

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

**Student Handbook
(2009-2010)**

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

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(2009-2010)

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INTRODUCTION

Welcome to The University of North Carolina at Greensboro (UNCG) and the graduate program in Birth-Kindergarten: Interdisciplinary Studies in Education and Development (BK:ISED). This manual is intended to assist you by providing the information necessary for successful completion of the advanced master's program and leadership certificate in the BK:ISED program. It is our recommendation that you 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 BK: ISED PROGRAM

The primary goal of the program 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, ages birth through five. The program also recognizes the importance of the family in the development of the young child and, therefore, provides professionals in the field with extensive coursework and experiences in the area of family studies. Another goal of the program 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 validated research findings to guide their daily professional practice. In addition, the BK:ISED program emphasizes preparing students to work with diverse children and families (e.g., socioeconomic, gender, linguistic, ethnic, race, family, and ability diversity). In addition, students participate in an individualized final internship, which is responsive to their developmental needs and future career goals.

The program focuses on developing competencies in four major areas essential for effective programming or learning and development for young children with and without disabilities in inclusive settings. As such, graduates of the program will

develop leadership skills that will: (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 resources, concerns and priorities to facilitate the maximum participation of families in providing services for their child, and (4) increase the quality of services through understanding and implementation of appropriate curriculum and interventions.

OBJECTIVES OF THE PROGRAM

Graduates of the BK:ISED program will have skills to facilitate the learning and development of children who have a wide range of developmental capabilities in inclusive settings, to analyze environments for children and evaluate their developmental appropriateness, to apply principles of development to work with children and families from diverse backgrounds, and to work collaboratively with families and other personnel involved with young children. The graduate program prepares teachers to assume leadership, mentoring, consultation, supervision, and administrative roles in the field. The BK:ISED program is interdisciplinary in nature, combining the fields of Child Development and Family Studies and Early Childhood Special Education and Intervention Services. The objectives of the program meet the state requirements for B-K licensure and the advanced masters. BK:ISED graduates will develop:

1. knowledge and skills relative to creating and implementing appropriate instructional approaches for infants, toddlers, preschool and kindergarten children, and their families.
2. the skills necessary to facilitate the learning process in various educational and learning environments.
3. effective program evaluation skills.
4. effective consultation and communication leadership skills.
5. knowledge and skills relative to assessing infants and young children.
6. knowledge of multiple areas of exceptionality and learn to facilitate inclusive

practices.

7. in-depth knowledge and skills in interdisciplinary and interagency collaboration.
8. in-depth knowledge and skills in effective practices, appropriate communication strategies, and partnering with families of diverse backgrounds.
9. skills in understanding and critically analyzing current theory, research, and evaluation.

ADMINISTRATION OF THE BK:ISED PROGRAM

The BK:ISED program is jointly administered by the Department of Human Development and Family Studies (248 Stone Building) in the School of Human Environmental Sciences and the Department of Specialized Education Services (201 Ferguson Building) in the School of Education. This collaborative relationship provides students with the necessary knowledge base 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. Program faculty from the two departments are members of the BK:ISED Committee.

In addition to the strong collaborative effort between the two co-sponsoring departments, students are expected to take courses in other departments. Thus, students in this program participate in a highly interdisciplinary and well-coordinated program that requires students to acquire knowledge from multiple disciplines.

This strong interdisciplinary focus provides graduate students with a variety of perspectives to integrate in understanding the developing child in the contexts of the family as well as within programs that are developmental and based on evidence-based practices.

PROGRAM REQUIREMENTS

The program consists of a minimum of 39 semester hours of graduate course work beyond the bachelor's degree plus the pre-requisite requirements for students without a teaching license. It is expected that all admitted students will have general teaching competencies and hold or be eligible for the initial B-K teaching license. Those who do not must satisfy prerequisite requirements. 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. **These credits may not be applied toward the M.Ed. degree. Pre-requisite requirements must be satisfied as early as possible in the program.** The program begins with an orientation and review of the student's records through individual advising. The Admissions Committee approves any transfer credit. Following is a list of the required course work for the BK:ISED Master's degree.

Prerequisite Areas- Requirements

Deficiencies related to essential foundations in certain areas, as well as prior experiences, are identified. The Admissions Committee specifies the courses that will be required. The minimum areas include:

1. Child or human development
2. Methods: Infants/Toddlers or Preschool/Kindergarten
3. Family studies, particularly families of children with disabilities
4. Student teaching or equivalent experience including a technology portfolio.
5. Other as identified by the admissions committee. For example, language development, special education or knowledge of disabilities, or literacy .

