Age Group/Grade Level _____
 Supervisor/Teacher _____
 Director/Principal _____

Please rate the intern on each item according to the following scale:

5 = Outstanding 2 = Poor
 4 = Very Good 1 = Unacceptable
 3 = Acceptable NA = Not applicable

1. Demonstrates promptness and punctuality in agreed upon responsibilities.	1	2	3	4	5	NA
2. Follows program or school policies in an acceptable manner.	1	2	3	4	5	NA
3. Shows interest in becoming involved and assisting in the program or classroom.	1	2	3	4	5	NA
4. Communicates effectively with everyone: children, supervisor/teacher, director/principal, parents, and staff.	1	2	3	4	5	NA
5. Demonstrates an interest in working with children.	1	2	3	4	5	NA
6. Demonstrates enthusiasm for the teaching profession.	1	2	3	4	5	NA
7. Demonstrates acceptable communication skills.	1	2	3	4	5	NA
8. Demonstrates understanding of program or school subject matter.	1	2	3	4	5	NA
9. Seeks advice or assistance.	1	2	3	4	5	NA
10. Accepts constructive criticism.	1	2	3	4	5	NA
11. Uses suggestions and feedback effectively.	1	2	3	4	5	NA

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

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

Good _____

Neutral _____

Doubtful _____

Supervisor/Teacher signature

Date

Director/Principal signature

Date

Please return this form to Ms. Kelly Smith, Department of Elementary and Social Studies Education, 629 Aderhold Hall, Athens, GA 30602-7177.