Student Handbook for BK Graduate Programs
(2016-2017)

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

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

Leadership in Early Care and Education Certificate Program (LECE)

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 program, and the Leadership in Early Care and Education Certificate (LECE) post-baccalaureate program. This manual is intended to assist you by providing the information necessary for successful completion of all three 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 three 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 for the learning and development 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 concerns, priorities, and resources 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 interventions.

ADMINISTRATION OF THE PROGRAMS

The BK:ISED, BK:ILP, and LECE 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 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. 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.

Online Requirements & Recommendations

All three 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, WebEx, Wikis, and Blogs. Using a webcam, headset with microphone, and your computer, synchronous classes meet in ‘real time’ with the instructor and students together via WebEx. WebEx 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 session. These may be accessed on Canvas, Wiki, Google+ Hangout, VoiceThread, Skype, or any number of learning venues.

Technology Requirements for BK Graduate Programs

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 will need to purchase an external headset with a microphone (here is an example: http://www.logitech.com/en-us/voip-headsets). 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 and WebEx.

Other Software
All students should be able to open Flash video clips and Acrobat pdf files. The Flash Player and Acrobat Reader programs which can meet this requirement are available free of charge from the Adobe. These free applications are available at: http://get.adobe.com/flashplayer/ and 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 at: http://its.uncg.edu/Technology_Purchases/

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 for WebEx is available by calling 1-866-229-3239. If you experience technical difficulties with WebEx during class, this is the best number to call for help troubleshooting and resolving any issues.
Other Requirements

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 professors.

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 has at least 4 Stars. 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); 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. It should be noted that a grade of A+ is not permitted for graduate students.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points Awarded Per Hour of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>F/WF</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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. For the Masters degree, students are academically ineligible to continue in the program if more than six semester hours of credit evaluated as C, C+, or Unsatisfactory. For Certificate programs, students academically ineligible to continue in the program if more than three semester hours of credit evaluated as C, C+, or Unsatisfactory. Please see the Graduate Bulletin for additional information on academic eligibility. 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 Teacher’s Academy 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 Teacher’s Academy Consumer Reports Release Order Form** for the criminal background check. You may download this form and instructions on how to submit the form at [http://soe.uncg.edu/wp-content/uploads/2016/01/Criminal-Background-Check-Form.pdf](http://soe.uncg.edu/wp-content/uploads/2016/01/Criminal-Background-Check-Form.pdf). The cost is $22 unless you have lived outside the US (includes study abroad—see international costs table) or if you have had more than three legal names.

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 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 Teacher’s Academy.
**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 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.

- Students must provide proof of having current $1,000,000 in Professional Liability insurance to each course instructor before they can participate in any field experiences sanctioned by their program.
- Evidence of having current $1,000,000 in Professional Liability insurance must be in place and will be checked by course instructors every semester that students are placed in UNCG-required activities that involve children in schools or community agencies. Students without the liability insurance will not be allowed to participate in any practicum experiences.

Options for obtaining $1,000,000 in Professional Liability insurance will be presented in class.

**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 A) 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 that your department (SES or HDFS) keeps on file.

**BK:ISED PROGRAM REQUIREMENTS**

The BK:ISED 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. **Prerequisite credits may not be applied toward the M.Ed. degree unless they are BK:ILP courses (see page 11).** Prerequisite requirements must be satisfied as early as possible in the program. The BK:ISED program begins with an orientation and review of the student’s records through individual advising. The BK Graduate Program Committee approves any transfer credit. Deficiencies related to essential foundations in certain areas, as well as prior experiences, are identified. 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.

**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 ‘L-PA’

**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)
- HDF 602 Administration of Early Care & Education Programs: Financial & Personnel Management (L-PA)
- 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 610 Cross-cultural Perspectives on Child Development
- HDF 621 Applied Theories and Principles of Parenting
- HDF 634 Contemporary Issues in Early Childhood Policy (L-PA required)
- HDF 665 Social and Emotional Development
- HDF 667 Infant Development
- SES 543 Inclusion of Individuals with Special Needs
Each student is assigned an official advisor once admitted to the program. Students must contact their advisor and make an individual appointment before enrolling in graduate courses. Each student must complete a BK:ISED Plan of Study within 50% completion of their program and preferably by their second 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 A. As noted, the student, the advisor, and the Director of Graduate Studies from the department in which they were admitted 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.

