Student Handbook for BK Graduate Programs

(2023-2024)

Birth-Kindergarten: Interdisciplinary Studies in Education and Development (BK:ISED)

Birth-Kindergarten Initial Licensure Certificate Program (BK:ILP)

Leadership in Infant and Toddler Learning Certificate Program (LITL)

The University of North Carolina at Greensboro
School of Education
Department of Specialized Education Services
and
School of Health and Human Sciences
Department of Human Development & Family Studies

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INTRODUCTION

Welcome to The University of North Carolina at Greensboro (UNCG) and the Birth-Kindergarten graduate program which includes the Birth-Kindergarten: Interdisciplinary Studies in Education and Development (BK:ISED) Master's program, the Birth-Kindergarten Initial Licensure Certificate (BK:ILP) post-baccalaureate certificate program, and the Leadership in Infant and Toddler Learning (LITL) post-baccalaureate certificate program. This manual is intended to assist you by providing the information necessary for successful completion of all of these programs. Read through this manual carefully and refer to it often throughout your graduate studies at UNCG, as it contains important information. For clarification or further information, please consult with your advisor.

PHILOSOPHY OF THE PROGRAMS

The primary goal of these programs is to prepare personnel to assume leadership roles in diverse settings (both educational and community agencies) that develop and implement programming for young children with and without disabilities birth through five years of age. The importance of the family in the development of the young child is recognized as a vital component to all the programs and students experience extensive coursework and field activities with families and in instructional settings (e.g., classrooms, home visitor programs). Another goal of the programs is to train leadership personnel to have a more scientific approach to practice. That is, students will learn to become professionals who evaluate and critically analyze their beliefs and practices in order to perform effectively in an ever-changing field. Toward this end, students are taught to routinely use evidence-based research findings to guide their professional practice. In addition, the programs emphasize preparing students to work with diverse children and families (e.g., socioeconomic, gender, linguistic, ethnic, race, sexual orientation, and ability diversity). Also, students in the BK:ISED program participate in an individualized final internship, a capstone project, in which they demonstrate the knowledge and skills they acquired in the program and how they apply to future career goals.

The program focuses on developing competencies in four major areas essential for effective programming to support development and learning of young children with and without disabilities in inclusive settings. Graduates will demonstrate skills that prepare them to: (1) provide optimal learning experiences related to both typical and atypical development and programming for young children, (2) assume diverse leadership roles and responsibilities related to meeting the needs of young children with and without disabilities, (3) synthesize family priorities, resources and concerns to facilitate the maximum participation of families in providing services for their children, and (4) increase the quality of services through understanding and implementation of appropriate curriculum and evidence-based interventions.

ADMINISTRATION OF THE PROGRAMS

The BK:ISED, BK:ILP, and LITL programs are jointly administered by the Department of Human Development and Family Studies (248 Stone Building) in the School of Health and Human Sciences and the Department of Specialized Education Services (444 School of Education Building) in the School of Education. This collaborative relationship provides students with the necessary knowledgebase required to implement instructional services in inclusive settings through a family-centered model that recognizes the importance of the family as a partner in the development of the young child. Faculty from the two

departments are members of the BK Graduate Program Committee.

In addition to the strong collaborative effort between the two co-sponsoring departments, students are encouraged to take courses in other departments as their programs of study allow for this opportunity. Students in the programs participate in highly interdisciplinary and well-coordinated programs that require them to acquire knowledge from multiple disciplines. This strong interdisciplinary focus provides graduate students with a variety of perspectives to integrate an understanding the developing child in the contexts of the family as well as within programs that are developmental and based on evidence-based practices.

GENERAL REQUIREMESNT FOR ALL PROGRAMS

Relationship of the UNCG Catalog to Program Handbooks

The Academic Catalog is the publication that documents all academic policies, regulations, and program requirements for a given academic year for all Graduate students and programs. The student's Catalog Year determines their curriculum requirements. Generally, students are subject to the University policies in effect when they first matriculate into their graduate program. Minor changes in policy that will not impact progress toward degree completion may be implemented immediately when it is determined to be in the best interest of students and/or the University, or if the changes are required by a legislative or regulatory body. Please see https://catalog.uncg.edu/academic-regulations-policies/graduate-policies/ to access the UNCG Graduate School academic Catalog.

Official Program Communication

Email is the official method of university communications. *Students must use their assigned UNCG email address at the uncg.edu domain or they will miss important program communications.* Please include your nine-digit UNCG ID# in all emailed communications with the Graduate School. Students also can request to speak with faculty and program coordinators via telephone and/or video conferencing.

Roles and Responsibilities

The Advisor: Each student is assigned an advisor, either from the Department Specialized Education Services or the Department of Human Development & Family Studies. The advisor provides guidance regarding a student's Plan of Study and is a resource person when students have questions about courses or program requirements. For BKISED MEd students, the advisor oversees the two capstone experiences required for students: Leadership Internship planning process and the Portfolio review process.

The Graduate Program Director/Coordinator: The BK Graduate Program is co-administered between the Department of Specialized Education Services and the Department of Human Development and Family Studies. There is a Co-Director/Coordinator from each Department. In addition, each Department has a Director of Graduate Studies and Department Chair. Contact information for each of the persons in these roles is included at the end of this document.

The BK Graduate Committee: The BK Graduate Committee is comprised of faculty who teach and advise students in the programs as well as student representatives. The committee meets monthly during the academic year to consider program policies and other program decisions.

Graduate School Requirements regarding Enrollment

Please note that the Graduate School requires that students maintain a 3.0 GPA and also maintain continuous enrollment in order to continue taking courses. This means that if a student's GPA drops below a 3.0 or a student does not enroll for two consecutive semesters, they must be in touch with the Program Co-Directors to re-enroll in classes. Students can sit out one semester (and the summer counts) without a Leave of Absence, but if a student is going to miss more than one semester (summers count as a semester), they must have an approved Leave of Absence form on file in order to re-enroll.

BK PROGRAM REQUIREMENTS

Online Requirements & Recommendations

All BK graduate programs are fully online. A variety of online technologies and software programs are used to ensure full access to the learning environment, material, instructors, and fellow students. Examples of programs are Canvas, TEAMS, Wikis, and Blogs. Using a webcam, headset with microphone, and your computer, synchronous classes meet in 'real time' with the instructor(s) and students together via TEAMS. These are online programs with many classroom capabilities similar to face-to-face classes. Just as in a classroom setting, there are lectures, whole class and small group discussions, and special activities made available by the extensive capability of this program.

There are also asynchronous classes during which the students and professor(s) do not meet at the designated class time but participate in a variety of diverse learning experiences within the week of that class session. These may be accessed on Canvas, Wiki, Google+ Hangout, VoiceThread, Skype, or any number of learning venues.

Internet Connection
It is assumed that all students will be able to access course materials via the Internet at basic DSL or cable modem speeds. Internet access over dial-up and satellite connections may create problems for remaining connected in the class sessions. If you are using a wireless connection for your Internet, we recommend remaining close to your router and ensuring that there are not several others using the wireless at the same time. Multiple users often reduce the connection speed and may cause challenges with your connection during the class session.

Web Camera and Headphone Set
Most courses in our BK Graduate programs will require the student to have and use a web camera and a headphone set to attend class and to make digital presentations via the Internet. The web camera can be built into your computer or can be an external plug-in web camera. The internal microphone on your computer will not work for our program. You may need to purchase an external headset with a microphone (here is an example: https://www.logitech.com/en-us/products/headsets.html). We recommended a wired versus a wireless headset to maintain the best connection during class sessions.

Technology Requirements

To view technology requirements please review the University's IT services. Information related to UNCG support services for lap tops is found at http://its.uncg.edu/Laptop/ and requirements for laptops is found at *http://its.uncg.edu/Laptop/Minimum_Requirements/*

Microsoft Office Documents
All students will be expected to be able to create, open, and use Microsoft Office compatible documents such as Word documents, Excel spreadsheets, and PowerPoint presentations.

Web Browser
A current version of a web browser is required for online courses. Examples of this are Mozilla Firefox 3 (or higher) and Chrome. We do not recommend use of Internet Explorer or Safari. Persons who have questions about this requirement should contact IT Services (http://its.uncg.edu/Services/). [Note: All of these web browsers are free.]

Operating System Requirements
Windows XP or better or Mac OS X are required to run and view all online resources.

Other Software
All students should be able to open Acrobat pdf files. The Acrobat Reader programs which can meet this requirement are available free of charge from the Adobe at: *http://get.adobe.com/reader/*

UNCG Computer Accounts
All enrolled UNCG students are assigned free UNCG computer accounts that are used to access various campus services. Online students will be expected to use these accounts to access various campus services that are needed for online courses.

Additional Considerations
It is important that students have up-to-date equipment to avoid challenges with technology and connectivity. UNCG is able to offer enrolled students special pricing on selected computers and software. Information about these offerings is available through this website: https://uncg.service-now.com/kb?id=kb_article_view&sysparm_article=KB0010084

Technology support is available through UNCG 6-Tech (http://its.uncg.edu/services) and support for Canvas is available at http://courses.uncg.edu/

Technical support and information on how to use TEAMS is available at the following website: https://uncg.service-now.com/kb?id=kb_article_view&sysparm_article=KB0011577

Field & Practicum Experiences

Field experiences are included as part of several courses and may emphasize one of three different areas: 1) the family; 2) the community; and 3) teaching. Their purpose is to provide students with a variety of authentic experiences with young children and their families and an opportunity to implement the

strategies and techniques discussed in required courses.

Family experiences. Family participation in the BK graduate programs has a powerful and positive impact on the educational learning experiences of our graduate students. Recognizing the importance of the family as the child's first teacher, graduate students are expected to develop an understanding of, have respect for, and gain knowledge related to families from a variety of backgrounds. Family experiences prepare graduate level personnel to work with young children (birth through age five years) with and without disabilities in inclusive settings, particularly those children from culturally, linguistically, and/or economically diverse populations.

With the consent of participating families, graduate students take part in home-based activities, interact in community activities, and/or attend meetings with families. As a result of these direct experiences with families of children with and without disabilities, graduate students:
- Develop competency in family-centered practices.
- Develop a strong understanding of the role of families in children's lives.
- Develop a greater appreciation for family participation in each child's individualized program (IFSP/IEP development).
- Come to view family members as true partners in their child's learning and development.
- Expand their experiences with children and families from culturally, linguistically, and economically diverse backgrounds.
- Gain an understanding of various community agencies (i.e., how they work, who they serve, procedures, etc.).

Graduate students are expected to address language and cultural differences in a nonbiased and respectful manner, and to be inclusive of children with disabilities throughout their family learning experiences. **All information about the children and families should be kept confidential. Therefore, graduate students will not use the real names of any children or family members in written assignments.** The graduate student's written assignments will only be shared with their instructors.

Community experiences. Similarly, students will engage in community-based experiences to learn about the needs and opportunities for young children and their families as well as to prepare them for community collaboration at the local and state level as future professional leaders. Strong community engagement by early childhood professionals is essential to effective services for young children and their families who typically participate in a variety of community services (e.g., public education, child care, health, mental health, etc.). Children with disabilities, children from culturally and linguistically diverse communities, and children with other unique needs may require BK professionals to access additional community services. Thus, BK graduate students need to understand what types of services are available, how to access them, and how to build strong, collaborative partnerships. In addition, the M.Ed. concentration in Early Childhood Leadership and Program Administration provides advanced training within the context of local and state communities in personnel development and support, budgeting and financial management, early childhood systems and policy, research and evaluation in early childhood, leadership and mentoring, communication, public engagement, assessment, and curriculum within family-centered practices.

