

**Birth-Kindergarten:  
Interdisciplinary Studies in Education  
and Development (BKISED)  
and  
Leadership in Early Care and Education  
Certificate (LECE)**

**Student Handbook**

**(2011-2012)**

**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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**(2011-2012)**

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## **INTRODUCTION**

Welcome to The University of North Carolina at Greensboro (UNCG) and the Birth-Kindergarten: Interdisciplinary Studies in Education and Development (BKISED) Master's 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 both programs. It is our recommendation that you read through this manual carefully and refer to it often throughout your graduate studies at UNCG, as it contains important information. For clarification or further information, please consult with your advisor.

## **PHILOSOPHY OF THE PROGRAM**

The primary goal of the program is to prepare personnel to assume leadership roles in diverse settings (both educational and community agencies) that develop and implement programming for young children with and without disabilities birth through five years of age. The program also recognizes the importance of the family in the development of the young child and, therefore, provides BKISED and LECE students with extensive coursework and experiences in the area of family studies. Another goal of the program is to train leadership personnel to have a more scientific approach to practice. That is, students will learn to become professionals who evaluate and critically analyze their beliefs and practices in order to perform effectively in an ever-changing field. Toward this end, students are taught to routinely use evidence-based research findings to guide their professional practice. In addition, the BKISED and LECE programs emphasize preparing students to work with diverse children and families (e.g., socioeconomic, gender, linguistic, ethnic, race, family, and ability diversity). Also, students participate in an individualized final internship, a capstone project in which students 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 or learning and development for young children with and without disabilities in inclusive settings. Graduates will demonstrate skills that: (1) provide optimal learning experiences related to both typical and atypical development and programming for young children, (2) enable them to assume diverse leadership roles and responsibilities related to meeting the needs of young children with and without disabilities, (3) synthesize family resources, concerns, and priorities to facilitate the maximum participation of families in providing services for their child, and (4) increase the quality of services through understanding and implementation of appropriate curriculum and interventions.

### **ADMINISTRATION OF THE BKISED PROGRAM**

The BKISED 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. Program faculty from the two departments are members of the BKISED Graduate Committee.

In addition to the strong collaborative effort between the two co-sponsoring departments, students are expected to take courses in other departments. Thus, students in 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 in understanding the developing child in the contexts of the family as well as within programs that are developmental and based on evidence-based practices.

## **BKISED PROGRAM REQUIREMENTS**

The BKISED program consists of a minimum of 37 semester hours of graduate course work beyond the Bachelor's degree plus the pre-requisite requirements for students without a teaching license. It is expected that all admitted students will have general teaching competencies and hold or be eligible for the initial B-K teaching license. Those who do not must satisfy prerequisite requirements. Because differing backgrounds produce gaps in basic skills for some applicants, it is occasionally required that additional academic work be completed before some students enter the program. **These credits may not be applied toward the M.Ed. degree. Pre-requisite requirements must be satisfied as early as possible in the program.** The program begins with an orientation and review of the student's records through individual advising. The Admissions Committee approves any transfer credit. Following is a list of the required course work for the BKISED Master's degree.

### **Prerequisite Areas- Requirements**

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

1. Child or human development
2. Basic knowledge of children with disabilities
3. Family studies, particularly families of children with disabilities
4. Student teaching
5. Other requirements as identified by the admissions committee. For example, language development or literacy.

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

*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	Teaching Methods in Inclusive Early Childhood Settings
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
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***Possible Electives (6 s.h.)***

HDF 610	Child Development in Cultural Context
HDF 621	Advanced Theories and Principles of Parenting
HDF 634	Contemporary Issues in Early Childhood Policy
HDF 653	Contemporary Research in Family Studies
HDF 666	Intellectual Development in Young Children
HDF 665	Personality and Social Development
HDF 667	Infant Development
SES 543	Inclusion of Individuals with Special Needs
SES 605	Diversity and Inclusive Early Care and Education
SES 643	Issues in Education Individuals with Special Needs
SES 647	Consultation in Education: Theory, Research, Practices

SES 662                      Assistive Technology for Inclusive Education

SES 657                      Introduction to Behavior Disorders

Or other courses approved through discussion between advisor and student.