**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 A 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 on their internship activities. Interns are supervised during this leadership experience by one of the program faculty (SES 604). 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 A). 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 on Taskstream. Students in this concentration will need to sign up for a Taskstream account in order to complete their final portfolio [www.taskstream.com].

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) 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.

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. Students who wish to transition into the M.Ed. program must currently 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 Appendix A and must be completed with your advisor as well as reviewed each semester.

**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.)
- 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 in the BK:ILP must post required artifacts on Taskstream. Students in this certificate option will need to sign up for a Taskstream account [www.taskstream.com].
Gainful employment information can be found at:

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 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.)
- SES 605 Diversity and Inclusive Early Care and Education (3 s. h.)
- HDF 602 Administration of Early Care & Education Programs: Financial & Personnel Management (4 s.h.)
- Professional Portfolio

**LECE PROGRAM REQUIREMENTS**

The Leadership in Early Care and Education (LECE) Graduate Certificate is an 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 disabilities, ages birth to five, and their families. All of the LECE courses except for the elective are embedded in the BK:ISED Master’s degree program. The **LECE Plan of Study** is located in Appendix A and must be completed with your advisor as well as reviewed each semester.

**Courses required for the LECE program include:** (18 hours)
- HDF 650 Theory & Research in Early Childhood Development
- HDF 636 Leadership & Mentoring in Educating Young Children
- HDF 634 Contemporary Issues in Early Childhood Policy
- SES 601 Introduction to Inclusive Birth – Kindergarten Services
- SES 605 Diversity and Inclusive Early Care and Education
- One 3-hour elective
Gainful employment information can be found at: http://www.uncg.edu/hdf/gainful_employ.html.

If you are interested in obtaining the LECE Certificate along with your BK:ISED degree, you must apply to the UNCG Graduate School for admission to the certificate program within the first 12 hours of your coursework. This is an additional application and acceptance process. Once the LECE coursework is completed, you must apply to graduate from the certificate program following the procedures posted on the Graduate School website. LECE 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. 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.
NC TEACHING LICENSURE REQUIREMENTS FOR BK:ILP INITIAL TEACHING LICENSURE AND BK:ISED ADVANCED TEACHING LICENSURE

UNCG Teacher’s Academy 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 and Key Evidences

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

Key evidences have been built into the course work of the BK:ILP and the BK:ISED programs in order to demonstrate competency in each of the five North Carolina Teaching Standards. For students entering the BK:ISED program with an undergraduate degree and teaching license in Birth-Kindergarten, only the two key evidences will be required. For the Initial Teaching License, these key evidences are the In Depth Inquiry Project, the Unit of Study, the Leadership Project, the Impact on Student Learning Project, and the Certification of Teaching Capacity. For the Advanced Teaching License, these key evidences are the Student Learning Research Project and the Final Internship for BK:ISED.

Students entering the Advanced Teaching Licensure concentration of the BK:ISED program who do not have an undergraduate degree that includes a BK teaching license are required by the NC Department of Public Instruction to complete six additional key evidences. These additional key evidences are built into the regular BK:ILP and BK:ISED coursework and student teaching (SES 649C).

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 http://oss.uncg.edu/wp-content/uploads/2012/02/Graduate-Licensure-Application.pdf. Carol Walker Resch (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 $55.00 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 graduate students in all three programs will be asked to complete an Annual Review Form. The Annual Review Form will ask students to reflect upon their accomplishments and areas in which they would like to make improvements for the following year. Annual Review Forms will be reviewed first by the student’s advisor and then by the BK graduate program committee. Faculty will also review the student’s performance in courses and progress toward completing of the program. Students will receive a letter at the end of the spring semester 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 Teachers Academy 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

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
Wayne Johnson
SES Department Assistant
UNCG
444 School of Education Building
(336) 334-5843
Greensboro, NC 27412-5001

School of Health and Human Sciences
Jennifer Klaiber
HDFS Graduate Secretary
UNCG
248 Stone Building
(336) 334-5315
Greensboro, NC 27402-6170