Teaching experiences. Students in the BK graduate programs may participate in up to two teaching

practicum experiences in conjunction with their coursework (i.e., HDF/SES 607, and HDF/SES 606). These courses may be required or taken as electives depending on the specific program of study and must be completed in a public school program or a child care program that meets the requirements of the Practicum Policy found in this Handbook (see Appendix) and distributed in class. In addition, the classroom must have at least one child with a disability, and the practicum must be supervised by a Cooperating Teachers with a NC Teaching License. The practicum experiences (3 hours per week) provide students with meaningful, hands-on learning opportunities to work with diverse children in high quality classrooms. Students will gain high level knowledge and skills in teaching young children with and without disabilities throughout these courses.

Students completing the BK:ILP certificate are also required to complete a 10-week full time student teaching experience. Students completing the BK:ISED Advanced Licensure Concentration who have an initial teaching license in an area other than BK are required to complete 8-weeks of full-time student teaching. Grounded in early childhood teaching standards, these courses will equip students to effectively teach children with and without disabilities from birth through kindergarten.

Leadership and Mentoring

A primary goal of the BK graduate programs is to prepare students to take on leadership roles in the field of early childhood services. Becoming an effective leader and mentor in the early childhood area is of key importance for the field and for each student as a future leader in this profession. Students are encouraged to pursue leadership opportunities while enrolled in the BK graduate programs.

Requirements for Courses

Policy for Making Course Accommodations for Students with Disabilities. The BK graduate program staff and faculty fully support the University's policy of making its programs accessible to all qualified students. It is program policy for faculty to make necessary accommodations in courses and to consider appropriate modifications in the program of studies to meet the needs of students with disabilities. Students must submit a written request to the Program Faculty to initiate such actions. They must also be registered at the University's Office of Accessibility Resources & Services as qualifying to receive special support services at http://ods.uncg.edu/.

Grading Policies. In most graduate courses grades are reported as follows: A, superior; B, good; C, weak but acceptable on a limited basis for graduate credit; F, failure (any level of performance below C The complete grading scale can be found at https://catalog.uncg.edu/academic-regulations-policies/graduate-policies/, along with information regarding Incomplete, dropping a course, and Satisfactory/Unsatisfactory grades. It should be noted that a grade of A+ is not permitted for graduate students.

For the completion of a graduate degree program, an overall grade point average of B (equivalent to 3.0) is required. To calculate the average, all grades except S and U, are counted in all courses that are attempted and carry graduate degree credit. Please see the Graduate Catalog (https://catalog.uncg.edu/academic-regulations-policies/graduate-policies/) for specific information on academic eligibility, Satisfactory Academic Progress for Financial Aid purposes, and course grades that

can count toward degree completion. In the calculation of averages, only grades earned at The University of North Carolina at Greensboro are counted.

Criminal Background Check: At the request of the North Carolina Department of Public Instruction, the Collaborative for Educator Preparation at UNCG requires a criminal background check for all students who work in on-campus or off-campus placements with children and other adults. UNCG requires the criminal background check to be completed with Background Investigation Bureau, Inc. (even if you have another one with a different company for your job). This criminal background check must be completed prior to beginning on-campus or off-campus class assignments, practicum placements, or internships involving children, families, and other adults.

All students need to complete the UNCG's BIB Criminal Background Check process for the criminal background check. You may complete the on-line application process at the following web address: https://secureapplicant.com/student//unc-greensboro/ Additional details regarding the cost and the process will be provided in class.

Make sure you have documentation/proof that you have submitted this form. You will need to provide this proof to the instructor(s) for each course in which you will work with children families, and other adults. If you are required to complete practica and/or student teaching, you may be required to complete an additional criminal background check designated by your placement school/center. If you have questions, please contact the Collaborative for Educator Preparation.

Liability Insurance: All students enrolled in courses that include field experience are required to purchase professional liability insurance prior to starting any internship, practicum, or student teaching experience (SES 601, SES 602, SES 603, SES 604, SES 605, SES 649C, HDF/SES 606, HDF/SES 607). Professional liability insurance should be in effect for each course that requires a field experience, as well as during student teaching. In instances in which a student causes damage or injury during the field experience or student teaching, neither the University nor the state of North Carolina will be responsible for providing legal defense for that student or for paying for any judgment, which may be entered against the student. A fee of $7.50 will be automatically added to the student's fees each semester s/he is enrolled in a practicum, internship, or student teaching. This fee will only be charged one time per semester regardless of the number of identified courses the student may register for.

Technical Standards: Technical standards include academic requirements **and** non-academic criteria essential for participation in the early childhood programs. Technical standards include, but are not limited to physical, cognitive, communication, technological proficiency, and attitudinal abilities essential to becoming a professional working with children ages birth through kindergarten as required by professional organizations. The Technical Standards set forth by the early childhood programs establish essential qualities necessary for students admitted to the programs so that they can achieve the knowledge, skills, competencies, and dispositions of an entry-level teacher of Birth through Kindergarten children with and without disabilities. The abilities and expectations listed (see Appendix) must be met by all students admitted to the program, with or without reasonable accommodations. In the event that a student is unable to meet the Technical Standards, with or without reasonable accommodations, the student will not be admitted to the program or allowed to remain enrolled in or to

graduate from the program. **Please read the Technical Standards carefully and make sure you have a signed copy in your official graduate student file on file. You will complete the form in SES 601.**

Academic Probation and Program Dismissal: Students should carefully read the Graduate School Academic Regulations for requirements that must be met to remain in Good Standing status with the Graduate School. Students are also expected to be familiar with the Academic Regulations for the requirements for continued enrollment, probation and dismissal from the program. The requirements and process are described at: https://catalog.uncg.edu/academic-regulations-policies/graduate-policies/

BK:ISED PROGRAM REQUIREMENTS

The BK:ISED program is described in the UNCG Catalog at https://catalog.uncg.edu/interdisciplinary-college/birth-kindergarten/birth-kindergarten-interdisciplinary-studies-education-development-med/

The program consists of a minimum of 37 semester hours of graduate course work beyond the bachelor's degree plus the pre-requisite requirements. Students are admitted into one of two concentrations: (1) Early Childhood Leadership & Advanced Teaching Licensure or (2) Early Childhood Leadership & Program Administration. It is expected that all admitted students in the Advanced Teaching Licensure concentration will have general teaching competencies and hold an initial B-K teaching license or an initial teaching license in another field of education. **Those with initial teaching licenses in other fields of education must satisfy prerequisite requirements and complete eight (8) weeks of student teaching.** Because differing backgrounds produce gaps in basic skills for some applicants, it is occasionally required that additional academic work be completed before some students enter the program. The BK:ISED program begins with an orientation and review of the student's records through individual advising. Prerequisite requirements must be satisfied as early as possible in the program. The BK Graduate Program Committee specifies the prerequisite courses that will be required. The minimum areas include:

- Child or human development
- Basic knowledge of children with disabilities
- Advanced Teaching Licensure concentration - Student teaching (8 weeks required if your license is in an area other than B-K)
- Other requirements as identified by the admissions committee.

Prerequisite and other credits may not be applied toward the M.Ed. degree unless they are courses taken while enrolled in one of the BK graduate post-baccalaureate programs described in this Handbook.   In accordance with UNCG's Graduate Bulletin policies, students may request transfer credit for a limited number of courses taken at another institution. The BK Graduate Program Committee approves any transfer credit.

Courses Required for the M.Ed. Degree (37 semester hours total):

Advanced Teaching Licensure concentration is denoted with an 'ATL' and the Leadership and Program Administration concentration is denoted with 'LPA'.

Course work related to Theory and Practice *(19 s.h.)*

SES 601	Introduction to Inclusive Birth–Kindergarten Services
SES 602	Inclusive Family-Centered Practices in Early Childhood
SES 603	Screening/Assessment in Inclusive Early Childhood Services
HDF/SES 606	Preschool-Kindergarten Learning in Inclusive Settings (ATL)

<div align="center">or</div>

HDF 637	Administration of Early Care & Education Programs: Financial & Personnel Management (LPA)
HDF 636	Leadership & Mentoring in Educating Young Children
HDF 633	Advanced Curriculum in Early Childhood Education

Course work related to Research *(6 s.h.)*

HDF 650	Theory & Research in Early Childhood Development
ERM 604	Methods of Educational Research

Practicum *(6 s.h.)*

SES 604	Internship in Inclusive Early Childhood

Possible Electives *(6 s.h.)*

HDF/SES 607	Infant-Toddler Learning in Inclusive Settings
HDF 634	Contemporary Issues in Early Childhood Policy (LPA required)
HDF 637	Administration of Early Care and Education Programs: Financial and Personnel Management (LPA required)
SES 605	Diversity and Inclusive Early Care and Education (LPA required)
SES 641	Assessment in Special Education
SES 658	Positive Behavior Supports
SES 659	Behavior Management
SES 662	Assistive Technology for Inclusive Education

Or other courses approved through discussion between advisor and student.

Each student is assigned an official advisor once admitted to the program. Students should contact their advisor and make an individual appointment early in their program of study. Each student must complete a *BK:ISED Plan of Study* (POS) within 50% completion of their program and preferably by their first semester of study. This plan is developed in consultation with the student's advisor. A copy of the *BK:ISED Plan of Study* is included in Appendix. As noted, the student, the advisor, and the Director of Graduate Studies from the department in which they were assigned must sign the form. Also, it must be filed with the Graduate School. A revised *BK:ISED Plan of Study* must be completed and filed (same signatures required) during the last semester of coursework if there has been a change and the courses shown on the original *Plan of Study* were not the same courses taken. Students are responsible for meeting with their advisor **each semester** to review their progress and make any necessary adjustments to their *BK:ISED Plan of Study* before enrolling in their courses for the following semester.

Final Internship: SES 604

The final internship is the culminating experience prior to graduation for the BK:ISED program. This internship is designed to provide interns with opportunities to synthesize skills and competencies through a supervised and evaluated leadership experience. It is individually tailored to meet the needs of each student based on discussions with his/her advisor. Each student develops a prospectus describing his or her proposed internship, which is reviewed and approved by the BK Graduate Program Committee during the semester prior to the final internship experience. See Appendix for specific guidelines in developing the prospectus. The types of experiences could include:

1) development and implementation of staff training activities
2) design and implementation of a program evaluation
3) development and implementation of an action research project
4) analysis and critique of curriculum activities and programs
5) development and evaluation of an implemented curriculum model
6) development and evaluation of a specific program targeted to children and/or families

It is expected that students spend a minimum of 225 hours is on their internship activities. Interns are supervised during this leadership experience by one of the program faculty (SES 604 instructor). In addition, seminars are held to discuss internship activities, experiences, and to problem solve. A final product is shared with program faculty and other students in a formal presentation.

