

Revised Fall 2007

HANDBOOK

Child & Family Development- Early Childhood Education: Pre-Kindergarten to Grade 2

Departments of

***Child and Family Development
and
Elementary and Social Studies Education***



University of Georgia

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Welcome to the Pre-Kindergarten to Second Grade Emphasis Program of the departments of Elementary and Social Studies Education and Child and Family Development. This information handbook answers general questions about the program. We would like for you to read this manual and keep it as a reference for questions that may arise during your enrollment in the Pre-K program. The Pre-K coordinator, Dr. Julia Reguero de Atilas, is also available to answer any questions that you may have.

The purpose of the Pre-Kindergarten-2nd grade emphasis 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 bachelor's degree in their major field (Education or Family and Consumer Sciences) with special emphasis in Pre-Kindergarten to Second Grade. The program prepares students 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>Professor</u>	<u>Office</u>	<u>Phone number</u>
Coordinator Dr. Julia Reguero de Atilas	Fam. Sci. Center 2 427-E Aderhold	542-4164 or 542-4953
Other faculty Dr. Mick Coleman	Fam. Sci. Center 2	542-4882
Dr. Kyunghwa Lee	427 Aderhold Hall	542-4294
Dr. Amy Park	427 Aderhold Hall	542-4244
Dr. Charlotte Wallinga	Fam. Sci. Center 2	542-4930

APPLICATION PROCESS

Enrollment in this program begins every three semesters. We expect groups to begin Fall 2007, Spring 2009, Fall 2010 and so on. Students interested in entering the Pre-K program should contact Dr. Atilas no later than two semesters prior to the semester in which he/she desires to begin the program.

Interested students will need to complete an application form. All applicants with an overall as well as a cumulative GPA of 2.75 or above are eligible for admission (2.75 will be required, there will be no exceptions).

Upon entrance to the program student would have completed the following courses with a minimum grade of C:

- | | |
|-------------------|-------------------------------------------------------------|
| * CHFD 2950-2950L | Introduction to Child Development |
| * EDUC(EFND) 2110 | Investigating Critical and Contemporary Issues in Education |
| * ISCI 2001 | Life/Earth Science |
| * ISCI 2002 | Physical Science |

- * KINS 2420-2420L Physical Education in Early Childhood Education
- OR DANC 3070 Children's Dance for Teachers.
- * MATH 1060 or higher Mathematics of Decision Making
- * MATH 5001 Arithmetic and Problem Solving
- * MATH 5002 Geometry and Problem Solving

EDEC majors only

- * EDUC 2120 Exploring Socio Cultural Perspectives on Diversity in Educational Contexts
- * EDUC(EPSY) 2130 Exploring Learning and Teaching
- * 1 elective

CHFD majors only

- * CHFD 2100 Development within the Family
- * CHFD 2000 Intro to Family and Consumer Sciences
- * SPED 2000 Survey of Special Education

*** Passing score or exemption on GACE Basic Skills**

Test field	Session/ Test code	Passing score
Reading	200	?
Mathematics	201	?
Writing	203	?

Candidates are exempt from this requirement if they have earned qualifying scores on any of these tests:

- SAT total score 1000
- GRE total score 1030
- ACT total score 43

SELECTION

Admission to the Pre-K Program is highly competitive. There are more students who wish to enter the program than there are available spaces. Therefore, the faculty will select the 30 most qualified students from the population of students who meet minimum requirements for admission to Teacher Education and entry into the program/blocks.

Eligible students will be evaluated on the basis of the following three criteria:

1. **Grade Point Average (GPA) in Areas A and D of the core curriculum.** A minimum GPA of 2.75 is required. Grades for course in the two areas will be averaged

together; *therefore, Areas A and D must be completed upon application.* Applicants who are transfer students will need to include an official transcript.

2. **Essay.** The writing sample will be a two-page essay that will be monitored and completed in the computer lab in Aderhold Hall on a set date. Applicants will be expected to present their perspectives on teaching and a critical view of their qualifications for becoming a teacher. It will be evaluated with the following criteria: evidence of knowledge and experience to contribute to teaching, thoroughness of response to questions posed, and ability to articulate ideas effectively including structure and mechanics.
3. **References.** Applicants will be asked to submit three letters of reference.

ADVISEMENT

When a student is accepted into the Pre-Kindergarten program, Dr. Julia Reguero de Atilas, the Pre-K coordinator, becomes his/her official academic advisor. During the semester prior to the first semester in the program, students will need to schedule an appointment with Dr. Atilas. Once admitted into the program students will need to schedule an appointment every semester for advisement.

It is the student's responsibility to know what courses he or she needs to take, which forms need to be completed, and other requirements that need to be satisfied to ensure the student's graduation at the desired time. Dr. Atilas will help students; however, each student needs to acquaint him or herself with this handbook and the Undergraduate Bulletin.

Following advisement students will be cleared to register. Each semester students can find out the time at which they can register from OASIS (On Line Access to the Student Information System).

GPA REQUIREMENT

A 2.75 cumulative and overall GPA must be maintained while enrolled in the program. If a student's GPA falls below 2.75, the student will be able to continue taking block courses, however, the student will not be able to student teach until the GPA has been brought up to a 2.75 or above.

COURSE REQUIREMENTS - SEMESTER SYSTEM

See appendix B for a requirement check sheet.

COURSES THAT SATISFY THE REQUIREMENTS OF THE CORE CURRICULUM

See http://bulletin.uga.edu/bulletin/prg/core_curriculum.html for a complete list of the courses that will satisfy the requirements in each are (A through E of the requirement check sheet) of the core.