Loans: The Financial Aid Office
723 Kenilworth Street
UNCG
336-334-5702
Greensboro, NC 27412-5001

SCHOLARSHIP INFORMATION - UNCG

The School of Health and Human 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 are due before Spring Break. 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. Applications for scholarships are available to students in all departments in the School of HHS at the end of fall semesters of each year through the HHS Associate Dean’s Office (http://www.uncg.edu/hhs/scholarship/index.html). The fellowships and scholarships are announced at the School's Honors Convocation typically held in 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 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. (Fee for master’s and doctoral candidates: $60.00.) The application for graduation can be submitted online at the following web address: https://grs.uncg.edu/current/graduation-application/. 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 finishing BK:ILP and LECE must also apply for graduation, but there is no fee.

RELEVANT NAMES, PHONE NUMBERS, & OFFICE LOCATIONS

**Human Development and Family Studies**
Dr. Mark Fine, Chair
248 Stone Building
(336) 256-0134
mafine@uncg.edu

Jennifer Klaiber, Graduate Secretary
248 Stone Building
(336) 334-5315
Fax: (336) 334-5076
j_klaibe@uncg.edu

**Specialized Education Services**
Dr. Diane Ryndak, Chair
444 School of Education Building
(336) 256-0153
dlryndak@uncg.edu

Wayne Johnson, Department Assistant
444 School of Education Building
(336) 334-5843
Fax: (336) 256-0185
wmjohnso@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

**Office of Student Services**
134 School of Education Building
BK GRADUATE PROGRAM FACULTY

Specialized Education Services, School of Education

Dr. Margaret Gillis
Program Co-Coordinator
434 School of Education Building
(336) 355-8066
mcgillis@uncg.edu

Dr. Jean Kang
432 School of Education Building
(336) 334-9811
j_kang@uncg.edu

Dr. Pamela Williamson
Director of Graduate Studies
436 School of Education Building
(336) 709-6279
pswilli2@uncg.edu

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

Dr. Catherine Scott-Little
Program Co-Coordinator
150 Stone Building
(336) 256-0132
mescottl@uncg.edu

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

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

Dr. Esther Leerkes
Director of Graduate Studies
138 Stone Building
(336) 334-5307
emleeke@uncg.edu

Dr. Linda Hestenes
158 Stone Building
(336) 256-0093
llhsten@uncg.edu
Appendix A

FORMS NEEDED WHILE COMPLETING THE BK:ISED, BK:ILP, and/or LECE PROGRAMS

1. BK:ISED Plan of Study
2. BK:ILP Plan of Study
3. LECE Plan of Study
4. Technical Standards
5. Portfolio Guidelines
4. Guidelines for Final Internship
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

<table>
<thead>
<tr>
<th>Type of Prerequisite</th>
<th>Previously Fulfilled?</th>
<th>Suggested Courses</th>
<th>Anticipated Date</th>
<th>Date Completed</th>
<th>Grade/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Child Development</td>
<td>Yes/No</td>
<td>HDF 302 or equivalent (3 s.h.)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>B. Special Needs</td>
<td>Yes/No</td>
<td>SES 242 (3 s.h.)</td>
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<tr>
<td>C. Student teaching (8 weeks)</td>
<td>Yes/No</td>
<td>SES 649C (3 s.h.)</td>
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<td>D. Other (based on undergraduate degree)</td>
<td>Yes/No</td>
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Comments:
I. Research (6 s. h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Anticipated Date</th>
<th>Date Completed</th>
<th>Grade/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDF 650 Theory &amp; Research in Early Childhood Development (3 s. h.)</td>
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<tr>
<td>ERM 604 Methods of Educational Research (3 s. h.)</td>
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II. Theory & Practice (19 s. h.)