Final Culminating Experience: Professional Portfolio

All students in the BK:ISED program must successfully complete a professional portfolio, which consists of written documents and formal oral defense presentation. The professional portfolio is designed to assess two competencies: (a) achievement of a reasonable and comprehensive mastery of the subject matter related to Birth-Kindergarten: Interdisciplinary Studies in Education and Development; (b) the ability to integrate the information, derived from course work, self-study, training, and professional experience, and effectively communicate this knowledge to others. The written portfolio has specific guidelines to follow (See Appendix). The written portfolio is submitted to the student's advisor and other reviewers by the specified due dates. Students in the Advanced Teaching Licensure concentration must also post the portfolio (papers and artifacts) on the School of Education system known as Sonia. Students in this concentration will need a Sonia account in order to complete their final portfolio.

The oral defense is a formal presentation that demonstrates the student's oral presentation skills as well as their ability to communicate professionally their viewpoints on a particular topic. The oral defense typically takes place within 2-3 weeks after the written portfolio has been submitted. The review committee for BK:ISED students consists of three (3) reviewers, two faculty members and one community-based professional (teacher, early interventionist, administrator, etc.) who evaluate the written portfolio and oral presentation. The reviewers provide the student with concrete feedback and a timeline for submitting the revisions. **The student has one opportunity to revise their portfolio or oral presentation.**

BK:ILP REQUIREMENTS

The Birth- Kindergarten Post-Baccalaureate Initial Licensure Certificate program (BK:ILP) is described in the UNCG Catalog at https://catalog.uncg.edu/interdisciplinary-college/birth-kindergarten/birth-kindergarten-initial-licensure-pbc/

The program provides training for students with a bachelor's degree seeking an initial NC Birth-Kindergarten teaching license. The BK:ILP certificate is available to individuals with a bachelor's degree in early childhood education, child development, early childhood special education, or a related field. This certificate program requires 20 semester hours and is offered jointly by the departments of Human Development and Family Studies and Specialized Education Services. The program is designed to provide students with graduate level training and an initial teaching license in BK. The BK:IL program begins with an orientation and review of the student's records through individual advising. Prerequisite requirements must be satisfied as early as possible in the program

Courses required for the BK:ILP certificate: (20 hours)

> SES 601 Introduction to Inclusive Birth – Kindergarten (3 s. h.)
> HDF/SES 607 Infant-Toddler Learning in Inclusive Settings (4 s. h. and requires a 3-hour or 6-hour per week practicum experience)
> HDF/SES 606 Preschool-Kindergarten Learning in Inclusive Settings (4 s. h.)
> SES 603 Screening/Assessment in Inclusive Early Childhood Services (3 s. h.)
> SES 649C Student Teaching for 10 weeks (6 s. h.)

Students planning to student teach must apply for student teaching and confirm their placement during the spring semester prior to their student teaching, which is always in the fall semester. In addition, **students must have a cumulative GPA of 3.0 or higher at the end of the spring semester prior to student teaching** in order to student teach the following fall.

Students in the BK:ILP must complete the edTPA and post required items in a University system. Students in this certificate option will need to sign up for edTPA, which is described at https://www.edtpa.com/

In their final semester, BKILP students must apply to graduate from the certificate program following the procedures posted on the Graduate School website. Candidates must also provide a final plan of study if changes have been made since the original was submitted. **The final plan of study is due by the end of the third week of classes during the last semester of coursework.**

BK:ILP students have an option for transitioning from this program into the BK:ISED program. **Course work from the plan of study for BK:ILP may be applied to the M.Ed. in Birth to Kindergarten: Interdisciplinary Studies in Education and Development (BK:ISED)** provided the student meets all admission requirements of The Graduate School, the Department of Human Development and Family Studies, and the Department of Specialized Education Services and **the Masters degree is completed within five years of the semester when the first BK:ILP course was taken.** Students who wish to transition into the M.Ed. program must submit a new application to The Graduate School in the last semester of their BK:ILP coursework. It is the students' responsibility to initiate the process and review

it with their advisor. The *Plan of Study* is located in the Appendix and must be completed with your advisor as well as reviewed each semester. All coursework (including BK:ILP courses) must be completed within five years prior to the semester of graduation.

BK:ILP students continuing in the **M.Ed. Advanced Teaching Licensure Concentration** (BK:ISED-ATL) are required to complete a total of 44 hours (20 hours for the BK:ILP plus 24 more hours for the BK:ISED M.Ed. program). The additional 24 hours for the M.Ed. include:
> HDF 650 Theory & Research in Early Childhood Development (3 s. h.)
> ERM 604 Methods of Educational Research (3 s. h.)
> SES 602 Inclusive Family-Centered Practices in Early Childhood (3 s. h.)
> HDF 633 Advanced Curriculum in Early Childhood Education (3 s. h.)
> HDF 636 Leadership & Mentoring in Educating Young Children (3 s. h.)
> SES 604 Internship in Inclusive Early Childhood (6 s. h.)
> Elective (3 s. h.)
> Professional Portfolio

BK:ILP students continuing in the **M.Ed. Leadership and Program Administration Concentration** (BK:ISED-LPA) are required to complete a total of 48 hours (20 hours for the BK:ILP plus 28 more hours for the BK:ISED M.Ed. program). The additional 28 hours for the M.Ed. include:
> HDF 650 Theory & Research in Early Childhood Development (3 s. h.)
> ERM 604 Methods of Educational Research (3 s. h.)
> SES 602 Inclusive Family-Centered Practices in Early Childhood (3 s. h.)
> HDF 633 Advanced Curriculum in Early Childhood Education (3 s. h.)
> HDF 636 Leadership & Mentoring in Educating Young Children (3 s. h.)
> SES 604 Internship in Inclusive Early Childhood (6 s. h.)
> SES 605 Diversity and Inclusive Early Care and Education (3 s. h.)
> HDF 637 Administration of Early Care & Education Programs: Financial & Personnel Management (4 s.h.)
> Professional Portfolio

Residency License Pathway

The BK:IL Program supports the North Carolina Residency License pathway that allows qualified individuals to begin teaching as a lead teacher while completing North Carolina licensure requirements. The Residency License replaced what is known as lateral entry. Lateral entry licenses and pathways ceased being offered beginning in the 2019-2020 school year. The Residency License is a one-year pathway, renewable up to two times (for a total of three years). This Model involves cooperation between the individual seeking licensure, the Educator Preparation Program (EPP), the local education agency (LEA), and the Department of Public Instruction (NCDPI).

As you are accepted/enrolled in the UNCG BKIL Program, your EPP is UNCG. If you work in a public school, your school or school district is your LEA. If you work in a non-public school setting (such as a child care or Head Start program), then you work with the Early Educator Support (ESS) Unit in DCDEE to complete the Residency License process. BK:ILP students who are in the Residency License pathway must complete the coursework (20 hours) required for the BK:ILP certificate outlined above. Specific guidelines to obtain a Residency License in North Carolina is outlined in the Appendix.

LITL PROGRAM REQUIREMENTS

The Post-Baccalaureate Certificate in Leadership in Infant and Toddler Learning (LITL) is described in the UNCG at https://catalog.uncg.edu/interdisciplinary-college/birth-kindergarten/leadership-infant-toddler-learning-pbc/

The program provides students with graduate level training for early childhood educators working with or on behalf of infants, toddlers and their families. The Certificate requires students to complete 19 semester hours and prepares students to pursue leadership positions in a variety of early care and education settings, including early intervention, Early Head Start, resource and referral, technical assistance, and community colleges. The LITL program begins with an orientation and review of the student's records through individual advising. Prerequisite requirements must be satisfied as early as possible in the program

Courses required for the LITL Certificate (19 s.h.):

SES 601 Introduction to Inclusive Birth-Kindergarten Services (3 s.h.)
SES 602 Inclusive Family-Centered Practices in Early Childhood (3 s.h.)
SES 603 Screening/Assessment in Inclusive Early Childhood (3 s.h.)
SES/HDF 607 Infant/Toddler Learning in Inclusive Settings (4 s.h. and requires a 3-hour per week practicum experience)
HDF 636 Leadership & Mentoring in Educating Young Children (3 s.h.)
HDF 650 Theory & Research in Early Childhood Development (3 s.h.)

The LITL Certificate may be completed in conjunction with a the BKISED M.Ed. If you are interested in obtaining the LITL Certificate and a BK:ISED M.Ed. degree, it is important to plan for both degrees at the same time in order for course sequencing to work well. LITL students who want to seek the BK:ISED M.Ed. degree and the LITL Certificate must apply separately to the UNCG Graduate School for admission to each program. Two separate application and acceptance processes are required. Students are encouraged to consult their advisor or a BK Graduate Program Co-Director for guidance if they are considering completing both the LITL and the BKISED M.Ed. programs so that coursework may be planned accordingly.

Once the LITL coursework is completed, you must apply to graduate from the certificate program following the procedures posted on the Graduate School website. LITL certificate candidates must also provide a final plan of study if changes have been made since the original was submitted. **The final plan of study is due by the end of the third week of classes during the last semester of coursework. Please note that you cannot be admitted to the Certificate program and graduate from it in the same term.**

Although it is not recommended, it is possible to return to complete the MEd program after completing the LITL Certificate. **Course work from the LITL Certificate may be applied to the M.Ed. in Birth to Kindergarten: Interdisciplinary Studies in Education and Development (BK:ISED) provided the student meets all admission requirements of The Graduate School, the Department of Human**

Development and Family Studies, and the Department of Specialized Education Services and <u>the</u> <u>**Masters degree is completed**</u> <mark>**within five years of the semester when the first LITL course was**</mark> <mark>**taken**</mark>. Students who wish to transition into the M.Ed. program must submit a new application to The Graduate School and are advised to carefully review their potential Plan of Study for the Master's degree to ensure that all LITL coursework would be applied toward the Masters.

NC TEACHING LICENSURE REQUIREMENTS FOR BK:ILP INITIAL TEACHING LICENSURE AND BK:ISED ADVANCED TEACHING LICENSURE

UNCG Collaborative for Educator Preparation Conceptual Framework

The mission of professional education at The University of North Carolina at Greensboro is to ensure "Access to Opportunities through Teaching, Learning and Caring." This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates' acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates' continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our Unit and programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision making, and professional growth to support the learning of all children in the context of 21st century complexity and dynamic change.

North Carolina Teaching Standards

At the completion of the BK:ILP and the Advanced Teaching Licensure concentration of the BK:ISED program, students will be eligible for a Birth through Kindergarten teaching license. In order to be eligible for this license, students must demonstrate competency in the five teaching standards adopted by the North Carolina State Board of Education. These five standards are:
1. **Teachers Demonstrate Leadership**
2. **Teachers Establish a Respectful Environment for a Diverse Population of Students**
3. **Teachers Know the Content They Teach**
4. **Teachers Facilitate Learning for Their Students**
5. **Teachers Reflect on Their Practice**
To view the complete version of the North Carolina Teacher Standards, go to https://files.nc.gov/dpi/north_carolina_professional_teaching_standards_2.pdf

Teacher Education Requirements

Our BK Licensure programs fall under the School of Education Teacher Education requirements. The Office of Student Success in the School of Education oversees all teacher licensure policies and procedures. Please see their website at: https://soe.uncg.edu/services/office-of-student-services-advising/teacher-education/

The students in the BK:ILP program must complete the edTPA which is a performance-based assessment to measure each student's competency among the five North Carolina Teaching Standards listed above. The course work will provide a variety of opportunities to gain knowledge and skills that are necessary for students to complete edTPA. More information is available at https://www.edtpa.com/

Procedures for applying for the BK Teaching License (initial and advanced)

Adopted by the North Carolina State Board of Education, the B-K license qualifies students to work with typically and atypically developing children from birth through kindergarten. Teachers who are B-

K licensed are expected to be able to work with a wide variety of children and families in many types of settings, including the public schools, infant development programs, hospitals, and early intervention teams.