Courses Required for the M.Ed. Degree (39 semester hours total)

Course work related to Theory and Practice (18 s.h.)

SES 601 Programs and Policies in Early Intervention

SES 602 Theory and Practice in Early Intervention

HDF 631 Families of Individuals with Special Needs

SES 603 Preschool Disabilities: Assessment and Evaluation
HDF 636 Leadership and Mentoring Roles in Educating Young Children
HDF 633 Advanced Early Childhood Educational Theory and Practices

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

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

Practicum (6 s.h.)

SES 604 Internship in Early Childhood

Possible Electives (9 s.h.)

HDF 610 Child Development in Cultural Context
HDF 621 Advanced Theories and Principles of Parenting
HDF 634 Contemporary Issues in Early Childhood Policy
HDF 653 Contemporary Research in Family Studies
HDF 666 Intellectual Development in Young Children
HDF 665 Personality and Social Development
HDF 667 Infant Development
SES 543 Inclusion of Individuals with Special Needs
SES 605 Diversity and Inclusive Early Care and Education
SES 643 Issues in Education Individuals with Special Needs
SES 647 Consultation in Education: Theory, Research, Practices
SES 662 Assistive Technology for Inclusive Education
SES 657 Introduction to Behavior Disorders
Or other courses approved through discussion between advisor and student.

Plan of Study

Each student is assigned a faculty advisor once admitted to the program. Students must contact their advisor and make an individual appointment **before** enrolling in graduate courses. Each student completes a *Plan of Study* during the **first**

15 hours of their program. This plan is developed in consultation with the student's advisor. A copy of the *Plan of Study* is included in Appendix A. As noted, the form is signed by the student, their advisor, the Director of Graduate Studies in the department in which their advisor is a faculty member, and filed with the Graduate School. A revised plan of study is completed and filed (same signatures required) when the student applies for graduation. Students are responsible for meeting with their advisor **each semester** to review their progress and make any necessary adjustments to their *Plan of Study* before enrolling in their courses.

Field Experiences

Field experience is included as part of several of the theory and practice courses. Their purpose is to provide students with a variety of experiences with young children and their families and an opportunity to implement the strategies and techniques discussed in required courses.

Final Internship: SES 604

The final internship is the culminating experience prior to graduation. 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 their advisor. Each student develops a prospectus describing their proposed internship, which is reviewed and approved by the BK:ISED program faculty the semester prior to the final internship experience. See appendix C 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 implementation of technology approaches in an early childhood setting, etc.

A minimum of 225 hours is required during the internship. Interns are supervised during this leadership experience by one of the program faculty. In addition, seminars are held to discuss internship activities, experiences, and to problem solve. A final product is shared with program faculty and other BK:ISED students in a formal presentation at the conclusion of the internship experience.

Final Culminating Experience: Professional Portfolio

All students must successfully complete a professional portfolio which consists of a written document 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 2). The written portfolio is submitted to the student's advisor and other reviewers by posting it on Taskstream the Friday before Spring Break and the Friday before Fall Break. The oral defense is a formal presentation which 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. . It is approximately 45 minutes to one hour in length with a 15 minute presentation, 10 minutes for questions, 10 minutes for reviewer discussion and 10 minutes of feedback to the student. Students could pass the written but not the oral or the oral and not the written defense. 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.** The review committee for BK:ISED students consists of three (3) reviewers, two faculty members (representing the Department of Specialized Education Services and Department of Human Development and Family Studies), and one community based professional (teacher, early interventionist, administrator, etc.) who evaluate the written portfolio and oral presentation.

ONLINE REQUIREMENTS & RECOMMENDATIONS

The BK: ISED Advanced Masters is fully online. We use a variety of online technologies and software programs to ensure your full access to the learning material, your instructors, and fellow students. Some examples of programs we employ are Elluminate, Wiki, Ning, and Blackboard .

Using a webcam and headset with microphone with your computer, synchronous classes meet with the instructor and students together via Elluminate . Elluminate is an online program 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 do not meet at the designated class time, but participate in a variety of diverse learning experiences within the week of that class. These may be accessed on Blackboard, Wiki or any number of learning venues.