<table>
<thead>
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<th>Course</th>
<th>Anticipated Date</th>
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<th>Grade/Status</th>
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<tr>
<td>SES 601 Introduction to Inclusive Birth – Kindergarten Services (3 s. h.)</td>
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<tr>
<td>SES 602 Inclusive Family-Centered Practices in Early Childhood (3 s. h.)</td>
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<tr>
<td>HDF/SES 606 Preschool-Kindergarten Learning in Inclusive Settings or HDF 602 Administration of Early Care and Education Programs (4 s. h.)</td>
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<tr>
<td>SES 603 Screening/Assessment in Inclusive Early Childhood Services (3 s. h.)</td>
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<td></td>
<td></td>
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<tr>
<td>HDF 633 Advanced Curriculum in Early Childhood Education (3 s. h.)</td>
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<tr>
<td>HDF 636 Leadership &amp; Mentoring in Educating Young Children (3 s. h.)</td>
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III. Practicum (6 s. h.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Anticipated Date</th>
<th>Date Completed</th>
<th>Grade/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>SES 604 Internship in Inclusive Early Childhood (6 s. h.)</td>
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<td></td>
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IV. Electives (6 s. h.) or permission of advisor (see handbook for suggested courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Anticipated Date</th>
<th>Date Completed</th>
<th>Grade/Status</th>
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</table>

V. Culminating Product

<table>
<thead>
<tr>
<th>Course</th>
<th>Anticipated Date</th>
<th>Date Completed</th>
<th>Grade/Status</th>
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</thead>
<tbody>
<tr>
<td>Professional Portfolio</td>
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</tbody>
</table>

Total minimum hours required: 37 Actual Hours: __________

________________________________________________________________________

Student's Signature          Date                  Advisor's Signature          Date

________________________________________________________________________
Leadership in Early Care and Education Graduate Certificate (LECE)

Plan of Study
(must be filed within first 12 credit hours)

Student ____________________________________________  ID ____________________________
Advisor ____________________________________________ Date Admitted ________________
Phone (H)________________ Phone (W)________________ E-mail _________________________

Leadership in Early Care and Education Graduate Certificate (LECE)

<table>
<thead>
<tr>
<th>Course</th>
<th>Anticipated Date</th>
<th>Date Completed</th>
<th>Grade/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDF 650 Theory &amp; Research in Early Childhood Development (3 s.h.)</td>
<td></td>
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<td></td>
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<tr>
<td>HDF 636 Leadership &amp; Mentoring in Educating Young Children (3 s.h.)</td>
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<tr>
<td>HDF 634 Contemporary Issues in Early Childhood Policy (3 s.h.)</td>
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<tr>
<td>SES 601 Introduction to Inclusive Birth – Kindergarten Services (3 s.h.)</td>
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<tr>
<td>SES 605 Diversity and Inclusive Early Care and Education (3 s.h.)</td>
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<tr>
<td>One 3-hour elective</td>
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Total minimum hours required: 18 hours

Original Plan of Study:

Student signature ____________________________ Date ________________
Advisor signature ____________________________ Date ________________
Dir. of Graduate Studies signature ____________ Date ________________

Final Plan of Study:

Student signature ____________________________ Date ________________
Advisor 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 #: _________________________

Prerequisites

<table>
<thead>
<tr>
<th>Type of Prerequisite</th>
<th>Previously Fulfilled?</th>
<th>Suggested Courses</th>
<th>Anticipated Date</th>
<th>Date Completed</th>
<th>Grade/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. HDF 302: Child Development</td>
<td></td>
<td>HDF 302 or equivalent (3 s.h.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. SES 242: Special Needs</td>
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<td>SES 242 (3 s.h.)</td>
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</tr>
</tbody>
</table>

BK Initial Licensure Required Courses (20 hours)

- SES 601 Introduction to Inclusive Birth – Kindergarten Services (3 s. h.)
- HDF/SES 606 Preschool-Kindergarten Learning in Inclusive Settings (4 s. h.)
- HDF/SES 607 Infant-Toddler 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.)

Student's Signature ___________________________ Date _________________
Advisor's Signature ___________________________ Date _________________
(G394, G391)
Leadership in Early Care and Education Certificate (LECE) (G872, G873)
Birth-Kindergarten Initial Licensure Certificate (BK:ILP) (G899)

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 Early Care and Education Certificate (LECE) 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, lifestyle, 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
xi.