### ***Plan of Study***

Each student is assigned a faculty advisor once admitted to the program. Students must contact their advisor and make an individual appointment **before** enrolling in graduate courses. Each student completes a *Plan of Study* within completion 50% of their program. This plan is developed in consultation with the student's advisor. A copy of the *Plan of Study* is included in Appendix A. As noted, the form is signed by the student, their advisor, the Director of Graduate Studies in the department in which their advisor is a faculty member, and filed with the Graduate School. A revised plan of study is completed and filed (same signatures required) during the last semester of coursework. Students are responsible for meeting with their advisor **each semester** to review their progress and make any necessary adjustments to their *Plan of Study* before enrolling in their courses.

### ***Criminal Background Check***

At the request of the North Carolina Department of Public Instruction, the Teacher's Academy at UNCG is requiring 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 the company listed below (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 from [http://www.uncg.edu/ted/teach\\_acad\\_applications.html](http://www.uncg.edu/ted/teach_acad_applications.html) . 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.

### ***Family Participation/Field Experiences***

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

Family participation in the BKISED and LECE programs have 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, the graduate student will:

- Personally experience content discussed in classes or gathered from outside

readings/observations/experiences in order to further their understanding of child behavior and development, family dynamics, and service providers.

- 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 of the team in their child's learning and development.
- Expand their experiences with children and families from culturally, linguistically, and economically diverse backgrounds.
- Ensure a solid knowledge base of developmentally appropriate and inclusive practices.
- Gain awareness and understanding of personal methods of guidance (strengths and limitations) in interactions with families, young children, and/or professional colleagues.
- Develop a personal philosophy and relevant strategies for interacting with and guiding young children in inclusive early childhood settings, particularly families and children from linguistically and culturally 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 our children and families will be kept confidential. **Therefore, graduate students will not use the names of any children or family members in written assignments.** The graduate student's written assignments will only be shared with their professors.

### ***Leadership and Mentoring***

One of the primary goals of the BKISED and LECE programs are to prepare students to take on leadership roles in the field of early childhood education. Students are encouraged to pursue leadership opportunities while enrolled in the BKISED program. **In order to foster leadership skills each student who has completed at least one year in the program will be assigned a new student to mentor.** Student mentors assist incoming students with the transition to graduate studies and often answer questions related to technology, networking with other students, as well as other general questions.

### ***Final Internship: SES 604***

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

- 1) development and implementation of staff training activities
- 2) design and implementation of a program evaluation
- 3) development and implementation of an action research project
- 4) analysis and critique of curriculum activities and programs
- 5) development and evaluation of an implemented curriculum model
- 6) development and evaluation of a specific program targeted to children and/or families
- 7) development and implementation of technology approaches in an early childhood setting, etc.

A minimum of 225 hours is required during the internship. Students submit a prospectus to the BKISED graduate committee the semester prior to their internship for approval. Interns are supervised during this leadership experience by one of the program faculty. In addition, seminars are held to discuss internship activities, experiences, and to problem solve. A final product is shared with program faculty and other BKISED students in a formal presentation at the conclusion of the internship experience.

### ***Final Culminating Experience: Professional Portfolio***

All students must successfully complete a professional portfolio, which consists of a written document and formal oral defense presentation. The professional portfolio is designed to assess two competencies: (a) achievement of a reasonable and comprehensive mastery of the subject matter related to Birth-Kindergarten : Interdisciplinary Studies in Education and Development; (b) the ability to integrate the information, derived from course work, self-study, training, and professional experience and effectively communicate this knowledge to others. The written portfolio has specific guidelines to follow (See Appendix 2). The written portfolio is submitted to the student's advisor and other reviewers by posting it on Taskstream the Friday before Spring Break and the Friday before Fall Break. (Students will need to sign up for a Taskstream account in order to complete their final portfolio ([www.taskstream.com](http://www.taskstream.com)). The cost for Taskstream is about \$25 per semester.) 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. It is approximately an hour in length with a 15 minute presentation, 15 minutes for questions, 20 minutes for reviewer discussion and 10 minutes of feedback to the student. The reviewers provide the student with concrete feedback and a timeline for submitting the revisions. **The student has one opportunity to revise their portfolio or**

**oral presentation.** The review committee for BKISED students consists of three (3) reviewers, two faculty members (representing the Department of Specialized Education Services and Department of Human Development and Family Studies), and one community-based professional (teacher, early interventionist, administrator, etc.) who evaluate the written portfolio and oral presentation.