You may obtain licensure application forms and information from the teacher licensure website at https://soe.uncg.edu/services/office-of-student-services-advising/licensure/ . Carol-Ann Griggs (crwalke2@uncg.edu), Data Manager in the Office of Student Services, is located in 136 School of Education Building and is available to provide additional information to students regarding the licensure process.

In addition to the application forms, the following is required:
- A fee is required. It can be paid to the Division of Certification (State Department of Public Instruction; SDPI) by check, money order, or credit card.
- Include your social security number on the check or money order.
- Provide the necessary transcripts, other than those that come from UNCG, so the UNCG Teacher Education Office can send all credentials to SDPI, if this is an initial North Carolina license.

ANNUAL REVIEW AND DISPOSITION PROCESS

Annual Review Form

Each Spring semester BK faculty will review the student's performance in courses and progress toward completing of the program. Students will receive a letter discussing their progress over the course of the year. Suggestions for improvements will also be included.

Disposition Forms

The faculty is committed to supporting students so that they can be successful in every aspect of their professional career. This includes evaluating students' knowledge of content related to early childhood education and students' dispositions or the professional attitudes, values, and behaviors that contribute to effective teaching and administration. The goal is to provide students with candid, constructive feedback so they can improve as professionals. To facilitate communication with students regarding dispositions issues, the BK graduate program faculty follows the Candidate Disposition Assessment process established by the UNCG Collaborative for Educator Preparation in the School of Education:

Professional education programs at UNCG emphasize dispositions that drive application of the knowledge base and we believe that we must model and monitor these dispositions as conscientiously as we provide opportunities for building the knowledge base. Teachers should show evidence of these dispositions in class: reflective, ethical, inclusive, engaged in and committed to professional practice, dedicated to life-long learning, self-efficacious, receptive to feedback, affirming of diversity, professionally responsible, and collaborative

The vast majority of students demonstrate proficiency in each area of the Disposition Assessment Process. Our goal is to provide feedback to students in a timely manner if concerns do arise so that each student can demonstrate proficiency by the end of the semester. Throughout the semester, faculty will observe students' behavior and attitudes and will let a student know if there are concerns regarding a

disposition issue. This may take the form of an informal conversation or the faculty member can request a formal meeting to discuss the concerns. Faculty may elect to complete a Disposition Assessment Form during the semester to provide full information to the student on areas where improvement is needed.

FINANCIAL ASSISTANCE

Financial assistance is available for BK Graduate students through federal financial aid and through the T.E.A.C.H. NC Scholarship program. Both of these sources of financial assistance our housed outside of the BK Graduate Program. Faculty can provide some general information about the programs, but students would need to contact the administering entity for detailed information and to complete an application.

Federal Financial Aid: Federal Financial Aid is available for qualifying students in the BK Initial Licensure Certificate and the BKISED Masters of Education programs. UNCG's Financial Aid Office assists students in applying and completing all requirements for the Federal Financial Aid program. The UNCG Financial Aid Office can be contacted as follows:

Financial Aid Office
159 Mossman Building
UNC Greensboro
Greensboro, NC 27402
(336) 334-5702
https://fia.uncg.edu/

T.E.A.C.H. Early Childhood NC Scholarships: T.E.A.C.H. NC Scholarships are available for qualifying students in the BK Initial Licensure Certificate, LITL Certificate and BKISED Masters of Education—Leadership and Program Administration programs. Information on T.E.A.C.H. Scholarships is available at:

T.E.A.C.H. Early Childhood® North Carolina
1829 E. Franklin St, Suite 1000
Chapel Hill, NC 27514
(919) 967-3272
https://www.childcareservices.org/programs/teach-north-carolina/apply/

APPLICATION FOR GRADUATION

An application for graduation must be submitted to The Graduate School Office by the end of the first week of classes during the last semester of coursework in the BK:ISED program (the current fee for master's and doctoral candidates: $85.00.). There are **NO EXCEPTIONS FOR LATE APPLICATIONS!** The application for graduation can be submitted online at the following web address: https://grs.uncg.edu/current/graduation-application/. The application must be submitted during the semester in which the student is completing the program. If the student does not complete the program within the semester in which the application was submitted, a new application must be submitted in the semester in which the degree will be completed (but there is no additional fee). Master's candidates should also provide a final plan of study if changes have been made since the original was submitted. **The final plan of study is due by the end of the third week of classes during the last semester of coursework.**

Students finishing BK:ILP and LITL must also apply for their certificate in their final semester and the current fee for certificate students is $35.00.

RELEVANT NAMES, PHONE NUMBERS, & OFFICE LOCATIONS

Human Development and Family Studies

Dr. Dena Swanson, Chair
248 Stone Building
(336) 256-0134
dvswanso@uncg.edu

Dr. Heather Helms
Director of Graduate Studies
248 Stone Building
(336) 334-5307
Heather_Helms@uncg.edu

Michael Kerley, HDFS Admin
248 Stone Building
(336) 334-5315
Fax: (336) 334-5076
j_klaibe@uncg.edu

Specialized Education Services

Dr. Morgan Chitiyo, Chair
444 School of Education Building
(336) 256-0153
m_chitiyo@uncg.edu

Dr. Marcie Rocks
Director of Graduate Studies
444 School of Education Building
(336) 256-8640
mlrock@uncg.edu

Jewell Pradier, Department Assistant
444 School of Education Building
(336) 334-5843
Fax: (336) 256-0185
J_PRADIE@uncg.edu

Office of Student Services

134 School of Education Building
https://soe.uncg.edu/
(336) 334-3412

Jacqui Dozier
Director & License Certification Officer
Office of Student Services & Advising
142-A School of Education Building
336.334.3923 - office
336.334.4120 - fax
jndozier@uncg.edu

Registrar's Office

180 Mossman Building
http://www.uncg.edu/reg/
(336) 334-5946

Graduate School Office

241 Mossman Building
http://www.uncg.edu/grs/
(336) 334-5596

Career Services Center

Elliott University Center
http://csc.dept.uncg.edu
(336) 334-5454

BK GRADUATE PROGRAM FACULTY

Specialized Education Services, School of Education

Dr. Heather Coleman
BK Graduate Program Co-Director
438 School of Education Building
(336) 334-5843
s_rakap@uncg.edu

Dr. Salih Rakap
416 School of Education Building
(336) 334-5843
hmcolem2@uncg.edu

Dr. Hatice Ghulamani
416 School of Education Building
(336) 334-5843
hadogan@uncg.edu

Dr. Carol Jordan
444 School of Education Building
(336) 334-5843
cwjordan@uncg.edu

Human Development and Family Studies, School of Health & Human Sciences

Dr. Catherine Scott-Little
Program Co-Director
150 Stone Building
(336) 334-5307
mcscottl@uncg.edu

Dr. Rachel Boit
248 Stone Building
(336) 334-5307
`   rjboit@uncg.edu

Dr. Karen La Paro
146 Stone Building
(336) 334-5307
kmlaparo@uncg.edu

Dr. Linda Hestenes
158 Stone Building
(336) 334-5307
llhesten@uncg.edu

Dr. Danielle Crosby
149 Stone Building
(336) 334-5307
dacrosby@uncg.edu

Appendix
FORMS NEEDED WHILE COMPLETING THE

BK:ISED, BK:ILP, and/or LITL PROGRAMS

1. BK:ISED Plan of Study

2. BK:ILP Plan of Study

3. LITL Plan of Study

4. Technical Standards

5. Practicum Policy

6. Guidelines for Final Internship

7. Portfolio Guidelines

8. Guidelines for Residency License Pathway

Birth-Kindergarten: Interdisciplinary Studies in Education and Development
Master's Degree
Plan of Study

Student_____ Date of Admission_____

University ID:_____ Advisor _____

Email: _____ Phone#: _____

☐ Initial Plan   Date: _____ (completed within 50% of program)

☐ Revised Plan   Date: _____ (filed the last semester of coursework)

M.Ed. Emphasis _____

Prerequisites

Type of Prerequisite	Previously Fulfilled?		Suggested Courses	Anticipated Date	Date Completed	Grade/ Status
	Yes/No	Course #				
A. Child Development			HDF 302 or equivalent (3			
B. Special Needs			SES 242 (3			
C. Student teaching (8 weeks			SES 649C (3 s.h.)			
D. Other (based on undergraduate						

Comments:

I. Research (6 s. h.)

	Anticipated Date	Date Completed	Grade/Status
• HDF 650 Theory & Research in Early Childhood Development (3 s. h.)	_____	_____	_____
• ERM 604 Methods of Educational Research (3 s. h.)	_____	_____	_____

II. Theory & Practice (19 s. h.)

	Anticipated Date	Date Completed	Grade/Status
• SES 601 Introduction to Inclusive Birth – Kindergarten Services (3 s. h.)	_____	_____	_____
• SES 602 Inclusive Family-Centered Practices in Early Childhood (3 s. h.)	_____	_____	_____
• HDF/SES 606 Preschool-Kindergarten Learning in Inclusive Settings or HDF 637 Administration of Early Care and Education Programs (4 s. h.)	_____	_____	_____
• SES 603 Screening/Assessment in Inclusive Early Childhood Services (3 s. h.)	_____	_____	_____
• HDF 633 Advanced Curriculum in Early Childhood Education (3 s. h.)	_____	_____	_____
• HDF 636 Leadership & Mentoring in Educating Young Children (3 s. h.)	_____	_____	_____

III. Practicum (6 s. h.)

	Anticipated	Date Completed	Grade/Status
• SES 604 Internship in Inclusive Early Childhood (6 s. h.)	_____	_____	_____

IV. Electives (6 s. h.) or permission of advisor (see handbook for suggested courses)

• _____	_____	_____	_____
• _____	_____	_____	_____

V. Culminating Product

• Professional Portfolio	_____	_____	_____

Total minimum hours required: 37   Actual Hours: _____

_____   _____
Student's Signature   Date   **Advisor's Signature   Date**

_____
Director of Graduate Studies Signature   Date

BIRTH-KINDERGARTEN INITIAL LICENSURE (BK:ILP) CERTIFICATE
Plan of Study
(must be filed within first 12 credit hours)

Student_____   **Date of Admission**_____

University ID:_____   **Advisor** _____

Email: _____   **Phone #:** _____

<u>**Prerequisites**</u>

Type of Prerequisite	Previously Fulfilled?		Suggested Courses	Anticipated Date	Date Completed	Grade/ Status
	Yes/No	Course #				
A. HDF 302: Child Development			HDF 302 or equivalent (3			
B. SES 242: Special Needs			SES 242 (3 s.h.)			