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
Final Portfolio for the
Birth-Kindergarten:
Interdisciplinary Studies in Education and Development
2016-17

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 it to your career goals. It includes two components: 1) preparation of written portfolio documents using the guidelines listed below and 2) an oral portfolio defense meeting using the guidelines listed below. The written documents include five essays that address early childhood education content based on professional standards. The completed written portfolio documents are required of all students graduating from the BK:ISED program. Essays #1, 2, 4, and 5 are due by February 13th, and essay #3 is due March 13th, 2017.

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 reflective essays and supporting documents from coursework and professional experiences. Each essay should be between 5–7 double-spaced pages with 12-point font (not including a reference page for sources cited).

In each essay you should: a) summarize your knowledge of the content area (being sure to reference the course numbers 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; and c) include specific references and citations related to theory and research. Also, you are expected to demonstrate your expertise by integrating relevant information on policy and legislation at least once within the five essays.

Each essay also must include citations for relevant course readings and documentation or artifacts from the courses completed in your program. You should include examples of your course materials and assignments with each essay to verify/support your points. It is recommended that two artifacts be included with each essay (maximum of three artifacts). Although you may include an artifact 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.

The five essay topics are as follows:
1. UNDERSTANDING YOUNG CHILDREN’S (WITH AND WITHOUT DISABILITIES) LEARNING WITHIN THE CONTEXT OF THEOY 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. Describe your understanding of children’s development and learning using either Bronfenbrenner’s bioecological theory or Vygotsky’s sociocultural theory. Discuss both the strengths and limitations of the theory in general, and in terms of how it helps professionals understand children’s development and learning. Then, focus specifically on development, and choose one developmental domain on which to focus and include references to at least two research articles you have read in classes to describe variations in, contexts of, and/or influences on young children’ learning in that domain. Finally, conclude with a description of how you will use this knowledge of theory and development in your classroom/center/program/agency to facilitate children’s learning.

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 a variety of teaching methods (whole-group, small-group, individual; visual, kinesthetic, experiential, etc.) to meet the needs of children with different interests and learning styles.

In the first section of your essay, describe your understanding of what an integrated curriculum is and discuss why you think it is important to use an integrated approach and 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 traditional view of an integrated curriculum; you may also discuss Rebecca New’s conceptualization of an integrated curriculum in addition if you like. In the second section, select one or two Learning Goals from Foundations (be sure to identify in your essay the specific 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 to support diverse children’s learning and progress on the Learning Goal(s). Provide specific examples of how you would plan (or mentor teachers to plan) integrated, developmentally appropriate learning experiences that address the Learning Goal(s) you have selected.

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. Describe how you will use (or how you will mentor teachers to use) screening and assessment tools in your work. In your response be sure to: 1) Define screenings versus
assessments; 2) Describe different categories of assessments and how you would use them; and 3) Explain important considerations (e.g. technical properties such as reliability and validity) when selecting assessment instruments. 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 also include citations for readings and to reference assignment artifacts that were important in developing your understanding of the use of assessment in educating young children.

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 all children and families, 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. Describe how you will establish and maintain a respectful and collaborative environment and relationships in your classroom/center/program/agency with families and how you establish collaborative relationships with other professionals. 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, and be sure to cite specific readings and include artifacts that were important in helping you understand how to establish effective partnerships with families and with other professionals.

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 the first section of your essay, 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 is important. In the second section of your essay, describe how your program of study helped you increase your leadership skills across different settings (i.e., classroom/center/program/agency, and profession) and define your career goals. In your response be sure to: 1) provide a detailed example of how you will use your newly developed leadership, mentoring, and/or management skills in your current classroom/center/program/agency or in a future program/agency that you may work in as a professional; 2) highlight information from particular courses, assignments, or other graduate program experiences that have helped/ will help you shape and make progress toward both your leadership and your career goals as well as define your ethical principles; 3) discuss why this information and these experiences have been instrumental in moving toward your goals; and, 4) describe how you will apply what you have learned in your career.

Component II: Oral Portfolio Defense Meeting

Each student will select one of their essays and orally present her/his ideas, discussing the content of the essay and rationale for the use of the artifacts. Students typically prepare a power point presentation to use during their oral portfolio meeting. At the end of the presentation, the faculty committee will engage in a discussion with the student and provide constructive feedback on the written essays, if necessary. The questions and feedback from faculty will cover both the topic area that the student presented and each of the other essays included in the portfolio, and will address both the student’s essay and the supporting evidence/examples of work provided with each essay. 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. All five essay questions will be discussed. In instances where a student’s written essay 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.