Students have two choices with regards to equipment for their online work. Equipment is available for checkout free of charge from the SES Department or students may buy their own equipment. See page 11 of this handbook for technical requirements and recommendations.

The BK: ISED program also has its own Web Portal accessed at bkised.uncg.edu. On this website, students will find information about the program, updates, announcements, upcoming conferences and professional development opportunities, course information, videos of professors, important web links, career possibilities, and faculty information, just to name a few. Additionally, students are able to get to know each other and keep up with the news using Ning, a social networking site. In this area, students may post photographs and videos, chat, and sent texts and emails to fellow students as well as instructors.

Technical Requirements

Minimum Computer Requirements for BKISED Program

	Windows Client	Macintosh Client
Disk Space Required	500 MB Free Disk Space	500 MB Free Disk Space
Operating System	Windows XP or Vista	Mac OS X 10.4 or 10.5
Processor	Pentium III 1 Ghz	G4, G5 or Intel
RAM	1 GB	1 GB
Internet Connection	High Speed (Cable or DSL)	High Speed (Cable or DSL)

Recommended Computer Requirements for BKISED Program

	Windows Client	Macintosh Client
Disk Space Required	500 MB Free Disk Space	500 MB Free Disk Space
Operating System	Windows XP or Vista	Mac OS X 10.4 or 10.5
Processor	Pentium III 1 Ghz	G4, G5 or Intel
RAM	3 GB DDR3	2 DB DDR3
Internet Connection	High Speed (Cable or DSL)	High Speed (Cable or DSL)

Required Software

Adobe Reader	http://get.adobe.com/reader/
Microsoft Office XP or 2007	http://www.microsoft.com/
Java	http://www.java.com/en/

Required Equipment

Web Camera	Must be a stand alone camera (not the one built into your computer)
Headset with built-in microphone	Must be a stand alone headset (not the one built into your computer)

Recommended Equipment

Headset with built-in microphone	Logitech, HP and Dynex are quality brands. Headsets can have one of two types of connections -a mini plug for the mic/headphones or a USB. A PC can use either a mini plug or a USB style connection. Macs only accommodate the USB connected headset and require the USB in order for the mic to work.
Camera	Webcams are all very similar – of approximately equal quality. Any camera costing approximately \$35.00 should be sufficient.

POLICY FOR MAKING COURSE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The BK:ISED program fully supports the University's policy of making its program 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 Disability Services as qualifying to receive special support services.

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); NC, no credit (for audited courses); I, incomplete; W, withdrawal. Plus/minus grades are incorporated into the GPA for all graduate level courses according to the following scale:

Grade	Grade Points Awarded Per Hour of Credit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
F/WF	0.0

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. No more than six semester hours of credit evaluated as C may be applied toward the minimum hours required for the master's degree. In the calculation of averages, only grades earned at The University of North Carolina at Greensboro are counted.

FINANCIAL ASSISTANCE

Information regarding graduate assistantships is available through the program faculty and each of the Schools (conditions relative to these awards are explained in the Graduate School Catalog):

School of Education

Sonia Martin
SES Department Assistant
UNCG
201 Ferguson Building
(336) 334-5843
Greensboro, NC 27412-5001

School of Human Environmental Studies

Caroline Kernahan
HDFS Graduate Secretary
UNCG
248 Stone Building
(336) 334-5315
Greensboro, NC 27402-6170

Loans: Director of Student Aid

The University of North Carolina at Greensboro
243 Mossman Building
Greensboro, NC 27412-5001

SCHOLARSHIP INFORMATION

The School of Human Environmental Sciences and the Department of HDFS offer a number of fellowship and scholarship awards each year to students in the School. The amounts of the awards vary from year to year with the growth of the endowment but typically range from \$100 to \$1,000. Some are based largely on need; some on merit only. Applications for scholarships are available to students in all departments in the School at the end of fall semesters of each year through the HES Associate Dean's Office. The fellowships and scholarships are announced at the School's Honors Convocation held the first week of April each year.

The School of Education and the Department of Specialized Education Services also has a variety of scholarships and grant opportunities available to graduate students. To receive a scholarship, you must first be admitted into the graduate program. Scholarships are based on merit and/or need. They are available to full- and part-time students. A single scholarship application should be turned in by early February to receive scholarships for the following academic year. If you wish to be considered for need-based scholarships, a Free Application For Student Aid (FAFSA) should accompany your scholarship application. FAFSA forms can be picked up from the Financial Aid office, requested by phone, or downloaded from the website. Information about scholarships is available through the SOE website or Associate Dean's office.