UNIVERSITY REQUIREMENTS

- * U.S. Constitution and Georgia Constitution requirement- Examination of the constitution or POLS 1101 American Government. See Bulletin for other courses that satisfy this requirement.
- * Georgia and U.S. History requirement- Examination of U.S. and Georgia History or HIST 2111 American History to 1865 or HIST 2112 American History since 1865
- * Residence requirement- In order to be awarded a baccalaureate degree from the University, students must earn 45 of the last 60 semester hours in residence, plus 15 of the semester hours required for the major must have been earned in residence.
- * Regents' Exam- This is an exam which assesses reading and writing skills. It should be taken the semester in which the student will attain 30 credit hours. Students should pass this test by 45 cr. hrs. or enroll in a remedial course (ENG 099R and ERD 099R) every semester until the test is passed. Students transferring with 45 or more credit hours from institutions that are not part of the Georgia system must take the exam during the first semester in attendance. Students may schedule a test date by calling Testing Services/Test Scoring at 542-3183.
- * Environmental literacy requirement- See Bulletin for courses that satisfy this requirement or consult <http://bulletin.uga.edu/bulletin/prg/ELRcourses.html>
- * Physical Education requirement- One hour of physical education (PEDB) required of all students.
- * Diversity requirement- See section on Diversity Requirement following in this handbook.
- * All Early Childhood majors need to complete 50 hours of pre-professional experience. Contact the department of Elementary and Social Studies Education at 542-4244 or visit 427 Aderhold for additional information.

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 Education web site at <http://www.coe.uga.edu/esse/earlychildhood/multicultural/index.html>

CRIMINAL BACKGROUND CHECKS

Be aware that all student teacher candidates will need to complete a criminal background check 6 months prior to student teaching. School systems have the right to deny placements based on the information they receive from the background check. The Georgia Professionals Standards Commission has the right to deny a teaching certificate to individuals with convicted offenses.

CERTIFICATION EXAMINATION

The GACE: Georgia Assessment for Certification of Educators will be required of candidates for initial certification in the State of Georgia. Students should register for Early Childhood Test I (001) and Test II (002).

Applications are available at <http://www.gace.nesinc.com/>
It is recommended that students take the test during their block 3.

FIELD EXPERIENCE

Each course in the four-semester sequence will include a field experience component in a variety of settings (schools, community agencies, and social service agencies).

The amount of time per week as well as the site of the placement will vary each semester as follows:

- Block 1: One full day per week in Pre-K-K, 1-3, or 4-5 observing, assisting, and working with individuals and small groups.
- Block 2: Two days per week, 5 hours each, in Pre-K-K, 1-3, or 4-5 observing, assisting, and working with individuals and small groups.
- Block 3: Two full days per week, plus 1 full week in Pre-K-K, 1-3, or 4-5 assisting, working with individuals and small groups, planning for and teaching large groups.
- Block 4: Student teaching 10 full weeks in schools Pre-K to 2nd grade.

Field placements are coordinated by Dr. Atilas. Students are placed in Clarke and surrounding counties. Students will have a designated time for their field experience. Any changes in this must be approved by the program coordinator. See Appendix C for record of the field experiences.

Completion of all field experience hours is required. When an absence is necessary the student will notify the principal and supervising teacher in advance or as early as possible. The college supervisor is to be notified by the student promptly and in writing of all absences or other irregularities of attendance. A physician's note will be required for absences due to illness. It is the student's responsibility to schedule and make up any time missed and communicate the plans to the program

coordinator. A sign up sheet will be available at the schools for the students to sign in and out. The college supervisor will review and collect the sheets on a regular basis.

One semester prior to student teaching (during block 3) the students will complete an application for student teaching. You may find additional information about application procedures at: <http://www.coe.uga.edu/students/studentinfo.html>

Like the field experience, students are placed in Clarke and surrounding counties. **Students do have the option to student teach overseas.** Information regarding the "Consortium for Overseas Student Teaching" can be obtained at 122 Aderhold. Students considering this option should begin making arrangements during block 2 or soon after.

DIRECTIONS TO SCHOOLS AND DRESS CODE

The following are the directions and dress code information to the most commonly used schools in the program.

A word of advice regarding dress code:

Remember you are representing the University in a professional setting, the school. Also, you are going to be working with young children and need to be dressed appropriately to sit on the floor bend down to look at work on a desk, etc.. You are encouraged to maintain a professional image, even when you can be dressed in casual clothes. It is best to overdress on the first day and then take a look at what the faculty at the school wear, than to show up inadequately dress and giving a negative first impression. Jeans, short skirts, spandex type outfits, tops with spaghetti straps, and halter tops are not appropriate.

Barrow County Early Learning Center
(770-868-1520)

From Aderhold it is about 30 minutes.

Take 316 towards Atlanta. You may stay on 316 until you get to the stop light intersection that has a gas station with a Subway on your left. Turn left onto Christmas Ave / GA-11. Turn right at the first light (flashing) onto W. Star St. The school will be on your left.

Faculty Hours: 8:00-3:30

Cleveland Rd
(706) 357-5333

Take Atlanta Hwy towards the GA Square Mall. Pass the mall and look for Toys R us on the right. The first stop light after Toys R US is the intersection with Cleveland Rd. Make a right and 2-3 miles later you will see the school on the right.

Faculty Hours: 7:20-3:20

Harbins Elementary

(770) 682-4270

From Aderhold it is about 45 minutes (36 miles each way).