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.

**The Portfolio Process**

The Portfolio Process is carried out in the following steps:

1. An orientation meeting with students is scheduled early in the semester before the portfolio is due to explain the guidelines and answer questions (October 6, 2016).
2. The student prepares the *Written Portfolio Documents* and posts them on Canvas **by February 13th for Essays #1, 2, 4, and 5 and by March 13th for Essay #3.**
3. The faculty appoints a review committee, which includes the student’s advisor, one additional faculty member, and one practicing professional.
4. The student will sign up for a time slot for the portfolio meeting, which will be conducted through WebEx. For the Spring 2017 semester students must complete their portfolio meeting between March 20th and April 7th.
5. The portfolio meeting is held and the student receives verbal feedback on her/his portfolio at the conclusion of the meeting and a written document summarizing the feedback from their advisor.
6. The student completes any necessary revisions on the *Written Portfolio Documents* and posts the final versions of the documents on Canvas by the deadline provided at the portfolio meeting (2 weeks after the date of the meeting and no later than April 21st).
7. Revisions to the written essays should be highlighted in yellow.
8. A second file is posted to Canvas with **Revised** in the title and the student notifies their advisor or faculty mentor that they have posted the revised essays.
9. The committee reviews any revisions and makes a final determination as to whether the student passes the portfolio criteria.
10. The student’s advisor or faculty mentor communicates the oral review committee’s final decision to the student and submits appropriate paperwork to the Graduate School.
11. Students in the Advanced Licensure concentration load their essays and artifacts on Taskstream.

**Important DEADLINES:**

- *Written portfolio documents are submitted on Canvas:* **By February 13th for essays #1, 2, 4, and 5 and by March 13th for Essay #3.**
- **Oral Portfolio Meeting:** Scheduled by signing up for a time slot between March 20th and April 7th.
- **Revisions:** Only one revision to the written portfolio documents is permitted per Graduate School policy. Revisions will be submitted based on deadline provided at oral defense but **no later** than April 21st.
Guidelines for
Final Internship for BK:ISED
2016-17

**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 leadership skills and abilities. Your internship is NOT simply working a certain number of hours but rather it is a specific project that you will develop, implement, lead, and evaluate. 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. You 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 will have considerable flexibility in how you accomplish your internship goals and activities, but should be prepared to dedicate time to the project during the work week, some during the fall when you are planning the project and more during the spring when you are implementing your project.

**INTERNSHIP PLANNING DOCUMENTS:** You will submit two documents to describe the plans for your internship. The first document is the Internship Planning Form, which is designed to help you think through the details of your project and communicate your plans with your advisor and an additional faculty mentor. The second document is an Internship Prospectus, a full proposal for what you plan to do for your internship. Each of these documents are described below.

1) **Internship Planning Form:** You will complete the Internship Planning form to answer basic questions about your plans for the project. After your initial idea has been approved by your advisor, use the form to record what you plan to do, who you plan to collaborate with, and how your project will be implemented. The form requires you to think through several aspects of the project and you are encouraged to be as detailed and specific as you can. The more detailed your planning form, the easier it will be to write your full proposal and to implement the project. Submit this planning document as an assignment under the Final Year Canvas site. Your advisor and one additional faculty member will review the Planning Form and provide feedback, and then the full faculty will approve your planning form.

2) **Internship Prospectus:** You will develop a prospectus that will more fully describe the project. Your advisor and at least one additional BK:ISED program faculty will review your proposal. The internship prospectus must be in APA style. It should include a description of your proposed internship and include the following:

   a. Rationale for your proposed internship activity. Describe why you are interested in the internship project. Support the need and importance of your proposed project with references from appropriate literature.

   b. Description of your proposed internship activity. Make sure to describe the process you have articulated in your Final Internship Planning form. Within this section of the proposal describe:
      a. The need for the project and how you identified the need for what you are proposing;
      b. The approximate number of participants;
      c. The community partners you intend to collaborate with and the role they will have in the project;
The type of activity(ies) you will plan and implement;

Your role in implementing the project; and

How you will evaluate the project’s effectiveness

How the project could be sustained/continue after the conclusion of your internship.