BK Initial Licensure Required Courses (20 hours)

<table>
<tr><td></td><td>**Anticipated Date**</td><td>**Date Completed**</td><td>**Grade/Status**</td></tr>
<tr><td>SES 601 Introduction to Inclusive Birth – Kindergarten Services (3 s. h.)</td><td>_____</td><td>_____</td><td>_____</td></tr>
<tr><td>HDF/SES 606 Preschool-Kindergarten Learning in Inclusive Settings (4 s. h.)</td><td>_____</td><td>_____</td><td>_____</td></tr>
<tr><td>HDF/SES 607 Infant-Toddler Learning in Inclusive Settings (4 s. h.)</td><td>_____</td><td>_____</td><td>_____</td></tr>
<tr><td>SES 603 Screening/Assessment in Inclusive Early Childhood Services (3 s. h.)</td><td>_____</td><td>_____</td><td>_____</td></tr>
<tr><td>SES 649C Student Teaching for 10 weeks (6 s. h.)</td><td>_____</td><td>_____</td><td>_____</td></tr>
</table>

_____   _____
Student's Signature   **Date**   **Advisor's Signature**   **Date**

_____
Director of Graduate Studies Signature   **Date**

Leadership in Infant & Toddler Learning (LITL)
Plan of Study
(must be filed within first 12 credit hours)

Student Name _____ ID _____

Advisor _____ Date Admitted _____

Address_____

Phone (H)_____ Phone (W)_____ E-mail_____

☐ Initial Plan   Date: _____
☐ Revised Plan   Date: _____(filed the last semester of coursework)

Prerequisites

Type of Prerequisite	Previously Fulfilled?		Suggested Course	Anticipated Date	Date Completed	Grade / Status
	Yes/ No	Cours e #				
A. HDF 302 Child Development						
B. SES 242 Special Needs						

	Anticipated Date	Date Completed	Grade/Status
SES 601 Introduction to Inclusive Birth – Kindergarten Services (3 s. h.)	_____	_____	_____
HDF/SES 607 Infant-Toddler Learning in Inclusive Settings (4 s.h.)	_____	_____	_____
SES 602 Inclusive Family-Centered Practices in Early Childhood (3 s.h.)	_____	_____	_____
SES 603 Screening/Assessment in Inclusive Early Childhood Services (3 s.h.)	_____	_____	_____
HDF 650 Theory & Research in Early Childhood Development (3 s.h.)	_____	_____	_____
HDF 636 Leadership & Mentoring in Educating Young Children (3 s.h.)	_____	_____	_____

Student's Signature   Date   Advisor's Signature   Date

_____
Director of Graduate Studies Signature   Date

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
DEPARTMENT OF SPECIALIZED EDUCATION SERVICES
and
DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES

Birth-Kindergarten: Interdisciplinary Studies in Education and Development (BK:ISED) M.Ed.
Birth-Kindergarten Initial Licensure Certificate (BK:ILP)
Leadership in Infant and Toddler Learning (LITL)

TECHNICAL STANDARDS

These Technical Standards are provided to applicants of the early childhood programs Birth-Kindergarten: Interdisciplinary Studies in Education and Development (BK:ISED) Master's program, the Birth-Kindergarten Initial Licensure Certificate program (BK:ILP), and the Leadership in Infant and Toddler Learning Certificate (LITL) program to inform decisions regarding choice of career and area of study.

Technical standards include academic requirements **and** non-academic criteria essential for participation in the early childhood programs. Technical standards include, but are not limited to physical, cognitive, communication, technological proficiency, and attitudinal abilities essential to becoming a teacher of children from birth through kindergarten as required by the North Carolina Department of Public Instruction, (NC DPI), Council on Exceptional Children (CEC)/Division of Early Childhood (DEC), National Association for the Education of Young Children (NAEYC), and the International Society for Technology in Education (INSTE).

The early childhood programs are rigorous programs that place specific requirements and demands on students enrolled in them. The primary goal of these programs is to prepare graduates to enter the profession of teaching children from Birth through Kindergarten with and without disabilities and working with their families and other professionals. The Technical Standards set forth by the early childhood programs establish essential qualities necessary for students admitted to the programs so that they can achieve the knowledge, skills, competencies, and dispositions of an entry-level teacher of Birth through Kindergarten children with and without disabilities. The abilities and expectations listed below must be met by all students admitted to the program, with or without reasonable accommodations. In the event that a student is unable to meet the Technical Standards, with or without reasonable accommodations, the student will not be admitted to the program or allowed to remain enrolled in or to graduate from the program.

To be admitted to **or to maintain enrollment** in any of the early childhood programs each student must demonstrate:

I.   **PHYSICAL CAPACITY**
With or without reasonable accommodation, a candidate in the early childhood programs must have sufficient stamina, sense of vision, hearing, neuromuscular control and touch in order to:
a. Observe/participate in activities associated with preparing to be a teacher, including but not limited to classroom demonstrations, lessons, classroom interactions, child observation and assessment, classroom management and child guidance, lesson planning, lesson implementation, and physically picking up, holding, caring for infants, toddlers, preschool, and kindergarten age children.

b. Perform the typical techniques used during instruction such as visual assessment of child engagement and the management of a safe and responsive instructional environment.

c. Work a teacher's contracted day and perform extended and additional duties such as conducting parent conferences, attending after-school events, and other assigned duties.

II.   INTELLECTUAL REASONING

With or without reasonable accommodation, a candidate in the early childhood programs must have sufficient cognitive-intellectual abilities and skills as a student at UNCG and in their practicum and student teaching placements in order to:

a. Comprehend, assimilate and apply complex information presented in the form of lectures, small group work, written materials, and field experiences.

b. Independently analyze, synthesize, integrate concepts and problem-solve to formulate educational judgments appropriate to the practice of teaching.

c. Understand and apply strategies for creating contextually-relevant learning experiences for children aged infancy through kindergarten.

III.   COMMUNICATION

With or without reasonable accommodation, a candidate in the early childhood programs must have sufficient spoken, written, and nonverbal communication skills in order to:

a. Express himself/herself effectively in spontaneous written and spoken English in communication interactions with university faculty, parents of young children, cooperating teachers, teaching assistants, school administrators, and support personnel (e.g. speech-language pathologists, occupational therapists, physical therapists).

b. Demonstrate the ability to use grammatically appropriate and correctly spelled Standard English in written and spoken formats.

c. Communicate and collaborate effectively, efficiently and sensitively with colleagues, supervisors, families and children with sociocultural competence, in a manner respectful of diverse gender, ethnicity/race, life-style, socioeconomic, disability, religion or cultural and social backgrounds.

IV.   TECHNOLOGIAL PROFICIENCY

With or without reasonable accommodation, a candidate in the early childhood programs must have sufficient technological skills for digital-age learning in order to:

a. Demonstrate computational thinking skills to operate digital-age hardware, software, and emerging technologies.

b. Effectively navigate the Internet and utilize web-based resources.

c. Learn and practice computational thinking skills within web-based learning communities in synchronous and asynchronous formats.

d. Be prepared for 21st century professional responsibilities that utilize technology when working with children and families.

V.   PROFESSIONAL BEHAVIOR and DISPOSITIONS

With or without reasonable accommodation, a candidate of the early childhood programs must possess the requisite professional behaviors and dispositions in order to:

a. Successfully demonstrate the characteristics of caring, collaborative and competent teachers as defined in the UNCG School of Education Candidate Disposition Assessment process. These characteristics are as follows:
   i. Ethical
   ii. Responsible
   iii. Adhering to personal and professional conduct

iv. Inclusive and affirming of diversity
v. Collaborative
vi. Reflective learner
vii. Receptive to feedback
viii. Self-efficacious
ix. Engaged and committed to teaching as a profession

b. Organize time and materials, prioritize tasks, perform several tasks at once and readily adapt to changing situations.
c. Demonstrate flexibility under stress (e.g. work under time constraints, concentrate in distracting situations, cope with variations in workload).
d. Display compassion, justice, empathy, integrity, responsibility and the emotional capacity to handle the varying demands of a teacher's duties.
e. Attend professional commitments, including classes and field experiences in a punctual manner.
f. Seek assistance and follow supervision recommendations in a timely manner.
g. Accept and respond in a professional manner to constructive feedback from field supervisors and faculty.
h. Project an image of professionalism in personal hygiene, dress, self-discipline, honesty, perseverance, and diligence.

Candidates for the early childhood programs are required to verify they understand and meet these Technical Standards or that they believe that, with specific reasonable accommodations, they can meet the standards.

If, after he/she is enrolled in the program, it becomes apparent that a student is unable to meet the Technical Standards, upon the student's request, a meeting with the student, program coordinator, additional faculty member and a representative of the Office of Disability Services will be held to determine the best course of action. The Office of Disability Services will coordinate documentation and evaluation of a student who states he/she could meet the program's Technical Standards with reasonable accommodation. The student must provide appropriate documentation of a qualified disability and properly request a reasonable accommodation pursuant to applicable laws.

If the stated condition is a qualified disability, the university will confer with the student and appropriate professionals to identify possible reasonable accommodations and determine whether the student can meet the Technical Standards with a reasonable accommodation. The accommodation shall not jeopardize the safety or educational progress of children birth through kindergarten, the University student, or any University employee, including all coursework, fieldwork/practica, and internships deemed essential to graduation.

STATEMENT OF UNDERSTANDING

I certify that I have read and understand the Technical Standards to one of the **early childhood programs** listed above, and I believe to the best of my knowledge that I meet each of these standards without reasonable accommodation. I understand that if I am unable to meet these standards, I will not be admitted or be allowed to remain enrolled in the program.

_____   _____
    Signature of Applicant   Date

Alternative statement for students requesting accommodations:

*I certify that I have read and understand the Technical Standards for the **BK:ISED, BK:ILP, and LECE programs** listed above and I believe to the best of my knowledge that I can meet each of these standards with a reasonable accommodation. I will contact the UNCG Office of Disability Services to document my disability, and request and identify reasonable accommodations. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted or allowed to remain enrolled in the program.*

_____   _____
Signature of Applicant   Date

NOTE: The primary sources used in the preparation of this document were technical standards from the University of Maryland and the University of Illinois at Chicago.   7/31/13

UNCG BK Graduate Programs
Practicum and Student Teaching Placement Policy
2023-2024 Academic Year

Purpose/Overview: The aims of the practicum and student teaching experiences in HDF/SES 607, HDF/SES 606, and SES 649c are to provide students opportunities to 1) observe and interact with children in the classroom, 2) develop teaching strategies, 3) gain experience working with children's individualized plans and goals, 4) develop professional skills including communication and collaboration with adults (families, co-teachers, specialists), 5) apply knowledge gained from coursework, and 6) reflect on their skills while having support from experienced professionals as well as support and feedback from course instructors.

NOTE: Due to the global pandemic, practicum instructors can allow some flexibility in placement requirements for an individual student's situation but students are expected to complete placements that come as close to meeting these requirements as possible. Formal requests to the BK Graduate Committee are required when a student's situation might warrant deviation from the policies below.

Identifying Practicum and Student Teaching Placements

Students are expected to identify their own placement that meet program requirements. All placements must be inclusive of children with disabilities and at least one placement (in HDF/SES 606, HDF/SES 607 or SES 649c) must be in the following types of programs:

- Early Head Start
- Head Start
- NC Pre-Kindergarten (NC Pre-K)
- Preschool or kindergarten classroom in a low-performing elementary school
- Preschool or kindergarten classroom in a Title I school
- Inclusive Developmental Day Center

The placement in one of the above types of programs meets the state-level requirement for a placement in a "low performing school", which is a requirement for licensure. Students are responsible to submit the required Placement Information Form (described below) to verify a placement that meets this requirement.

Practicum Placements in HDF/SES 607 and HDF/SES 606: Practicum placements are identified and approved at the beginning of each semester (e.g., within the first three weeks) in the methods/practicum courses. Once a placement that meets the criteria detailed below has been identified, the student must submit the completed Practicum Placement Information Form to the course instructors. The instructors will confirm when the placement has been approved.