If you are awarded a scholarship based on need it may affect the financial aid you are already receiving. That is, loans and grants may be reduced or eliminated if a scholarship affects a student's unmet need. Any further questions concerning these or other financial aid policies should be directed to the Office of Financial Aid.

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. (Fee for master's and doctoral candidates: \$60.00) The application for graduation can be submitted via UNCGenie, mail, fax or in person. A paper copy of the application can be obtained from The Graduate School, 241 Mossman Building, or at <http://www.uncg.edu/grs/current/forms.html>. There are **NO EXCEPTIONS FOR LATE APPLICATIONS!**

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 should consult with the Graduate School handbook and website frequently for policy updates and resources that may be available. For example, if students attend or present at a National Conference, they may apply for financial

assistance from the Graduate School.

PROCEDURES FOR APPLYING FOR THE BIRTH-KINDERGARTEN TEACHING LICENSE

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.

Debbie Merritt (dwmerrit@uncg.edu) who is the Director of Teacher Certification in the Teacher's Academy is located in 319 Curry Building. She can provide forms for applying for the teaching license or you may obtain them and all application information from the Teacher's Academy website at http://www.uncg.edu/ted/teach_acad_applications.html. There are two forms, a UNCG form and a NC state form, that must be completed. Documentation of the student's final disposition on their portfolio will be filed by the Program Coordinator during the final semester as a requirement for applying for their teaching license. You will need documentation to support one or both of the following:

- If no current teaching license: The student must complete all prerequisites. Evaluation of their student teaching experience will be filed with the Teachers' Academy (supervisor's evaluation and student teaching site evaluation) and the student must have successfully passed all student teaching requirements. The TGAP and dispositions will be documented on the Teachers Academy form and submitted by the Program Coordinator.
- The Subsequent Certification application is completed when the student finishes the coursework for the masters program and is then eligible for the advanced masters.

In addition to the application forms, the following is required:

- A \$55.00 fee is required. It can be paid to the Division of Certification (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.

The Division of Certification at the NC Department of Public Instruction mails teaching licenses directly to the student or the student's school system 4-8 weeks after they receive the application. ***NOTE: The licensing process should be initiated two weeks prior to graduation but not earlier.***

LEADERSHIP IN EARLY CARE AND EDUCATION GRADUATE CERTIFICATE

The Leadership in Early Care and Education Graduate (LECE) Certificate is an optional 18-hour certificate design to prepare graduate students for leadership roles in diverse settings (both educational and community agencies) that develop, implement, and support programming for young children with and without Leadership in Early Care and Education Graduate Certificate (LECE) disabilities, ages birth to five, and their families. All of the LECE courses except for the elective are embedded in the BKISED Master's degree program.

LECE Program Requirements include:

- HDF 633 Advanced Early Childhood Educational Theory and Practices
- HDF 636 Leadership and Mentoring Roles in Education Young Children
- HDF 634 Contemporary Issues in Early Childhood Policy
- SES 601 Program and Policies in Early Intervention
- SES 605 Diversity and Inclusive Early Care and Education
- One 3-hour elective

If you are interested in obtaining the LECE Certificate along with your BKISED degree, you must apply to the UNCG Graduate School for admission to the certificate program within the first 12 hours of your coursework. Once the LECE coursework is completed, you must apply to graduate from the certificate program

following the same procedure described above. LECE certificate 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. No graduation fee is charged for certificate candidates. Please note that you cannot be admitted to the Certificate program and graduate from it in the same term.