Take 316 towards Atlanta. You may stay on 316 until you get to the stop light intersection that has Harbins Rd. on the left and a Waffle House on the right. Take Harbins Rd for 3 miles. You would turn right onto New Hope Rd and will see the school on your right.

A shorter way would be to turn left at the previous stop light (Patrick Mill Rd intersection) off 316. This road becomes Harbins Rd once you cross from Barrow Co to Gwinnett Co. Look for New Hope Rd on the left and the school immediately to your right.

Faculty Hours: 7:30 -3:30

Holsenbeck Elementary

(770) 307-1540

From Aderhold it is about 35 minutes. From GA square is about 15 to 20 minutes. 48 miles round trip.

Take 29- Atlanta Hwy. Go straight till you pass the Statham stop light. Then, look for Piedmont Pacific on the right...take the second right turn after Piedmont Pacific (the first right turn is immediately after Piedmont Pacific building)- it is like a fork and you will have a white building on the left. You will be on Pleasant Hill CH. At this point you have 6 miles left to the school.

Go straight on Pleasant Hill until you get to the first stop sign. You will have a church on the right. Make a left turn there. You will go for about 2 miles on this road. Look for Giles Rd on the left, and then a white fence...pass it and take the next right turn onto Holsenbeck Rd. You will go straight for another 1 to 2 miles and Holsenbeck school will be on the right.

Faculty Hours: 7:15-3:00 (sometimes 2:30 on Friday)

Morgan County Primary

(706) 342-3475

From Aderhold it takes 40-45 minutes. 56 miles round trip.

Take 441 (Macon hwy) towards Watkinsville. Stay on that Rd for about 24 miles. Once you get to Madison city-- you will go up on a bridge--and on the other side of the bridge there is a stop light (pretty big intersection). Pass that stop light- going straight--and on the very next light make a right turn onto East Ave. You will pass the Elementary School immediately on your right. The Primary School will be on your right about 1/4 mile later.

Faculty Hours: 7:45-3:45

Statham Elementary
(770)725-7112

From Aderhold it is about 25 minutes. 35 miles round trip.

Take 29 - Atlanta Hwy. straight. You will see the Barrow County sign and soon after that the City of Statham sign. Then look for a "Circle K" on the left. After the "Circle K" make the first right turn going across the railroad tracks- you will be on 8th street. Go to the end of 8th street and make a left onto Broad St. Once on Broad you will soon see the school on the right.

Faculty Hours: 7:15 to 3:00 Monday-Thursday and 7:15 to 2:30 on Friday.

HAND WASHING

It is strongly suggested that you become familiar with proper hand washing procedures to help prevent the spread of germs that might make you or the children under your care sick. You may visit the following website for information:

http://www.1st-in-handwashing.com/hand_procedure_washing.html

FIELD EXPERIENCE EVALUATION

The cooperating teachers will have the opportunity to evaluate the student intern at the end of the semester. See Appendix D for the specific evaluation forms each semester. All evaluations from the field experience will be kept in the student's advisement file. Students can request to review them. Should a student earn an "Unsatisfactory" rating on the field experience evaluation, the following procedure will be followed:

- Block I: The student will meet with the Pre-K coordinator and, if appropriate, the CHFD 5130 instructor to develop a problem solving plan.
- Block II: The student will meet with the Pre-K coordinator and the appropriate block course instructors to develop a problem solving plan. The cooperating teacher may be invited to the meeting.
- Block III: The student will meet with the Pre-K coordinator, the cooperating teacher, and any appropriate block course instructors to develop a problem solving plan.
- Block IV: The student will register for 9-12 (S/U) credit hours to student teach. All incomplete grades must be removed before student teaching. A student cannot successfully complete student teaching if there are unsatisfactory ratings in any of the teaching competencies observed.

SPRING BREAK EXPECTATION

The PreK 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 5460 student teaching experience to coincide with the schedule of the school district where the student teacher is assigned. Therefore, the general 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 spring break scheduled by The University of Georgia.

Student teachers will interrupt their ten weeks in the field for a 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, complete the ten full weeks in the field.

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

Professionalism is expected throughout the student's involvement in the program. One of the components of professionalism is attendance to class and the field experience. In addition to individual instructors' policies, a noted pattern of absences may cause removal from the program.

ATTENDANCE POLICY

Attendance is expected and required in both classroom and field. This policy means either perfect attendance or documented absence(s) due to death or illness. Undocumented absences will result in a letter grade reduction per absence in EDEC and/or CHFD courses or unsatisfactory grade in the field. A "C" or above is required in all courses to be able to move to the next level. This policy is in place unless otherwise stated in course syllabi. Students are responsible for communicating with all university faculty and/or school cooperating teacher to let them know reason of absence. It is the student's responsibility to provide the program coordinator with the following information as soon as possible after an absence:

Date
Course(s) missed
Field day missed and proposed make up day
Reason
Attached documentation

INCLEMENT WEATHER POLICY

There are four possible scenarios affected by the weather and you should be aware of the attendance expectations for each one of them:

1. When UGA is open and the school where you have been assigned is open, everyone attends the field as expected.
2. When UGA is closed and the school where you have been assigned closes:
Blocks 1-3 students do not attend the field on that day and there is no expectation that the day will be made up.
Block 4 students- do not go on that day, and are required to make it up on a day that UGA is open.
3. When UGA is open but the school where you have been assigned is closed, students can't attend the field but they are required to make up the day.
4. When UGA is closed but the school where you have been assigned is open:
Blocks 1-3 students do not attend the field on that day and there is no expectation that the day will be made up.

Block 4 students- do not go on that day, and are required to make it up on a day that UGA is open. Lesson plans, teachers' guides and other teaching materials **MUST** be at the school so that at a moments notice the teacher can take over.