Student Teaching Placements in SES 649c: Student teaching placements must be identified in the Spring semester prior to the Fall the student plans to student teach. This timeline is required to ensure the School of Education Office of Student Services (OSS) can obtain a memorandum of understanding (MOU) and put necessary paperwork in place prior to the start of student teaching. Once a placement that meets the criteria detailed below has been identified, the student must complete and submit the Student Teaching Information Form through Google Forms. This form will be emailed to students in the BKIL and BKISED advanced licensure programs in the Spring semester. The BK Graduate Co-

Directors will work with the OSS to secure the placement and confirm with the student when the placement has been approved. Students in the SES 649c will submit the Early Childhood edTPA portfolio requirement to be eligible for a North Carolina teaching license. Due to the requirements in the edTPA handbook, the BK program strongly encourages student teaching placement in one of the following:

- Older toddler classroom: the majority of the children must be 30 months or older
- Preschool classroom: ages 3-5
- Kindergarten classroom

Students may complete practicum and student teaching in the same classroom, although it should be noted that at least one practicum experience must be in a different classroom due to the age group requirements of the two practicum courses. HDF/SES 607 requires an infant or toddler placement and HDF/SES 606 requires a preschool or kindergarten placement. The BK program strongly encourages students to be in a different program in order to gain a range of practicum experiences. Exceptions from this guidance must be approved in writing by the BK Graduate Committee.

Students may complete practicum and student teaching experiences in their work setting, provided it meets the criteria detailed below. UNCG allows students to get paid during practicum experiences and student teaching; however, individual programs or school districts may have policies regarding employees completing student teaching. Please consult your program director, principal, and/or human resources representative.

Approved Placements: Placements will be approved only at centers with at least a 4-star rating or equivalent accreditation or in public schools. Approved classrooms must meet the following criteria:

- the teacher has agreed to have UNCG practicum students in his/her classroom;
- for the HDF/SES 607 practicum, the majority of the children in the classroom must be under 3 years of age;
- for the HDF/SES 607 practicum, infant and toddler cooperating teachers must hold a four-year degree and have 3 years of experience teaching infants and toddlers or hold a 2-year degree and have 5 years of experience teaching in an infant or toddler classroom;
- for the HDF/SES 606 practicum, the majority of the children in the classroom must be between ages 3 and 6;
- for the HDF/SES 606 practicum, pre-k and kindergarten cooperating teachers must hold a B-K license, special education license, or elementary education license and have at least 3 years of teaching experience in an early childhood setting;
- for the SES 649c student teaching, cooperating teachers (infant, toddler, pre-K, or K) must hold North Carolina Continuing Professional B-K License and have at least 3 years of teaching experience in an early childhood setting;
- will allow course instructors and/or UNCG HDFS/SES faculty to observe in the classroom;
- the teacher and program allows videotaping (and videos to be posted on secure websites) and/or bug-in-the-ear technology in the classroom for supervision purposes; and
- the practicum or student teaching classroom is inclusive (see description below).

If the classroom teacher does not meet the education/licensure requirements above, arrangements may be made for another person in the program who does meet the requirements to serve as the cooperating teacher (e.g., director/principal, curriculum specialist). That person would be responsible for observing the student, providing feedback, and signing off on required paperwork.

Inclusive Settings: The goal of the BK program is for students to have classroom-based experiences in inclusive settings and interact and plan for children with and without disabilities. The purpose of

completing the practicum and student teaching placements in inclusive settings with children with identified disabilities is not merely to observe and interact with a child with a disability, but to gain experience working with IFSPs and IEPs; working towards a child's IFSP/IEP goals; and collaborating with families, teachers, and specialists to meet children's needs. Therefore, ideally students will be in inclusive settings for **all** practicum and student teaching experiences. However, students may be in infant or toddler placements which meet all the criteria of approved placements stated above but do not have a child with an identified disability. Because of the individualized nature of infant and toddler care and the fact that many children are not yet identified with a disability until they are beyond the infant/toddler years, this is acceptable. Preschool and kindergarten settings <u>must</u> include at least one child with an identified disability and at least 2 children who are typically developing or do not have an identified disability.

Early Intervention/Early Childhood Special Education Placements: Students may complete practicum experiences in early intervention or early childhood special education with an itinerate teacher. Cooperating teachers should meet the qualifications outlined above, and the student should work with a consistent caseload of children across the semester to facilitate relationship building and planning.

Practicum and Student Teaching Hours

General Guidelines:
The intention of the practicum experiences in HDF/SES 607 and HDF/SES 606 is for the student to have opportunities to apply course material through interactions in an early childhood classroom, to complete course assignments, to explore ideas discussed in class, and to consider differing perspectives presented in class. Practicum hours are to be completed with simultaneous completion of coursework. To this end, your practicum hours should span across a 12-week period during the semester.

The days/times during which you complete your practicum should remain the same throughout the semester for consistency. Practicum hours should be completed during the times of the day when students can be actively engaged with the children and high quality learning opportunities are available to the children (i.e., ***not during naptimes***). You will negotiate your exact hours with the cooperating teacher. You must keep a log of your practicum hours that is signed by the cooperating teacher at the completion of each practicum day. You must submit your completed and signed hours log to your course instructor at the end of the semester. Instructors may also require you submit your hours log mid-semester.

HDF/SES 607 and HDF/SES 606 Practicum Hours:
Students are required to be in their practicum placement for a total of *36* hours per practicum. Students will be in their practicum placement for 3 hours per week. These hours may be completed in one 3-hour day per week or two 1.5-hour days per week.

SES 649c Student Teaching Hours:
Students are required to be in their student teaching placements full-time (40 hours per week) for a minimum of 10 weeks. In some cases, students may extend beyond 10 weeks to finalize projects or due to other extenuating circumstances.

Attending practicum and student teaching placements is considered part of class attendance (see course syllabi for attendance policies). Missed practicum or student teaching hours must be made up, but if a situation arises that requires an extended absence, a delayed start in the practicum setting, or multiple absences from the practicum setting throughout the semester (more than 12 missed hours of practicum to be made up), the course may need to be completed the next year. For cases in which the student retakes the practicum course, the student should expect to re-take the course completing both the semester's coursework and redoing all the practicum hours.

Switching placements: Only under extenuating circumstances will practicum placements be changed by students. Course instructors must be notified of any impending change in placement and grant permission for the change.

Additional Practicum Course Requirements

Liability Insurance: All students in practicum settings must obtain $1,000,000 in liability insurance. Liability insurance is covered by a fee applied to practicum and student teaching courses. Information about the liability insurance can be found in the BK Graduate Programs Handbook and will be provided in class.

Criminal Background Check: Record of a criminal background checks for each student will be confirmed with the Teacher's Academy. The criminal background check must be completed through UNCG via the Background Investigation Bureau before students can begin their practicum experience. Information about the background check can be found in the BK Graduate Programs Handbook and will be provided in class.

TB Tests: Some programs in which students may complete practicum or student teaching placements require students to obtain TB tests before beginning in their placement. Proof of this test must be made available to the program upon request.

Program-Specific Requirements: Individual programs/schools may have additional requirements, such as their own background checks. These are at the discretion of the program/school, and students must comply with these requirements to complete placements in those settings.

NOTE: Due to conditions associated with the pandemic, practicum instructors can allow some flexibility in placement requirements for an individual student's situation, but students are expected to complete placements that come as close to meeting these requirements as possible. Formal requests to the BK Graduate Committee are required when a student's situation might warrant deviation from the policies above.

Guidelines for BK:ISED Final Leadership Internship Project
2023-2024 Academic Year

INTERNSHIP PROJECT: Your final internship is the culmination of your graduate studies in BK:ISED. It is a **leadership internship** and the project should demonstrate your **leadership skills**. Your internship is NOT simply working a certain number of hours but rather it is a specific project that you will lead at each stage—development, implementation, evaluation. Your project should address a need and make a contribution to the field, community, and/or the profession. Ultimately, it should reflect your accomplishments in your graduate studies and be something that you can showcase when you apply for future employment.

Your internship **should not be part of your regular work or professional activities**; it could be related to your work but must show significant differences/addition to your regular work responsibilities.

Your internship should **include at least one primary community partner/agency** that is involved in all stages of the project, including planning, implementing, evaluating, and ideally sustaining the project after your internship is completed. The primary partner should be an individual or agency who is willing to work with you throughout the project, and is willing to provide feedback on the project at the mid-term and end of the project. It is great to involve multiple community partners/agencies who may provide support or other types of sponsorship for internship activities, but be sure your project has **at least one primary partner** who you work closely with at every stage.

If your project is related to your work, your employer can be a primary partner; however, you must have at least one additional (secondary) partner that is heavily involved in your project that is not your employer. It is also helpful if the primary partner or secondary partner is willing to consider the possibility of helping to sustain part of your project after the internship is complete.

Each component of the internship process is described below.

INTERNSHIP TIME COMMITMENT: You will receive a total of six (6) credit hours upon completion of the internship so, it is expected that **a minimum of 225 hours** (approximately 12-15 hours per week) will be committed to implementing the internship project in the spring semester. You will have considerable flexibility in how you accomplish your internship goals and activities but should plan for a significant portion of your activities to be completed within the course of the typical work week because your community partners and participants may not be available on weekends and in the evenings. You also will need to dedicate some time to the project during the work week in the fall semester when you are planning the project. Your timeline included in your Internship Planning Form should accurately reflect how and when you are going to spend your time completing your internship.

INTERNSHIP PLANNING FORM: You will submit an Internship Planning Form to describe the rationale and steps involved for your internship (see the timeline below). This form is designed to help you think through the details of your project and communicate your plans with your advisor, instructors and additional faculty members. After your initial overview (Part A) has been approved by your advisor, use the remaining sections of the planning form to describe what you plan to do, who you plan to collaborate with, and how your project will be implemented. Be as detailed and specific as you can

when answering the questions and completing the form.

The Internship Planning Form includes a proposed timeline for the project and key activities. All projects must be completed early in April 2024 in order to allow time for the final presentation and to get your grades to the Graduate School for graduation, so please plan accordingly when you are drafting your proposed timeline.

You will submit several versions of the Internship Planning Form as an assignment under the BKISED Final Year Students' Canvas site.

INTERNSHIP PLANNING PROCESS: The internship **planning process is iterative**, **with multiple opportunities for you to submit your work**, **receive feedback**, **and revise/strengthen your ideas** and your responses on the Internship Planning Form. **Revisions at each step are to be expected**; **however, it is also expected that you are submitting your best, most complete work at each stage, per the guidelines outlined**. The process of receiving feedback and making revisions is consistent with expectations for graduate-level work and gives you the opportunity to think through the details of your project over time and from different perspectives.

Please plan strategically to complete all sections of the Internship Planning Form outlined below in timely manner to allow yourself time to complete revisions based on the feedback provided.