RELEVANT NAMES, PHONE NUMBERS AND OFFICE LOCATIONS

Human Development and Family Studies

Dr. Daniel Perlman, Chair
(336) 334-5307
Caroline Kernahan, Graduate Secretary
248 Stone Building
(336) 334-5315
Fax: (336) 334-5076

Registrar's Office

241 Mossman Building
(336) 334-5946

Office of Student Information & Advising

208 Foust Building
(336) 334-5100

Teacher's Academy

Dr. Betty Epanchin, Director
318 Curry Building
(336) 334-3412

Specialized Education Services

Dr. Marilyn Friend, Chair
Sonia Martin, Secretary
212 A Ferguson Building
(336) 334-5843
Fax: (336) 256-0185

Graduate School Office

180 Mossman Building
(336) 334-5596

Career Services Center

323 & 324 Curry Building
(336) 334-5454

Debbie Merritt
319 Curry Building
(336) 334-3414

BK: ISED PROGRAM FACULTY

Specialized Education Services, School of Education

Dr. Judy Niemeyer
Director of Graduate Studies
Specialized Education Services
204 Ferguson Building
(336) 334-3447
janiemey@uncg.edu

Dr. Belinda Hardin
Program Coordinator
Specialized Education Services
318 Ferguson Building
(336) 256-1083
bjhardin@uncg.edu

Human Development and Family Studies, School of Human Environmental Sciences

Dr. Deborah Cassidy (ON LEAVE)
HDFS
147 Stone Building
(336) 256-0090
djcassid@uncg.edu

Dr. Linda Hestenes
Program Coordinator
HDFS
158 Stone Building
(336) 256-0093
llhesten@uncg.edu

Dr. Karen LaParo
HDFS
146 Stone Building
(336) 256-0097
kmlaparo@uncg.edu

Dr. Catherine Scott-Little
HDFS
150 Stone Building
(336) 256-0132
mcscottl@office.uncg.edu

Dr. Danielle Crosby
HDFS
149 Stone Building
(336) 334-4671
dacrosby@uncg.edu

Dr. Dave Demo
Director of Graduate Studies
HDFS
165C Stone Building
(336) 256-0089

**FORMS NEEDED WHILE COMPLETING THE
BK: ISED PROGRAM:**

1. Plan of Study
2. Portfolio Guidelines
3. Guidelines for Final Internship

Advanced Masters

Birth-Kindergarten: Interdisciplinary Studies in Education and Development

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)

Prerequisites-(for those who do not have a teaching license in B-K)

	Previously Fulfilled? Yes/No	Suggested Course(s)	Anticipated Date	Date Completed
A. Child Development		HDF 455 or 302 (3 s. h.)		
B. Methods		HDF/SES (one of) 425 or 435		
C. Family		SES 460 (3 s. h.)		
D. Student teaching (5-10 weeks based on previous lead teacher experience)		SES 649C (3 s. h.)		
E. Other (based on undergraduate degree)				

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 (18 s. h.)

	Anticipated Date	Date Completed	Grade/Status
• SES 601 Policies and Procedures in Early Intervention (3 s. h.)	_____	_____	_____
• SES 602 Theory and Practice in Early Intervention (3 s. h.)	_____	_____	_____
• HDF 631 Families of Individuals with Special Needs (3 s. h.)	_____	_____	_____
• SES 603 Preschool Disabilities: Assessment & Evaluation (3 s. h.)	_____	_____	_____
• HDF 633 Advanced Early Childhood Education Theory and Practice (3 s. h.)	_____	_____	_____
• HDF 636 Leadership & Mentoring Roles in Educating Young Children (3 s. h.)	_____	_____	_____

III. Practicum (6 s. h.)

• SES 604 Internship in Early Childhood (6 s. h.)	_____	_____	_____
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Electives (9 s. h.) or permission of advisor
(see handbook for suggested courses)

• _____	_____	_____	_____
• _____	_____	_____	_____
• _____	_____	_____	_____

V. Culminating Products

• Professional Portfolio	_____	_____	_____
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Total minimum hours required: 39

Actual Hours:

Student's Signature

Date

Advisor's Signature

Date

Director of Graduate Studies Signature

Date

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

The final portfolio is the culminating experience for the Masters in Birth-Kindergarten: Interdisciplinary Studies in Education and Development (BKISED). It includes two components: 1) preparation of a *written document* using the guidelines listed below and 2) *oral defense* using the guidelines listed below. 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 it to your career goals. The final portfolio is required of all students graduating from the BKISED program and is due at least two months prior to their expected graduation date. **The portfolio is due no later than the Friday prior to Fall Break or Spring Break.**

Since this is the final culmination of your masters, it is expected that it represents your work only, therefore, consultation with peers or other professionals would not be appropriate. However, you are encouraged to access the writing and speaking centers if desired.