Proposed timeline for the project and key activities (all projects must be completed by mid-April in order to have time for final presentation and get your grades to the graduate school for graduation).

d. Detailed description of your proposed final product.

e. Analysis and description of how the internship activities will facilitate your professional development (how it will extend and enhance your learning). What does your internship build upon and what does it add to your program?

f. The contribution your internship will make to the profession, community, and/or the field.

The prospectus must be typed in APA style with 12-point font, double-spaced, and approximately 4-7 pages in length (not including cover page and reference page). Be sure to include citations and references (in APA format) for any sources used in the proposal.

INTERNSHIP PROSPECTUS DEVELOPMENT PROCESS: The internship prospectus development process is iterative, with multiple opportunities for you to submit your work, receive feedback, and revise and strengthen your ideas and planning documents. 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, according to 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. You will work closely with your advisor to develop the Internship Planning Form and the Prospectus and to revise the documents based on feedback.

The steps and timeline for the process are as follows:

1) Review the guidelines for the Internship Project posted on the BKISED Final Year Canvas site.
2) Attend an orientation for the BK:ISED Internship early in the fall semester (August 16, 2016) prior to the semester you intend to complete the internship. All persons who will be completing internships the following semester are required to attend unless there is an extenuating circumstance that is discussed with the Program Co-Directors who will offer the orientation session.
3) Develop an initial idea and share your idea with your advisor either via e-mail, phone call, or a synchronous meeting using an on-line program such as Google Hangout or WebEx. You will need to share your initial idea and get feedback from your advisor within two weeks of the BK:ISED Internship orientation (by August 30). Your advisor may approve your idea or may ask you to revise your initial idea. When considering an initial idea for your internship, it will be helpful to have an idea of who your collaborative partners will be and to have an idea of the need for the project. Do not simply choose a project focus because it is interesting to you and something you want to do. It must be important to your partners and individuals who might contribute to your project (e.g., professionals, families) to be successful. In this phase, it is appropriate to start talking to potential collaborative partners about needs they perceive and what might be feasible.
4) Once you have approval for the initial idea, begin making plans and securing partners for your internship. At this time, you should obtain more secure commitment from your collaborative partners and work with them to develop the details of the project (using the Internship Planning Form).
5) **By September 30, 2016,** complete the Internship Planning Form and submit the form as an assignment on the BKISED Final Year Canvas site. Your advisor and one additional faculty member will review your Planning Form and provide feedback.

6) Based on the feedback on your Final Internship Planning Form and your continued collaboration with your Community Partners, develop a final version of your Internship Planning Form. **By October 31** submit the final version of your Internship Planning form to Canvas for review by the full faculty.

7) After you have approval for your Internship Planning Form (note: approval may be provided with suggestions for revisions to your plan that should be incorporated into the prospectus), write your prospectus. The prospectus should bring together the information you outlined in your Internship Planning form, along with the other required information listed above. The prospectus must be in paragraph form using APA style (see details above).

8) **By December 2**, submit your prospectus (via Canvas). Your advisor and at least one additional faculty member will provide feedback. Continue working to strengthen your partnerships and solidify your plans for your internship.

9) You may receive additional feedback on your prospectus and be asked to revise your plans to strengthen the prospectus before you can take SES 604.

10) Submit a final prospectus to the SES 604 instructor the week before the start of the spring semester (**January 17**).
Name: ________________________________

This form is a planning tool that will assist you in communicating with faculty about your plans for the Final Internship project. Students complete this form prior to developing a full-blown prospectus. Information from this form will be included within the prospectus.