### **NORTH CAROLINA TEACHING STANDARDS AND KEY EVIDENCES**

At the completion of the BKISED program students will be eligible for an Advanced Birth through Kindergarten teaching license. In order to be eligible for this license, students must demonstrate competency in the five teaching standards adopted by the North Carolina State Board of Education.

These five standards are:

1. **Teachers Demonstrate Leadership**
2. **Teachers Establish a Respectful Environment for a Diverse Population of Students**
3. **Teachers Know the Content They Teach**
4. **Teachers Facilitate Learning for Their Students**
5. **Teachers Reflect on Their Practice**

To view the complete version of the North Carolina Teacher Standards, go to

<http://www.ncpublicschools.org/docs/profdev/standards/teachingstandards.pdf>.

Key evidences have been built into the course work of the BKISED program in order to demonstrate competency in each of the five North Carolina Teaching Standards. For students entering the BKISED program with an undergraduate degree and teaching license in Birth-Kindergarten two key evidences will be required. These key evidences are the Student Learning Research Project and the Final Internship for BKISED.

Students entering the BKISED program who do not have an undergraduate degree that includes a BK teaching license will be required to complete additional key evidences. These additional key

evidences will be accomplished in both the prerequisite courses that out-of-field students are required to take and regular coursework.

### **LEADERSHIP IN EARLY CARE AND EDUCATION GRADUATE CERTIFICATE**

The Leadership in Early Care and Education Graduate (LECE) 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 BKISED Master's degree program.

#### **LECE Program Requirements include:**

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

If you are interested in obtaining the LECE Certificate along with your BKISED degree, you must apply to the UNCG Graduate School for admission to the certificate program within the first 12 hours of your coursework. 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 same procedure described above. 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.

## **ANNUAL REVIEW AND DISPOSITION PROCESS**

### ***Annual Review Form***

Each Spring semester BKISED and LECE students 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 BKISED/LECE graduate committee. Students will receive a letter at the end of the spring semester discussing their progress over the course of the semester. Suggestions for improvements will be included also.

### ***Disposition Forms***

The BKISED/LECE Faculty is committed to supporting students so that they can be successful in every aspect of their teaching career. This includes evaluating both students' knowledge of content related to early childhood education and students' dispositions or the professional attitudes, values, and behaviors that contribute to effective teaching. The goal is to provide students with candid, constructive feedback so they can improve as teachers. To facilitate communication with students regarding dispositions issues, the BKISED/LECE faculty follow the Candidate Disposition Assessment Process established by the Teachers Academy.

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.

## **ONLINE REQUIREMENTS & RECOMMENDATIONS**

The BKISED and LECE programs are fully online. A variety of online technologies and software programs are used to ensure your full access to the learning environment, material, your instructors, and your fellow students. Examples of programs are Elluminate, Wiki, and Blackboard Collaborate. Using a webcam and headset with microphone and your computer, synchronous classes meet with the instructor and students together via Blackboard Collaborate. Blackboard Collaborate is an online program with many classroom capabilities similar to face-to-face classes. Just as in a classroom setting, there are lectures, whole class and small group discussions, and special activities made available by the extensive capability of this program.

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

Students have two choices with regards to equipment for their online work. It is recommended that students purchase their own equipment. However, a limited amount of equipment available for checkout free of charge from the Teaching Resource Center located in room 310 in the School of Education Building. See below for technical requirements and recommendations.

The BKISED program also has its own Web Portal accessed at [bkised.uncg.edu](http://bkised.uncg.edu). On this website, both BKISED and LECE students will find information about the program, updates, announcements, upcoming conferences and professional development opportunities, course information, videos of professors, important web links, career possibilities, and faculty

information, just to name a few. In this area, students may post photographs and videos, chat, and sent texts and emails to fellow students as well as instructors.