TORT LIABILITY INSURANCE

As a student you may face the risk of becoming involved in a lawsuit during your placement in a school or institution for on-site learning experiences. You are responsible for your own actions during your placement, and you may incur personal liability for those actions. Thus, you are strongly encouraged to obtain tort liability insurance prior to being placed in an institution or school for field experience or student teaching. You are required to either provide evidence of having adequate tort liability insurance, or to waive such coverage in writing and assume full responsibility for your own protection, prior to beginning in-school activities.

Tort liability insurance is available from the following professional organizations:

1. Student Professional Association of Georgia Educators (PAGE): \$7.50 per calendar year for insurance only.
2. Student Georgia Association of Educators (SGAE): Insurance is free. There is no fee for membership into the organization but you must fill out the membership form.

Information and forms regarding the tort liability insurance can be obtained from the Educational Field Experience office in 122 Aderhold Hall. See appendix E for more information.

GEORGIA LAW PERTAINING TO CHILD ABUSE AND NEGLECT

**Parent and Child... Additional Identification
and Reporting Procedures for Abused Children, Etc.
GEORGIA CODE SECTION 74-111**

(a) Reports By Physicians, Treating Personnel, Institutions And Others. Any physician, including any doctor of medicine licensed to practice under Chapter 84-9 of the Code of Georgia of 1933, as amended, licensed osteopathic physician, intern, resident, all other hospital or medical personnel, dentist, psychologist, podiatrist, nursing personnel, social work personnel, school teachers and administrators, school guidance counselors, child care personnel, day care personnel or law enforcement personnel having reasonable cause to believe that a child under the age of eighteen has had physical injury or injuries inflicted upon him other than by accidental means by a parent or caretaker, or has been neglected or exploited, by a parent or caretaker, or has been sexually assaulted or sexually exploited, shall report or cause reports to be made in accordance with the provisions of this section, provided, however, that when the attendance of the reporting person with respect to a child is pursuant to the performance of services as a member of the staff of a hospital, school, social agency or similar facility, he shall notify the person in charge of the facility or his designated delegate who shall report or cause reports to be made in accordance with the provisions of this section.

Any Other Person who believes that a child has had physical injury or injuries inflicted upon him other than by accidental means by a parent or caretaker, or has been neglected or exploited by a parent or caretaker, or has been sexually assaulted, may report or cause reports to be made in accordance with the provisions of this Code Section.

For Purposes of This Subsection (a) A child is sexually exploited when the child's parent or caretaker allows, permits, encourages, or requires such child to engage in prostitution, as defined in Code Section 26-2012, as now or hereafter amended, or allows, or permits, encourages, or requires such child to engage in sexually explicit conduct for the purpose of producing any visual or print medium depicting such conduct, as defined in an Act approved April 10, 1978 (Ga. Laws 1976, p. 2193), as now or hereafter amended.

(b) Nature and Content Of Report: to whom made. An oral report shall be made as soon as possible by telephone or otherwise, and followed by a 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, sexual assault, or sexual exploitation is made to said child welfare agency or independently discovered by said agency and said agency has reasonable cause to believe such report is true, then said agency shall immediately notify the appropriate police authority or District Attorney. Such reports shall contain the name and address of the child and his parents or caretakers, if known, the child's age, the nature and extent of the child's injuries including any evidence or 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, physician, law enforcement personnel, school official or staff or 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 be taken in a manner which shall not reveal the identity of the subject and such photograph shall be made available as soon as possible to the child welfare agency providing protective service and to the appropriate police authority.

(c) Immunity From Liability. Any person or persons, partnership, firm, corporation, association, hospital or other entity participating in the making of said report or causing said report to be made to a child welfare agency providing protective services or an appropriate police authority pursuant to the provisions of this 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 liability, civil or criminal, that might otherwise be incurred or imposed, providing such participation pursuant to this Section or any other law shall be made in good faith. Any person making a report, whether required by this Section or not, shall be immune from liability as herein provided.

(d) Sanctions For Failure To Report. Any person or official required by 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 and upon conviction thereof shall be punished as for a misdemeanor.

(e) Purpose. The purpose of this 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. This is often manifest by the infliction other than by accidental means, of physical injury requiring the attention of a physician. 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, protect and enhance the welfare of these children, and preserve family life wherever possible. This section shall be liberally construed so as to carry out the purposes thereof.

CHAPTER 99-43 CONFIDENTIALLY OF RECORDS CONCERNING

REPORTS OF CHILD ABUSE AND NEGLECT

99-4301 Records declared to be confidential

Each and every record concerning reports of child abuse and neglect which is in the custody of the Department of Human Resources or other State or local agency is hereby declared to be confidential and access thereto is hereby prohibited except as provided in Section 99-4302.