Written Portfolio document: The final portfolio will include a series of reflective essays and supporting documents from coursework and professional experiences. It will be organized utilizing the National Board Professional Teaching Standards for Early Childhood (NBPTS: EC) as described below. Each essay should be between 4-5 pages double-spaced, APA style. The portfolio should be organized into the following components:

- ◆ **Introductory context statement** should describe how the program of study has helped you realize your career goals. In this section, please a) describe your goals, b) highlight information from particular courses, assignments, or other graduate program experiences, and c) explain how they contributed to shaping your career goals and why.
- ◆ **NBPTS: EC:** Write a series of five reflective essays using each standard listed below. In each standard you should: a) summarize your knowledge of each content area (reference the course numbers or assignments where you gained this information), b) describe how you applied this knowledge in your graduate studies, c) describe how you will connect this content and what you learned to your career. ***It is important to include specific citations on theory and research in your reflective essays. For each content area, you are expected to integrate relevant information on: children with special needs, diversity, policy, and legislation.***

The five essay topics from NBPTS: EC are as follows:

1. UNDERSTANDING YOUNG CHILDREN WITH AND WITHOUT DISABILITIES

Professionals use their knowledge of child development (children with and without disabilities) and their relationships with children and families to understand children as individuals. Please include relevant theories of child development and empirical studies to support your response.

2. KNOWLEDGE OF INTEGRATED CURRICULUM

Based on their knowledge about how young children with and without disabilities learn, professionals design and implement an integrated curriculum across developmental domains. The integrated curriculum provides developmentally appropriate learning experiences within classrooms and in a

variety of early childhood settings.

3. MULTIPLE TEACHING STRATEGIES THAT PROMOTE DEVELOPMENT AND LEARNING

Professionals use a variety of teaching methods and materials to promote individual development, meaningful learning, and social competence. These strategies promote children's physical, emotional, linguistic, creative, intellectual, social, and cognitive development.

4. ASSESSMENT

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

5. PROFESSIONAL AND FAMILY PARTNERSHIPS Professionals work with families and other professionals to support children's learning and development and to improve programs and practices. Strategies include meeting the needs of children and disabilities and those from diverse backgrounds through professional and family partnerships.

◆ **DOCUMENTATION:** Examples of student work/experiences will be included with each essay to verify the student's discussion. It is recommended that no more than 3-4 documents be included with each essay. Although you may include a document in more than one essay we would prefer to see a range of assignments that illustrate the breadth and depth of your work in the program.

Oral Defense: *Each student will select one of the areas identified above from the NBPTS:EC and orally present what they have done, discussing the content of the essay and rationale for the use of the documents. Faculty will engage in a dialog with the student and provide constructive feedback, if necessary. The oral defense will be 45 minutes in length with 15 minutes of student presentation, 10 minutes for questions and responses, 15 minutes for faculty discussion and 5 minutes for feedback to the student. The oral defense committee will comprise three members: two faculty (one from HDFS and one from SES) and one practicing professional. One faculty member must be the student's advisor. The committee members will have an opportunity to review the portfolio prior to the oral defense meeting.*

DEADLINES:

Written portfolio submitted on TaskStream: xxxx.

Oral Defense: Scheduled during the week of xxxx.

Revisions: Only one revision is permitted per Graduate School policy. Revision will be submitted based on deadline provided at oral defense but no later than two weeks before graduation.

Final Internship for BK:ISED

INTERNSHIP PROJECT: Your final internship is the culmination of your graduate studies in BKISED and as such should reflect your interest and abilities in early childhood. It is a leadership internship and the project should be leadership in nature. Think of it as making a contribution to the field, community, or the profession. Ultimately, it should be a reflection of the accomplishments in your graduate studies and something that can be showcased when you apply for future employment.

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 the internship project.

INTERNSHIP PROSPECTUS: You will develop a prospectus to be reviewed by the BKISED program faculty. It should include a description of your proposed internship activity and include the following:

- a. Description of your proposed internship activity.
- b. Rationale for your proposed internship activity.
- c. Analysis and description of how the internship activities will facilitate your professional development (how it will extend and enhance your learning).
- d. The contribution your internship will make to the profession, community or the field.
- e. Description of your proposed final product.

The prospectus should be approximately 3-5 pages in length (typed and double-spaced). Prospectus should be submitted the semester prior to your internship (date will be announced early in the Fall semester). Program faculty will review the prospectus and provide feedback. Sometimes, the prospectus needs revision and resubmission.