The steps and timeline for the process are as follows:

1) Attend **the Internship Orientation Session** on June 27, 2023 at 5 pm. In this session, the Internship Guidelines, Timeline and Planning Form will be reviewed. In addition, there will be opportunities to brainstorm initial ideas.
2) Review these guidelines for the Internship Project and submit your **Initial Ideas Worksheet** on BKISED Final Year Students Canvas by August 1, 2023. The Initial Ideas Worksheet is designed for you to submit two initial internship ideas. For each idea, please provide the topic/potential title and a brief description (3-5 sentences) of the project that includes the need your internship project will address, the types of activities you envision, and potential partners.
3) Attend an **Internship Orientation and Idea Support Session in August (specific date TBD**). All persons who will be completing internships during the spring 2024 semester are required to attend unless there is an extenuating circumstance that is discussed with the Program Co-Directors. Initial ideas you submitted will be used during this meeting. Please be prepared to discuss your ideas.
4) Schedule a meeting with your advisor between August 7-18, 2023 to discuss internship ideas and plan.
   - During the initial meeting, be prepared to describe your idea/focus area, why you are considering this idea/the need for the project, your general thoughts about how you might implement your internship, and who your collaborative partners may be. You will need to share your initial idea and get feedback from your advisor. Your advisor

may approve your idea or may ask you to revise your initial idea. Think carefully about your proposed project— choose a project focus that is interesting to you and something you want to do. In addition, think about what you can do that is also important to your partners and individuals who might contribute to your project (e.g., professionals, families) to be successful.

5) Submit **Part A** of the Planning form (the Title, Overview and Motivation for your Project) by ==September 1, 2023.== Submit this first part of the form on the BKISED Final Year Students Canvas so your advisor can review it and provide feedback. In this phase, it is appropriate to start talking to potential collaborative partners about needs they perceive and what might be feasible.

6) Attend a support session on in ==September (date TBD)== to learn more about Working with Partners and the Planning Form.

7) Once you have approval for your Part A, **begin making more detailed plans and secure agreement form your primary partner and other partners** for your internship. At this time, you should obtain a firm commitment from your collaborative partners (especially from your primary partner) and work with them to develop the details of the project (using the Internship Planning Form).

8) ==By October 6, 2023,== submit **revised Part A** and the **first draft** of **Part B** on the BKISED Final Year Students Canvas site. It is very important for you to read the guidelines provided on the Internship Planning Form and address all prompts provided under each section. Do not forget to revise Part A based on your advisor's feedback. If your advisor suggests, you can also begin working on **Part C, Internship Planning Chart**, to outline activities you plan to implement as part of your project's planning, implementation and evaluation phases.
   - If you plan to use a survey or other tool (e.g., interview) to collect needs assessment data, include a copy of your questions with your planning form. Needs assessment data collection must be approved prior to collecting any information.

9) Attend an additional support session ==(Date TBD).== This session will provide suggestions for completing the Planning Chart to guide your internship activities

10) By ==November 17, 2023== submit the **revised version of Part A and Part B** and the **first draft** of **Part C** on the BKISED Final Year Students Canvas site. At this stage, it is critical for you to incorporate all feedback you received on Part A and Part B into the Planning Form. If your needs assessment tool has been approved, you should begin collecting data to inform your project. Ideally you will also submit a letter or email you're your primary partner(s) documenting their commitment to the project.

11) By the end of the semester, make any additional revisions in your planning form that you and your advisor discuss and submit a letter or e-mail from at least one primary partner to confirm the partner's role in your project if you have not done so earlier.

12) Continue working to strengthen your partnerships and solidify your plans for your internship as needed over the winter break. Revise your planning form based on feedback received and

submit a revised Internship Planning Form to SES 604 instructor on the first day of class in the Spring 2024.

13) During SES 604, you will implement and evaluate the project according to your timeline. The SES 604 instructor will provide feedback and support during the implementation and evaluation processes.

**Final Portfolio for the
Birth-Kindergarten:
Interdisciplinary Studies in Education and Development**

Overview

The final portfolio is the culminating experience for the Masters in Birth-Kindergarten: Interdisciplinary Studies in Education and Development (BK:ISED). The purpose of the portfolio is to give you an opportunity to demonstrate: a) your knowledge base, b) your ability to synthesize coursework content, and c) your skill in applying this knowledge in professional settings and linking this knowledge to your career goals. Your final portfolio includes two components: 1) preparation of *written portfolio that includes papers and supporting documents* using the guidelines below and 2) an *oral portfolio defense meeting* using the guidelines provided below. The completed written portfolio documents are required of all students graduating from the BK:ISED program.

Because this is the final culmination of your masters' degree, it is expected to represent your independent work; therefore, consultation with peers or other professionals is not considered appropriate. However, you are encouraged to access the University Writing and Speaking Centers if needed.

The two components of the portfolio are the *Written Portfolio Documents* and the *Oral Portfolio Defense Meeting*. Each of these components is described below:

Component 1: Written Portfolio Documents:

The written component of the final portfolio will include a series of five papers that demonstrate what you have learned from coursework to address early childhood content based on professional standards. Each paper should be between **5–7 double-spaced pages using 12-point font** (not including a title page or reference page for sources cited) and should use APA style (either version 6 or 7).

In each paper you should: a) demonstrate your knowledge of the content area by addressing EACH PART of the question and documenting the source of your knowledge (being sure to reference the course readings and/or assignments where you gained this information), b) describe how you apply/will apply this knowledge in your work with children (with and without disabilities) and families from diverse cultural and linguistic backgrounds. ***Also, you are expected to demonstrate your expertise by integrating relevant information on policy and/or legislation at least once within the five papers (Please identify the paper(s) using "Policy Issue Addressed" phrase on the title page just below the title of the paper).*** In the section where you are addressing a policy issue, be sure to clearly identify it as a policy issue by using the word "policy" in your text and be sure to explain the policy that you are addressing.

Each paper also must include citations and references (in APA format) for **relevant course readings** (i.e., references and citations related to theory and research that you have read in your BK:ISED coursework, <u>not</u> additional research beyond course readings) to support the information included in your paper. **The information in your papers should be synthesized but provide enough detail for the**

reader to understand the content, with ideas flowing logically from one area to the next and providing evidence of a depth of understanding. Be sure that the paper demonstrates your depth of knowledge by including support/sources for the points you are making and describing how you will apply/use what you have learned regarding each part of the questions. We recommend that you use the sub-topics from the question as headers for your paper so that you are sure to cover each part of the question.

In addition, you will submit one or two (and no more than three) artifacts from YOUR OWN WORK completed in courses (i.e., assignments you have completed, papers you have written, discussion board posts, etc.) as examples of your work that is related to the topic of the paper. Although you may include an artifact as part of what you submit for more than one topic, we would prefer to see a range of assignments that illustrate the breadth and depth of your work in the program. You do not have to reference the artifacts within the paper, but you may do so if the assignment helps you document where you learned the concept you are addressing in the paper.

The five paper topics are as follows: The five paper topics are as follows:

1. **UNDERSTANDING YOUNG CHILDREN'S (WITH AND WITHOUT DISABILITIES) DEVELOPMENT AND LEARNING WITHIN THE CONTEXT OF THEORY AND RESEARCH**

Early childhood professionals need to understand how children develop and learn and consider the various influences on young children's development and learning. Developmental theory provides the framework for understanding both children's learning as well as the contexts of, and influences on, learning. In this paper, you will describe your understanding of children's development and learning using either Bronfenbrenner's bioecological theory **or** Vygotsky's sociocultural theory. **Select one of these two theories** and address each of the following points in your paper:
    (1) Discuss the theory's most important ideas regarding influences on children's development.
    (2) Provide your own critique of both the strengths and limitations of the theory in general, and how it helps professionals understand the way that children's context affects their development and learning.
    (3) Then, focus specifically on how the theory guides adults to support children's development: choose one developmental domain on which to focus and provide an in-depth description of how an adult using the theory could best support children's development in this area.
    (4) Finally, conclude with a description of how you will use knowledge of theory and development in your classroom/center/program/agency to facilitate typically and atypically developing children's learning.

Within this paper, include references to at least two research articles you have read in classes to describe variations in and/or influences on young children' learning. Examples of the types of artifacts you might submit to accompany this paper include work from HDF 650 such as your Research Review Paper; a Reflection paper from a weekly reflection; article critique paper and/or a PowerPoint presentation from an article critique.

2. **KNOWLEDGE OF CONTENT AREAS AND APPROPRIATE INSTRUCTION**

Early childhood professionals should plan appropriate learning experiences for children based on their knowledge about how young children with and without disabilities learn and their knowledge of early learning and development standards. Effective professionals provide an integrated curriculum, which is traditionally defined as a curriculum that connects different areas of learning by providing meaningful learning experiences that integrate concepts and skills from multiple developmental domains (children's physical, emotional, linguistic, creative, intellectual, social and cognitive development). Furthermore, an integrated curriculum is one that uses multiple teaching methods (whole-group, small-group, individual; visual, kinesthetic, experiential, etc.) to meet the needs of children with different interests and learning styles.

In this paper, provide evidence of your understanding of what an integrated curriculum is and how to implement an integrated curriculum. Address each of the following points:
   (1) Describe what an integrated curriculum is on your own words ***and*** discuss the advantages of an integrated curriculum for young children's learning. Also address *why it is important to use multiple teaching methods* when working with children from diverse cultural and linguistic backgrounds as well as children with and without disabilities. Be sure to ***address the <u>traditional view</u>*** (described in the paragraph above) of an integrated curriculum. In addition to your description of the traditional view of integrated curriculum, you may also discuss Rebecca New's conceptualization of an integrated curriculum if you like.
   (2) Demonstrate your understanding of how to implement an integrated curriculum to address children's Learning Goal(s). First, select ***one or two Learning Goals from two different sub-domains of Foundations*** (be sure to identify in your paper the specific Learning Goals you are addressing). Describe how, in your own classroom or when mentoring teachers in any type of early childhood setting, ***you would use an integrated curriculum and multiple teaching methods*** (described in the introduction paragraph above) to support ***diverse children's*** learning and progress on the Learning Goal(s) you have chosen. Be sure to describe how you would support children with and without disabilities and children from different cultural backgrounds. Provide specific examples of how you would plan (or mentor teachers to plan) integrated, developmentally appropriate learning experiences/activity plans that address the Learning Goal(s) you have selected.

Be sure to cite specific readings from courses that were important in helping you understand what an integrated curriculum is and how to implement integrated learning activities that meet the needs of all children. Examples of artifacts you might submit to accompany your paper include your HDF 633 Curriculum Review Paper or five-minute thinking assignments that addressed content related to curriculum.

3. ASSESSMENT TO PLAN FOR AND REFLECT ON CHILDREN'S LEARNING

Professionals know the strengths and weaknesses of various screening and assessment methodologies, continually monitor children's activities and behaviors, and analyze this information on children's learning to improve their work with children (with and without disabilities) and families. Professionals select the approach/instrument based on individual, classroom, and programmatic needs and with the intended outcome to support children's development and learning.

In this paper, to demonstrate your knowledge of assessment please address each of the following:

(1) Define screening and assessment **and** describe how they are different.
(2) Describe different categories of assessments (e.g., formal and informal) and how you would use them.
(3) Explain important considerations (e.g. technical properties such as reliability and validity) when selecting assessment instruments, being sure to address how you would use information about technical properties of instruments to select assessments for different purposes.
(4) Describe how you will use (or how you will mentor teachers to use) screening and assessment tools in your work.

As you address points outlined above, support your discussion of assessment in early care and education by *considering diverse children and families, and family involvement* in the assessment process.

Be sure to include citations for readings from classes. Examples of artifacts you can submit to accompany your paper include assignment artifacts that were important in developing your understanding of the use of assessment in educating young children. Readings and artifacts for SES 603 are particularly relevant for this topic.