(Acts 1975, pp.1135, 1136)

99-4302 Certain persons and agencies to have reasonable access to records (a) Notwithstanding the provisions of section 99-4301, the following persons or agencies shall have reasonable access to such records concerning reports of child abuse and neglect:

- 3) A legally mandated, public or private, child protective agency investigating a report of known or suspected child abuse or neglect or treating a child or family which is the subject of a report or record;
- 4) A court, by subpoena, upon its finding that access to such records may be necessary for determination of an issue before such court: Provided, however, that the court will examine such record in camera, unless the court determines that public disclosure of the information contained therein is necessary for the resolution of an issue then before it; and the record is otherwise admissible under the rules of evidence or, otherwise admissible under the rules of evidence or,
- 5) A grand jury by subpoena, upon its determination that access to such records is necessary in the conduct of its official business;
- 6) A district attorney of any judicial circuit in this State, or any assistant district attorney, who may seek such access in connection with official duty.

b) The Department of Human Resources or a county or State or local agency may permit access to such records concerning reports of child abuse and neglect to the following persons or agencies when deemed appropriate by such department:

- 1) A physician who has before him a child whom he reasonably suspects may be abused or neglected;
- 2) Police or other law enforcement agency investigating a report of known or suspected abuse or neglect;
- 3) A person legally authorized to place a child in protective custody when such person has before him a child he reasonably suspects may be abused or neglected and such person requires the information in the record or report in order to determine whether to place the child in protective custody; and
- 4) An agency or person other than a child's parent or guardian having the legal custody, responsibility or authorization to care for, treat or supervise the child who is the subject of a report or record. (Acts 1975, pp.1135, 1136.)

COURSE LOAD

12 credit hours or more in the semester system is considered full time student status. Students need special permission to register for more than 17 credit hours if majoring in Child and Family Development and 18 credit hours if majoring in Early Childhood Education.

ACADEMIC BLOCK

Freshman = 0-30 hours
Sophomore = 30-60 hours

Junior = 60-90 hours
Senior = 90 hours or more

STUDENT CONCERNS

Students enrolled in the Pre-K program are encouraged to provide feedback about their experience in the program. The program coordinator would be the appropriate person to relate feedback regarding the general program components, including field experiences.

When a student would like to provide feedback or express concerns related to a specific course, the student is encouraged to set an appointment to speak with the instructor(s) of the course. If after speaking with the course instructor(s) the student feels that the issue is unresolved, then it would be appropriate to contact the department chair of the department offering the course.

When a student has feedback or questions related to advisement, the student should talk with Dr. Atilas. The departmental advisors, Freida Thornton in Early Childhood Education and Connie Rash or Diane Hodson in Family and Consumer Sciences, may be able to provide further information. Other issues related to advisement can be brought to the attention of the department chairs in Child and Family Development or in Elementary and Social Studies Education.

STUDY AT OTHER INSTITUTIONS AFTER ENROLLING IN THE PRE-K PROGRAM

If a student wishes to take courses at other institutions after having begun the blocks of the Pre-K program, he or she should obtain a University of Georgia Transient Permission Form. Child and Family Development majors can obtain this form from Student Services and Alumni Relations, Room 210 in Dawson Hall. Early Childhood Education majors can obtain this form from 122 Aderhold. On the form the student should list the institution he or she will attend, and the courses that will be taken. If this form has not been completed, the student has no assurance that the courses will be accepted by The University of Georgia or that they will satisfy degree requirements. Block classes may not be taken at other institutions.

Before going through this procedure, the student should contact the institution he or she is planning to attend to determine what courses they have scheduled for the semester he or she will attend. The fact that a course is listed in the school's undergraduate bulletin does not mean that it will be offered at any given time.

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.

GRADUATION CHECK

The Registrar’s Office will automatically print a graduation check sheet when a student has completed 90 hours. In planning for graduation, students should complete the following procedures:

1. Make an appointment with his/her advisor to plan the program of study for the remaining semester.
2. Have the Work Sheet checked against graduation requirements by the advisor.
3. The student needs to be sure the following have been satisfied or are in the process of being satisfied:
 - a) Regents’ Rising Junior Exam
 - b) U.S. and GA constitution Requirements
 - c) American and Georgia History Requirement
 - d) Environmental Literacy Requirement
 - e) Physical Education requirement
 - f) Diversity requirement
4. A student that is not actually going to graduate during the semester specified, must change the graduation date through OASIS.

CAREER PLANNING AND PLACEMENT

Students should go to the Office of Career Planning and Placement, 2nd floor, Clark Howell Hall (use end door) and register for placement. Upon completion of the placement forms, students will need to return them to the Placement Office and have an interview with a counselor. It is best to schedule an appointment for this interview. This task should be completed as part of the graduation check process. Students have available to them the services of the Career Planning and Placement Office located on the second floor of Clark Howell Hall.

ACADEMIC DISHONESTY

Matters involving academic dishonesty will be reported to the Student Judiciary Board.

UNDERGRADUATE AND PROFESSIONAL ORGANIZATIONS AND ASSOCIATIONS

1. The Child and Family Development Association (CFDA) is open to all undergraduate students interested in young children and their families. CFDA provides professional development and leadership opportunities for its members, and helps to foster the growth and development of children, adolescents, elderly individuals and families. If you are interested in joining CFDA, please contact Student Services in Dawson Hall.
2. 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.
3. 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/>.
4. 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/>

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 this 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
- II. Family Issues
- III. School Issues and Trends
(Foundations of ECE)
- IV. Family/School/Community

- I. Appreciating Cultural Diversity
- II. Reflecting on Children and Practice
- III. Nurturing the Child
- 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.