1. Brief title of your proposed Internship Project:

2. Provide a brief OVERVIEW (2 paragraphs maximum) of what you plan to do for your internship and what you hope to accomplish:

3. Provide a brief description (2 paragraphs maximum) of how you have or plan to confirm that there is a need for this project: (if you will be using some type of questionnaire or survey, please attach a draft copy to this form)

4. Community Partners

You must have at least one community partner who will work with you on your project. The Community Partner must be involved in determining the need for the project, planning the activities, and carrying out the project (i.e., the partner must be more involved than just contributing resources or helping you find participants). Although a wide variety of organizations and individuals can be a Community Partner for your project, you must have at least one that is not your employer. Complete the chart below to describe who your Community Partner(s) will be, what contact you have had with the potential partner, and what role/contribution you envision the partner making toward your project.
<table>
<thead>
<tr>
<th>Potential Community Partner</th>
<th>Communication/Contact You Have Had to Date with the Potential Partner (specifically about the project and/or more general communication)</th>
<th>Role/Contribution You Envision for the Community Partner</th>
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5. Provide a brief description of the target audience/participants you envision for your project (the number, how they will be recruited, any special considerations that are important for your project).

6. Provide a brief description of the main activities you envision for your project (what will you, partners, and participants DO once your project is up and running?):

7. Provide a brief description (2 paragraphs maximum) of how you will evaluate the success of your project and what you will have to show from your project as a final product at the end of the semester:

8. Provide a brief description of how you envision your project being sustained/continuing after the end of the Spring 2017 semester. What aspects of the project do you think could potentially continue and how could they continue?
9. Planning Process

It is important to think carefully about how you will plan, implement and evaluate your project. The following chart is a tool to help you think through what will need to happen at each phase of your project. You do not have to think over every single detail at this stage, but do need to start thinking about the main activities, who will be involved, what they will do, and what resources are needed. Remember that you will need to plan at least some project activities (e.g., phone calls, meetings, events) during typical work hours because your partners and/or participants may not be available during evenings and on weekends. Be realistic as you think through the activities you are planning and the dates within which they will be completed.

Use the chart to guide your thinking and to work with faculty to make sure you’ve thought through all of the details needed to be successful. Record your plans for each of the following phases of your project:

A. Planning (including a needs assessment that is in progress or has been completed and collaborative planning with your Community Partner(s))
B. Start-up (what is needed to get your project off the ground once your plans are firmed up)
C. Implementation (what needs to be done once the project is started)
D. Evaluation and Phase Out (what needs to happen as your internship comes to a conclusion to evaluate the project and take steps to keep it going beyond your internship)

An example has been provided for what you might enter in a row for each phase. Complete the remaining rows with information about your specific plans. Feel free to insert additional rows as needed. Note that all activities for the internship should be completed by mid-April to ensure that requirements for graduation are met. The timeline you reflect on the chart should not extend past mid-April.

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<tr>
<th>ACTIVITY</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>RESOURCES NEEDED</th>
<th>PROJECTED DATES (BEGINNING AND COMPLETION DATES)</th>
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<tbody>
<tr>
<td>A. Planning (including a needs assessment and collaborative planning with your Community Partner(s))</td>
<td>Jane Doe - Student</td>
<td>Data from previous surveys</td>
<td>Set up meeting for November 22</td>
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<tr>
<td>EXAMPLE: Work with ABC Agency to develop a needs assessment questionnaire</td>
<td>Jacqueline Administrator – Community Partner</td>
<td>Draft questionnaire to review</td>
<td>Complete questionnaire by December 5</td>
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<td>List of potential ways to distribute the questionnaire</td>
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### B. **Start-up** (what is needed to get your project off the ground once your plans are firmed up)

**EXAMPLE:**
Meet with ABC Agency Board to get approval for the project  
Jane Doe – Student  
Jacqueline Administrator – Community Partner Representative  
Summary of planned project Power point presentation to explain the project  
Meeting scheduled for January 5

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### C. **Implementation** (what needs to be done once the project is started)

**EXAMPLE:**
Bi-weekly parent education sessions  
Jane Doe – Student  
Tina Teacher – Community Partner  
Notice to parents  
Agenda for each session  
Snacks  
February 4 – April 4

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### D. **Evaluation and Phase Out** (what needs to happen as your internship comes to a conclusion to evaluate the project and take steps to keep it going beyond your internship)

**EXAMPLE:**
Finalize Procedures Manual and go over it with Community Partner who will continue the program  
Jane Doe – Student  
Jacqueline Administrator – Community Partner  
Final Procedures Manual  
Notes regarding what needs to be discussed  
April 1 – 15

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