BKISED/LECE Online Classes  
**Technical Requirements**

Minimum Computer Requirements

	<b>Windows Client</b>	<b>Macintosh Client</b>
<b>Disk Space Required</b>	500 MB Free Disk Space	500 MB Free Disk Space
<b>Operating System</b>	Windows XP or Windows 7	Mac OS X 10.4 or 10.5
<b>Processor</b>	Pentium III 1 Ghz	G4, G5 or Intel
<b>RAM</b>	3 GB DDR3	2 GB DDR3
<b>Internet Connection</b>	High Speed (Cable or DSL)	High Speed (Cable or DSL)

Required Software

Adobe Reader	<a href="http://get.adobe.com/reader/">http://get.adobe.com/reader/</a>
Microsoft Office XP or 2007	<a href="http://www.microsoft.com/">http://www.microsoft.com/</a>
Java	<a href="http://www.java.com/en/">http://www.java.com/en/</a>
Microsoft Word	<a href="http://office.microsoft.com/en-us/word/">http://office.microsoft.com/en-us/word/</a>
Microsoft PowerPoint	<a href="http://office.microsoft.com/en-us/powerpoint/">http://office.microsoft.com/en-us/powerpoint/</a>

Required Equipment

<b>Web Camera</b>	Stand alone camera <b>or</b> one built into your computer. Webcams are all very similar – of approximately equal quality. Any camera costing approximately \$35.00 should be sufficient.
<b>Headset with built-in microphone</b>	Must be a stand alone headset ( <b>not the mic built into your computer keyboard</b> ). Logitech, HP and Dynex are quality brands. Headsets can have one of two types of connections -a mini plug for the mic/headphones or a USB. A PC can use either a mini plug or a USB style connection. Macs only accommodate the USB connected headset and require the USB in order for the mic to work.  If you are purchasing a headset, stay away from wireless headsets altogether. You will have a much better experience with a wired headset with a USB plug.

**POLICY FOR MAKING COURSE ACCOMMODATIONS FOR  
STUDENTS WITH DISABILITIES**

The BKISED and LECE programs 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 Disability Services as qualifying to receive special support services.

**GRADING POLICIES**

In most graduate courses grades are reported as follows: A, superior; B, good; C, weak but acceptable on a limited basis for graduate credit; F, failure (any level of performance below C); NC, no credit (for audited courses); I, incomplete; W, withdrawal. Plus/minus grades are incorporated into the GPA for all graduate level courses according to the following scale:

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

For the completion of a graduate degree program, an overall grade point average of B (equivalent to 3.0) is required. To calculate the average, all grades except S and U, are counted in all courses that are attempted and carry graduate degree credit. No more than six semester hours of credit evaluated as C

may be applied toward the minimum hours required for the master's degree. In the calculation of averages, only grades earned at The University of North Carolina at Greensboro are counted.

### **FINANCIAL ASSISTANCE**

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

#### School of Education

Sonia Martin

SES Department Assistant

UNCG

444 School of Education Building

(336) 334-5843

Greensboro, NC 27412-5001

#### School of Health and Human Sciences

Caroline Kernahan

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**

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 for scholarships are available to students in all departments in the School at the end of fall semesters of each year through the HHS Associate Dean's Office. 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. FAFSA forms can be picked up from the Financial Aid office, requested by phone, or downloaded from the website. Information about scholarships is available through the SOE website or Associate Dean's office.

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

### **APPLICATION FOR GRADUATION**

An application for graduation must be submitted to The Graduate School Office by the end of the first week of classes during the last semester of coursework. (Fee for master's and doctoral candidates: \$60.00.) The application for graduation can be submitted via UNCGenie, mail, fax or in person. A paper copy of the application can be obtained from The Graduate School, 241 Mossman Building, or at <http://www.uncg.edu/grs/current/forms.html>. There are **NO EXCEPTIONS FOR LATE APPLICATIONS!** Master's candidates should also provide a final plan of study if changes have been made since the original was submitted. The final plan of study is due by the end of the third week of classes during the last semester of coursework.