APPENDIX B

**PRE-K to 2nd GRADE PROGRAM
GRADUATION AND PROGRAM REQUIREMENTS**

- ___ Regents Reading
- ___ Regents Essay
- Diversity Requirement
- ___ GACE I (or exemption: 1000 total on SAT, 43 verbal plus mathematics on ACT, or 1030 total on GRE)
- ___ Technology req. (could be EDIT 2000 or Tech Bridges)
- ___ US & GA Constitution
- ___ US & GA History
- ___ Pre-professional exp. (EDEC only)
- ___ Physical Education
- ___ Environmental Literacy ___

Area A: Essential Skills (9 credits)

- ___ 3 ENGL 1101 English Composition I
- ___ 3 ENGL 1102/1102M English Composition II/Multicultural English Composition
- ___ 3 MATH 1101 or higher Mathematical Modeling

Area B: Institutional Options (4-5 credits)

- ___ 2-3 _____ (CHFD 2100, SPED 2000 recommended for EDEC students; EDIT
- ___ 2-3 _____ 2000 recommended for all)

Area C: Humanities/Fine arts (6 credits)

- ___ 3 _____ Foreign language recommended)
- ___ 3 _____

Area D: Science, Mathematics, and Technology (10-11 credits)

- ___ 4 _____ (Must be science course with laboratory)
- ___ 3-4 _____ (Science course with or without laboratory)
- ___ 3 _____ Mathematics or technology course)

Area E: Social Science (12 credits)

- ___ 3 _____ (HIST 2111 or 2112 recommended; satisfies GA/US history req.)
- ___ 3 _____ (POLS 1101 recommended; satisfies GA/US constitution req.)
- ___ 3 _____ (PSYC 1101 recommended; prerequisite for CHFD 2950)
- ___ 3 _____

Area F: Courses Related to Program of Study (18 credits)

- ___ 3 EDUC(EFND) 2110 Investigating Critical and Contemporary Issues in Education
- ___ 3 ISCI 2001 Life/Earth Science
- ___ 3 ISCI 2002 Physical Science
- ___ 3 MATH 1060 or higher Mathematics of Decision Making

EDEC majors only

- ___ 3 EDUC 2120 Exploring Socio Cultural Perspectives on Diversity in Educational Contexts
- ___ 3 EDUC(EPSY) 2130 Exploring Learning and Teaching

CHFD majors only

- ___ 3 CHFD 2100 Development Within the Family
- ___ 3 CHFD 2950-2950L Introduction to Child Development

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

Student name: _____ S.S.: _____

Semester	# of students worked with	Grade level	Length of time	Immediate supervisor and affiliation
Block 1 CHFD 2896 CHFD 5130 EMAT 3400 SPED/EDEC 5100			One day per week	
Block 2 EDEC/CHFD 4020 ELAN 3110 EMAT 3410 ESOC 3420 READ 4020			Two days per week, 5 hours each day	
Block 3 CHFD/EDEC 5150 EDEC/CHFD 4030 ELAN 4120 ESCI 4420 READ 3430			Two full time days per week, plus one full time week	
Block 4 Student Teaching			Ten weeks, full time (400 hours)	

Signature of field supervisor: _____

Other experience working with young children:

Dates	# of students worked with	Grade level	Length of time	Immediate supervisor and affiliation

APPENDIX D

**MIDTERM EVALUATION OF PARTICIPATION
Block I, II, AND III**

Name of Student Intern: _____

Name of Cooperating Teacher: _____

School _____ Grade _____

Signature of Cooperating Teacher _____

This evaluation will be shared with course instructors and the student.

1. Based on your interactions with the student in your classroom, indicate whether the student is performing at a satisfactory level regarding:

	YES	NO
1. Attendance		
2. Dress Code		
3. Flexibility and adaptability		
4. Professional Attitude		

2. Do you feel that you need to speak with the field placement coordinator about any concerns?

YES _____ **NO** _____

FINAL EVALUATION OF PARTICIPATION
Blocks I and II

Name of Student Intern: _____

Name of Cooperating Teacher: _____

School _____ Grade _____

Please indicate whether the student's performance was "Satisfactory" by placing an "S" or "Unsatisfactory" by placing a "U" in the rating column. This evaluation will be shared with course instructors and the student.

Personal Traits	Rating
A. Appearance	
B. Dependability	
C. Emotional maturity	
D. Alertness and enthusiasm	
E. Professional attitude	
F. Common sense and judgment	
G. Flexibility and adaptability	
H. Voice and speech	

Comments:

Personal Traits	Rating
A. Relates effectively to children	
B. Relates effectively to other adults	
C. Promotes positive self-concept	
D. Encourages socially acceptable behavior	

Comments:

INDICATORS OF COMPETENCE IN TEACHERS

I. Personal traits

A. Appearance

1. maintains the school's dress code.
2. is clean and neat.

B. Dependability and punctuality

1. arrives on time.
2. is present for every scheduled experience.
3. follows through with plans for activities.

C. Emotional maturity

1. exercises self-control, handles his/her own feelings appropriately (doesn't show anger).
2. demonstrates a professional attitude.

D. Alertness and enthusiasm

1. is alert to the total situation of the classroom.
2. is attentive to children and exhibits genuine interest in what they are saying or doing.

E. Professional attitude

1. maintains his/her role as a teacher intern.
2. demonstrates knowledge of the school rules.
3. maintains confidentiality of information discussed in the classroom or school.

F. Common sense: health and safety

1. is alert to health and safety factors.
2. takes measures to prevent accidents, conflicts, and other problems.

G. Flexibility and adaptability

1. changes his/her behavior or activity to adapt to specific situations and interactions.
2. is able to anticipate and adapt to changes in schedule and routine.

H. Voice and speech

1. is loud enough for the children to be able to hear him/her.
2. provides a good speech model for the children- uses correct grammar.
3. uses a pleasant and proper tone.
4. does not use sarcasm when speaking to the children.
5. speech demonstrates respect towards the child.

II. Teaching/Interacting

A. Relates effectively to children

1. respects individual differences.
2. demonstrates warmth.
3. listens attentively.