4. PROFESSIONAL AND FAMILY PARTNERSHIPS FOR RESPECTFUL ENVIRONMENTS FOR DIVERSE CHILDREN AND FAMILIES

Professionals work with families and with other professionals to establish a respectful environment for *each and every* child and family, support children's learning and development, and improve programs and practices. Professionals collaborate with families and other professionals to meet the needs of children with and without disabilities and those from diverse backgrounds.

In this paper, demonstrate your understanding of **BOTH** family and professional partnerships by addressing each of the following:
(1) Define effective partnerships **with families** and **with professionals** (address both) and discuss why it is important to establish effective partnerships for professionals, families, and children.

(2) If you currently or while in the program have worked in the ECE field, describe **how you have established and/or maintained** respectful and collaborative environments and relationships in your classroom/center/program/agency **with families** and provide a specific example(s) of your practices/strategies to illustrate your points. Make sure to describe how you will demonstrate/ have demonstrated respect and collaboration in terms of these relationships and partnerships using knowledge you have learned in the program. Include references/citations to specific readings and/or assignments to illustrate how you apply what you have learned in the program.

If you **have not worked** in the field during your time in the program, describe **how you will, when working in ECE, establish and maintain** a respectful and collaborative environment and relationships in your classroom/center/program/agency **with families**. Make sure to describe how you will demonstrate respect and collaboration in terms of these relationships and partnerships using knowledge you have learned in the program and provide examples of specific strategies you will use to illustrate your points. Include references/citations to specific readings and/or assignments to illustrate how you apply what you have learned in the program.

(3) If you currently or while in the program have worked in the ECE field, describe **how you have established** collaborative relationships with **other professionals** and provide a specific example(s) of your practices/strategies to illustrate your points. **Think about all of the professionals you have worked with** and provide a rationale for the importance of relationships with these professionals in your work and for children's experiences. Be sure to use knowledge you have learned in the program and include references/citations to specific readings and/or assignments to illustrate how you apply what you have learned in the program.

If you **have not worked** in the field during your time in the program, describe **how you will establish** collaborative relationships with **other professionals**. Use information you have learned in the program and provide examples of specific practices/strategies to illustrate how you might work collaboratively with other professionals. **Think about all of the professionals you may work with** and provide a rationale for the importance of relationships with these professionals in your work and for children's experiences. Be sure to use knowledge you have learned in the program and include references/citations to specific readings and/or assignments to illustrate how you apply what you have learned in the program.

In your response, address issues of diversity and collaboration among families and other professionals in your role as a leader in birth through kindergarten services.

Be sure to cite specific readings from courses. Artifacts that you could consider submitting to accompany this paper include assignments that were important in helping you understand how to establish effective partnerships with families and with other professionals. Readings used in your paper and artifacts might come from any number of your courses, but SES 602 readings and artifacts might be particularly important for this topic.

5. **EARLY CHILDHOOD PROFESSIONALS DEMONSTRATE LEADERSHIP**

Effective early childhood professionals lead in their classroom/center/program/agency, and in the profession in multiple ways as well as demonstrate high ethical standards to ensure positive outcomes for children with and without disabilities and their families.

In this paper, describe what you have learned about leadership and how you will use what you have learned to be a leader. Be sure to address the following:
   (1) To demonstrate your knowledge, describe what you feel are three key qualities and/or roles of a leader in the field of early care and education. Using references from class readings, discuss important aspects of each of the three key qualities or characteristics, and describe why you think each quality is important for leaders in ECE and how each contributes to leadership.
   (2) To demonstrate how you will apply what you have learned, describe how your program of study helped you increase your leadership skills across different settings (i.e., classroom/ center/ program/agency, and in the profession of ECE). Also discuss how what you have learned about leadership will help you demonstrate leadership in the future. Within this section of your paper, be sure to provide an example to illustrate how you will use your newly developed leadership, mentoring, and/or management knowledge/skills in your current classroom/center/program/agency or in a future program/agency that you may work in as a

professional serving diverse families and children (typically and atypically developing as well as diverse ethnic and cultural backgrounds).

(3) Describe your future learning and career goals. Also discuss, what do you still need to learn or experience in terms of leadership skills and opportunities. Describe why the information and experiences you gained in the BK:ISED program will be instrumental for you in moving toward your goals.

Be sure to cite specific readings in your paper and submit examples of artifacts from your courses, particularly HDF 636.

Component II: Oral Portfolio Meeting

The oral portfolio meeting includes three parts: a student presentation, a question and answer period, and a time for feedback to the student. Each of these three components are described below:

1) Presentation: For the presentation, each student selects one of her/his papers and orally presents her/his ideas in a 10-minute presentation, discussing the content of the paper and rationale for the use of the artifacts. Students prepare a power point presentation to use during their oral portfolio meeting.

2) Question & Answer: At the end of the presentation, the faculty committee will engage in a discussion with the student. ***The questions and feedback from faculty will cover both the topic area that the student presented and each of the other papers included in the portfolio, and can address both the student's paper and the artifacts submitted with each paper.*** The purpose of the portfolio meeting is to clarify points included in the written materials and provide the student the opportunity to share additional knowledge and learning in response to questions from the committee. Questions during the oral portion of the meeting may focus on providing additional examples to support statements in the paper, questions about information omitted in the paper, and/or questions that ask the student to apply the information presented in the paper in a related, yet different context. <u>All five paper questions will be discussed.</u> In instances where a student's written paper may not have met the criteria for passing, the committee can elect to take the student's oral responses into consideration when assigning the final evaluation of the student's competency on the topic.

3) Feedback: Following the Q & A period, the student will be placed in a private breakout room so that the reviewer committee can discuss feedback. Then the student will re-join the group to hear the feedback and instructions for next steps in the portfolio process.

The portfolio meeting will be approximately 90 minutes in length with 10 minutes of student presentation, 40 minutes for questions and responses, 20 minutes for faculty discussion and 15 minutes for feedback to the student. The portfolio review committee will comprise three members: two faculty members and one practicing professional. One faculty member included on the committee must be the student's advisor.

Portfolio Paper Review Checklist
Before finalizing each paper, you may find it helpful to review your paper to make sure you have:
* Addressed all of the required (numbered) points for the paper (you may find it helpful to use the numbered topics as sub-headings in your paper)

- Addressed both typically developing and atypically developing children (and/or their families) somewhere within the paper
- Addressed diversity (cultural, linguistic and other types) within most of the papers
- Addressed a policy issue in at least one paper (and labeled the paper with ***"Policy Issue Addressed"***
- Included references and citations for course readings using APA 7 format
- Submitted 1 or 2 artifacts for each question that demonstrate your knowledge related to the topic (i.e., a course assignment, paper, discussion board, etc.)
- Followed the formatting guidelines (APA 7 style, 5–7 double-spaced pages with 12-point font)

BK Initial Licensure Program (BK:ILP)
Guidelines for the Residency License Model

1. What is the Residency License?

The Residency License is a North Carolina specific pathway that allows qualified individuals to begin teaching while completing North Carolina licensure requirements. The Residency License is a one-year pathway, renewable up to two times (for a total of three years). This Model involves cooperation between the individual seeking licensure, the Educator Preparation Program (EPP), the local education agency (LEA), and the Department of Public Instruction (NCDPI).

NOTE: If you are accepted/enrolled in the UNCG BKIL Program, then UNCG is your EPP. If you work in a public school, your school or school district is your LEA. If you work in a non-public school setting (such as a child care or Head Start program), then you would work with the EES Unit in DCDEE to complete the Residency License process.

2. How Do I Qualify for a Residency License? http://www.ncpublicschools.org/epp/lateral/

NCDPI lists the following requirements to be eligible for the Residency License once an individual is offered employment by an LEA:

- Holds a bachelor's degree from a regionally accredited university or college with at least a 2.7 GPA.

- Has either completed coursework relevant to the requested licensure area or passed the content area examination(s) relevant to the requested licensure area that has been approved by the State Board.

- Is enrolled in a recognized EPP.

- Meets all other requirements established by the State Board, including completing preservice requirements prior to teaching.

3. What are the Steps for the Residency License?

Once an individual is employed by a LEA as a teacher, the following steps must be completed for the Residency License:

- The BK Licensure student/candidate completes the survey found at https://docs.google.com/forms/d/e/1FAIpQLScUYmmOZT_e4WlwBcHqe7JuyxBQwbBo46dyLGGonTMqoVfY6A/viewform to notify the UNCG BK Initial Licensure program that she/he would like to pursue a Residency License.

- The BK Licensure student/candidate obtains the *Residency License Verification/Certification of Supervision (Form RL) Form* from their LEA (also available at http://www.ncpublicschools.org/docs/epp/rli/rl-epa-verification-form.pdf), fills out the section designated for the candidate (i.e., Candidate Section on the form), and submits the form to the LEA.

- A designated LEA Licensure Officer verifies that the individual is hired as a teacher in the designated LEA by completing and signing the designated sections of the *Residency License Verification/Certification of Supervision (Form RL) Form*. The Licensure Officer must circle Year 1 at the bottom of the Form for the initial Residency License and appropriate Year for the subsequent renewals.

- The BK Licensure student/candidate or the designated LEA Licensure Officer on behalf of the student/candidate emails the *Residency License Verification/Certification of Supervision (Form RL) Form* to Dr. Salih Rakap (s_rakap@uncg.edu), BK Graduate Program Co-Director. Dr. Rakap works

with the Licensure Officer at the UNCG School of Education to verify acceptance/enrollment in the BK Initial Licensure program and the Licensure Officer signs the *Residency License Verification/Certification of Supervision (Form RL) Form*.

- The Licensure Officer at the UNCG School of Education returns the signed document via e-mail to the Licensure Officer in the LEA, with a copy to the BK Licensure student/candidate and Dr. Rakap, for processing with the licensure department at NCDPI.

- Because the BK:IL Program requires more than one year to complete, at the end of the first year of the BK Student/candidate's employment, the LEA should request renewal of the residency license for another year via the automated renewal process in the licensure system. For BK Licensure students/candidates completing the program in 5 semesters, the Residency License would need to also be renewed for the third year.

- The renewal form needs to be complete and kept on file locally with the employing school system/program and the BK student/candidate should keep a copy.

Sample BK:ILP Plan of Study

This Plan of Study is specifically designed for BK:ILP students and must be followed by those who are in the Residency License pathway for licensure. This program requires 20 semester hours of graduate coursework in addition to any required pre-requisite courses. The BK student/candidate must be accepted and enroll, and then follow the full Plan of Study (i.e., take all required courses) in order for UNCG to sign off on the *Residency License Verification/Certification of Supervision (Form RL) Form.*

BK Licensure Students work with their advisor to complete a Plan of Study that documents the specific semesters they will take each of the required courses. The Plan of Study is filed with the UNCG Graduate School and BK Licensure student/candidate and their advisor keeps a copy.

Fall 1	Spring 1	Fall 2
SES 601 (3 s.h.) Introduction to Inclusive Birth-Kindergarten Services	**SES 603** (3 s.h.) Screening/Assessment in Inclusive Early Childhood	**SES 649C** (6 s.h.) Student Teaching
HDF/SES 607 (4 s.h.) Infant/Toddler Learning in Inclusive Settings	**HDF/SES 606** (4 s.h.) Preschool-Kindergarten Learning in Inclusive Settings	