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

EARLY CHILDHOOD PROGRAMS
Birth to Kindergarten Licensure: U526, U746, U543
Early Care and Education: U531, U532, U544

TECHNICAL STANDARDS FOR ADMISSION

These Technical Standards are provided to applicants of the early childhood programs (Birth to Kindergarten Licensure: U526, U746, U543, and Early Care and Education: U531, U532, U544) 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. TECHNOLOGICAL 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 for admission 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 admission to the *early childhood 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

9/11/12
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.