- B. Relates effectively to other adults
 - 1. asks questions.
 - 2. listens to suggestions.
 - 3. shows respect.
 - 4. demonstrates warmth and acceptance.
- C. Promotes positive self-concept in children
 - 1. is sincere towards the children.
 - 2. offers praise and recognition when appropriate.
 - 3. exhibits a positive attitude.
- D. Encourages socially acceptable behavior in children
 - 1. redirects behavior when necessary.
 - 2. offers praise when appropriate.

Block III
Field Experience Evaluation

Intern: _____ Grade Level: _____

Rater: _____ Date: _____

School: _____

This evaluation will be shared with course instructors and the student.

Please rate the student teacher according to the following scale
 S-Satisfactory; NI- needs Improvement; U- Unsatisfactory

Personal Characteristics	Self	Cooperating Teacher
1. Exhibits poise and self control.		
2. Shows initiative and self-direction.		
3. Communicates effectively with everyone students, cooperating teacher, principal, other public school teachers and peers, and university instructors.		
4. Uses suggestions and feedback effectively.		
5. Handles situations tactfully (common sense).		
6. Exhibits appropriate dress and grooming.		
7. Communicates effectively (language usage, clarity, etc.)		

Professional Characteristics	Self	Cooperating Teacher
1. Demonstrates promptness and punctuality in agreed upon responsibilities.		
2. Follows school policies in an acceptable manner.		
3. Plans instructions to achieve selected objectives		
4. Organizes instructions to take into account individual differences among learners.		
5. Manages classroom interactions.		
6. Demonstrates enthusiasm for teaching and learning and the subject being taught.		

Comments:

Block III
Unit Implementation Evaluation

Intern: _____

Grade Level: _____

Rater: _____

Date: _____

School: _____

This evaluation will be shared with course instructors and the student.

Please rate the student teacher according to the following scale
 S-Satisfactory; NI- needs Improvement; U- Unsatisfactory

Planning and Instruction	Self	Cooperating Teacher	College Supervisor
1. Plans appropriate instruction to meet desired objectives.			
2. Includes necessary elements in written plans.			
3. Plans a variety of teaching strategies.			
4. Plans for individual and group needs.			
5. Uses a variety of instructional aids.			
6. Uses activities and procedures that involve the learners.			
7. Reinforces and encourages the efforts of the learner.			
8. Instructs from written lesson plans.			
9. Adjusts instruction to changes in conditions.			
10. Uses instructional time effectively.			

Managing Instruction	Self	Cooperating Teacher	College Supervisor
1. Manages classroom interactions.			
2. Gives clear directions.			
3. Reinforces appropriate behavior.			
4. Student maintains appropriate behavior.			
5. Expectations are consistent.			

Evaluating Instruction	Self	Cooperating Teacher	College Supervisor
1. Selects and uses evaluation procedures.			
2. Uses information ethically and professionally to guide progress of individual learners.			
3. Provides feedback to students for acceptable or unacceptable performance.			
4. Evaluates students on objectives.			
5. Evaluates self on instructing and facilitating abilities.			

Cooperating Teacher Comments:

Cooperating Teacher Signature: _____ Date: _____

College Supervisor Comments:

College Supervisor Signature: _____ Date: _____

Student Signature: _____

Block IV
Student Teacher Evaluation

Intern: _____ Grade Level: _____
 Rater: _____ Date: _____
 School: _____

This evaluation will be shared with course instructors and the student.

Please rate the student teacher according to the following scale
 5- Usually 4- Frequently 3- Sometimes 2- Rarely 1- Never NA- Not applicable

	Self	Cooperating Teacher	College Supervisor
I. Personal Qualities <ul style="list-style-type: none"> • punctual, dependable • appropriately dressed and groomed • tactful, courteous • uses grammar correctly and expresses thoughts in well chosen words 			
Comments:			
II. Interpersonal Relationships Establishes positive cooperating relationships with: <ul style="list-style-type: none"> • colleagues • administrators • community members, including parents 			
Comments:			
III. Professional Responsibilities <ul style="list-style-type: none"> • follows policies and procedures of school • demonstrates ethical behavior • performs extra professional duties • prepares reports accurately and promptly 			
Comments:			

	Self	Cooperating Teacher	College Supervisor
IV. Professional Development <ul style="list-style-type: none"> • demonstrates willingness to improve and grow • participates in professional growth activities (seminars, school based training) • is able to assess professional strengths and weaknesses and incorporate critical input for improvement 			
Comments:			
V. Planning Lesson Preparation <ul style="list-style-type: none"> • specifies appropriate learner objectives for lesson • specifies appropriate teaching procedures for lesson • specifies appropriate content, materials, and media for lesson • specifies appropriate methods and materials for assessing learner progress • plans instruction to take into account individual differences among learners (modifications for students with special needs all consistent with SST recommendations and/or IEP) 			
Comments:			
	Self	Cooperating Teacher	College Supervisor
VI. Classroom Management <ul style="list-style-type: none"> • monitors room regularly including health and safety issues • consistently enforces established classroom/school behavioral expectations • room arrangement and handling of materials and routine task facilitate management • plans and prepares for transitions • behavior expectations are clear and consistent • minimizes disruptions and delays • lets students assume independent responsibility • stresses and reinforces positive, desirable behavior • uses praise effectively 			