Students should consult with the Graduate School handbook and website frequently for policy

updates and resources that may be available. For example, if students attend or present at a National Conference, they may apply for financial assistance from the Graduate School.

## **PROCEDURES FOR APPLYING FOR THE BIRTH-KINDERGARTEN TEACHING LICENSE**

Adopted by the North Carolina State Board of Education, the B-K license qualifies students to work with typically and atypically developing children from birth through kindergarten. Teachers who are B-K licensed are expected to be able to work with a wide variety of children and families in many types of settings, including the public schools, infant development programs, hospitals, and early intervention teams.

Carol-Ann Resch ([crwalke2@uncg.edu](mailto:crwalke2@uncg.edu)), Data Manager and Field Placement Coordinator in the Teacher's Academy, is located in 136 School of Education Building. She can provide forms for applying for the teaching license or you may obtain them and all application information from the Teacher's Academy website at [http://www.uncg.edu/ted/teach\\_acad\\_applications.html](http://www.uncg.edu/ted/teach_acad_applications.html). There are two forms, a UNCG form and a NC state form, which must be completed. Documentation of students' final dispositions on their portfolio will be filed by the Program Coordinator during the final semester as a requirement for applying for their teaching license. You will need documentation to support one or both of the following:

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

for the masters program and is then eligible for the advanced masters.

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

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

## **RELEVANT NAMES, PHONE NUMBERS, & OFFICE LOCATIONS**

### **Human Development and Family Studies**

Dr. Mark Fine, Chair  
(336) 334-5307

Caroline Kernahan, Graduate Secretary  
248 Stone Building  
(336) 334-5315  
Fax: (336) 334-5076

### **Registrar's Office**

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

### **Career Services Center**

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

### **Specialized Education Services**

Dr. Bonnie Billingsley, Chair  
(336) 256-0153

Sonia Martin, Secretary  
444 School of Education Building  
(336) 334-5843  
Fax: (336) 256-0185

### **Graduate School Office**

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

### **Teacher's Academy**

134 School of Education Building  
<http://www.uncg.edu/ted/index.html>  
(336) 334-3412

## **GRADUATE PROGRAM FACULTY**

### **Specialized Education Services, School of Education**

Dr. Belinda Hardin  
Program Co-Coordinator  
Director of Graduate Studies  
Specialized Education Services  
426 School of Education Building  
(336) 256-1083  
[bjhardin@uncg.edu](mailto:bjhardin@uncg.edu)

Dr. Jean Kang  
Specialized Education Services  
419 School of Education Building  
(336) 334-3447  
[j\\_kang@uncg.edu](mailto:j_kang@uncg.edu)

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

Dr. Linda Hestenes  
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**FORMS NEEDED WHILE COMPLETING THE  
BKISED PROGRAM:**

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

**Advanced Masters**  
**Birth-Kindergarten: Interdisciplinary Studies in Education and Development**  
**Plan of Study**

Student \_\_\_\_\_ Date of Admission \_\_\_\_\_

University ID: \_\_\_\_\_ Advisor \_\_\_\_\_

Email: \_\_\_\_\_ Phone#: \_\_\_\_\_

**Initial Plan**      Date: \_\_\_\_\_ (completed within 50% of program)

**Revised Plan**      Date: \_\_\_\_\_ (filed the last semester of coursework)

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

Type of Prerequisite	Previously Fulfilled?		Suggested Courses	Anticipated Date	Date Completed	Grade/Status
	Yes/No	Course #				
A. Child Development			HDF 302 or equivalent (3 s.h.)			
B. Special Needs			SES 242 (3 s.h.)			
C. Family			SES 460 (3 s.h.)			
D. Student teaching (5-10 weeks based on previous lead teacher experience)			SES 649C (3 s.h.)			
E. Other (based on undergraduate degree)						