<ul style="list-style-type: none"> • uses effective and appropriate actions for misbehavior • enforces established classroom/school behavioral expectations consistently 			
Comments:			
	Self	Cooperating Teacher	College Supervisor
VII. Learning Environment <ul style="list-style-type: none"> • provides a learning environment that is organized, stimulating, and positive • communicates enthusiasm for learning • expresses positive expectations for all students • provides learners with opportunities for participating • motivates student interest • maintains learner involvement throughout the lesson • attends to physical classroom environment • demonstrates warmth and friendliness • demonstrates respect for students • promotes positive peer interaction • respects and responds to the socio-emotional needs of children 			
Comments:			
VIII. Instructional Procedures <ul style="list-style-type: none"> • includes and promotes accurate content information • uses methods and materials appropriate to objectives and learners • gives clear directions and explanations related to lesson content • asks clear and thought provoking questions • uses responses and questions from learners in teaching • provides feedback to learners throughout lesson <ul style="list-style-type: none"> • uses acceptable oral communication • uses acceptable written communication • uses teaching techniques which enhance student involvement 			
Comments:			

<p>IX. Learner Evaluation</p> <ul style="list-style-type: none"> • evaluates learning in relation to stated objectives • evaluates learning through multiple methods including: observation, performance, and testing • uses evaluative data for diagnostic and remedial purpose • reports progress through reports, learner feedback, and parent conferences • constructs and uses assessment appropriately • identifies learners who may require assistance from specialists 			
<p>Comments:</p>			
	Self	Cooperating Teacher	College Supervisor
<p>X. Self Evaluation</p> <ul style="list-style-type: none"> • seeks and accepts constructive criticism • revises instruction in response to evaluative feedback • revises instruction in response to data regarding pupil learning • revises instruction in response to self observation and reflection 			
<p>Comments:</p>			
<p>XI. Adaptation to Issues of Diversity</p> <ul style="list-style-type: none"> • shows an appreciation of the unique facets of culture in the school and community where student is teaching • is aware of how particular culture can influence student learning, motivation, and needs • relates effectively to students and staff in terms of their own culture 			
<p>Comments:</p>			

Cooperating Teacher Comments:

Cooperating Teacher Signature: _____ Date: _____

College Supervisor Comments:

College Supervisor Signature: _____ Date: _____

Student Signature: _____

PROBLEM IDENTIFICATION FORM

Identification of the Problem:

Action Plan/Timeline:

Overall Coordinator: _____	Date _____
University Facilitator: _____	Date _____
Mentor Teacher: _____	Date _____
Student Intern: _____	Date _____
Other School Personnel _____	Date _____

APPENDIX E

THE UNIVERSITY OF GEORGIA
College of Education
Educational Field Experiences
122 Aderhold Hall
542-1717
TORT LIABILITY COVERAGE

As a student enrolled in the teacher education program, you may face the risk of becoming involved in a lawsuit during your placement in a school or institution for on-site learning experiences. You are responsible for your own actions during your placement, and you may incur personal liability for those actions.

Because of this potential for involvement in a lawsuit, you are strongly urged to obtain tort liability insurance prior to being placed in a school or institution for pre- or post-student teaching professional laboratory experiences or for student teaching. You are required to either provide evidence of having adequate tort liability insurance, or to waive such coverage in writing and assume full responsibility for your own protection, prior to beginning in-school activities.

(The above statement applies to all students being placed for professional laboratory experiences unless they are participating in the experiences in their own school as a currently employed, certified teacher.)

Tort liability insurance is available from professional organizations, as a part of a homeowner policy, or from the usual insurance sources. Applications from the following organizations are available in 122 Aderhold Hall: Professional Association of Georgia Educators (PAGE) for \$7.50; Student Georgia Association of Educators (SAGE) no charge; and Georgia Federation of Teachers \$10.00. Each provides 1 million dollars coverage.

Attached is a form that must be completed and on file in 122 Aderhold Hall before you can student teach or participate in any off-campus professional laboratory experience through enrollment in teacher education courses. Instructions: Complete Sheet "B" and one section of Sheet "A".

SHEET "A"

UNIVERSITY OF GEORGIA
College of Education
Educational Field Experiences - 122 Aderhold - (542-4047)

As a part of my professional preparation, I understand that I will be assigned for certain laboratory experiences in school systems beyond the college campus. 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."

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

_____ social security number

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

_____ social security number

Release, Waiver of Liability and Covenant Not to Sue
READ CAREFULLY BEFORE SIGNING

I hereby acknowledge my awareness that participation in an Educational Field Experiences internship may involve risk of property damage and of bodily or personal injury, including injury that may prove fatal. Examples of the risks that I may encounter on the particular internship I have chosen have been discussed with me. These risks may include:

as well as other risks that may not be foreseeable. I hereby assume any and all such risks.

For the sole consideration of The University of Georgia's arranging for my participation in a College of Education internship at an approved designated site, I hereby release and forever discharge The University of Georgia, the Board of Regents of the University System of Georgia, their members individually and their officers, agents and employees from any and all claims, demands, rights and causes of action of whatever kind, arising from or by reason of any personal injury, property damage, or the consequence thereof, resulting from or in any way connected with my participation in the internship.

I understand that the acceptance of the Release, Waiver of Liability and Covenant Not to Sue by the Board of Regents of the University System of Georgia shall not constitute a waiver, in whole or in part, of sovereign immunity by said Board, its members, officers, agents, and employees.

I hereby certify that I am at least 18 years of age and that I have read and understand the above.

In witness whereof, I have hereunto set my hand this _____ day of _____, 20____.

SIGNATURE OF PARTICIPANT

Printed Name: _____

Address: _____

WITNESS _____

I need TORT Liability in relation to:

_____ Course Number

_____ Semester

_____ Student Teaching

What Semester: _____

_____ Other

I have read the PreK -2nd Grade Emphasis 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/Professionalpractices/NEthics.asp>).

Printed name _____

Student's signature _____

Date _____