**Course Sequence & Prerequisites** (for all students)

Fall 1	Spring 1	Summer	Fall 2	Spring 2	Possible Electives
ERM 604	HDF 650 (prereq = ERM 604)	Elective	HDF 636 (prereq = HDF 650)	SES 604 (prereq = HDF 636)	HDF 610    SES 543 HDF 621    SES 605 HDF 634    SES 643
SES 601	HDF/SES 606		HDF 633 (prereq = methods course)		HDF 653    SES 647 HDF 665    SES 662 HDF 666    SES 657
Elective	SES 602 (prereq = SES 601)		SES 603 (prereq = ERM 604, SES 601, methods)	Capstone experience (Portfolio & Oral Defense)	HDF 667

Comments:

**I. Research (6 s. h.)**

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

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

	<u>Anticipated Date</u>	<u>Date Completed</u>	<u>Grade/Status</u>
• SES 601 Introduction to Inclusive Birth – Kindergarten Services (3 s. h.)	_____	_____	_____
• SES 602 Inclusive Family-Centered Practices in Early Childhood (3 s. h.)	_____	_____	_____
• HDF/SES 606 Teaching Methods in Inclusive Early Childhood Settings (4 s. h.)	_____	_____	_____
• SES 603 Screening/Assessment in Inclusive Early Childhood Services (3 s. h.)	_____	_____	_____
• HDF 633 Advanced Curriculum in Early Childhood Education (3 s. h.)	_____	_____	_____
• HDF 636 Leadership & Mentoring in Educating Young Children (3 s. h.)	_____	_____	_____

**III. Practicum (6 s. h.)**

• SES 604 Internship in Inclusive Early Childhood (6 s. h.)	_____	_____	_____
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**Electives (6 s. h.) or permission of advisor**

(see handbook for suggested courses)

• _____	_____	_____	_____
• _____	_____	_____	_____

**V. Culminating Products**

• Professional Portfolio	_____	_____	_____
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Total minimum hours required: 37

Actual Hours: \_\_\_\_\_

\_\_\_\_\_  
Student's Signature                      Date

\_\_\_\_\_  
Advisor's Signature                      Date

\_\_\_\_\_  
Director of Graduate Studies Signature                      Date



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

The final portfolio is the culminating experience for the Masters in Birth-Kindergarten: Interdisciplinary Studies in Education and Development (BKISED). It includes two components: 1) preparation of a *written document* using the guidelines listed below and 2) *oral defense* using the guidelines listed below. The purpose of the portfolio is to give you an opportunity to demonstrate: a) your knowledge base, b) your ability to synthesize coursework content, and c) your skill in applying this knowledge in professional settings and linking it to your career goals. The final portfolio is required of all students graduating from the BKISED program and is due at least two months prior to their expected graduation date. **The portfolio is due no later than the Friday prior to Fall Break or Spring Break.**

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

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

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

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

**1. UNDERSTANDING YOUNG CHILDREN WITH AND WITHOUT DISABILITIES**

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

**2. KNOWLEDGE OF INTEGRATED CURRICULUM**

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

and in a variety of early childhood settings.

### 3. **MULTIPLE TEACHING STRATEGIES THAT PROMOTE DEVELOPMENT AND LEARNING**

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

### 4. **ASSESSMENT**

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

### 5. **PROFESSIONAL AND FAMILY PARTNERSHIPS**

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

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

**Oral Defense:** Each student will select one of the areas identified above from the NBPTS:EC and orally present what they have done, discussing the content of the essay and rationale for the use of the documents. Faculty will engage in a dialog with the student and provide constructive feedback, if necessary. The oral defense will be about an hour in length with 15 minutes of student presentation, 10 minutes for questions and responses, 20 minutes for faculty discussion and 10 minutes for feedback to the student. The oral defense committee will comprise three members: two faculty (one from HDFS and one from SES) and one practicing professional. One faculty member must be the student's advisor. The committee members will have an opportunity to review the portfolio prior to the oral defense meeting.

#### ***DEADLINES:***

*Written portfolio submitted on TaskStream:* Friday before Fall or Spring Break

*Oral Defense:* Scheduled approximately 2-3 weeks after the portfolio has been submitted.

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

## Final Internship for BKISED

*INTERNSHIP PROJECT:* Your final internship is the culmination of your graduate studies in BKISED. 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.

*INTERNSHIP PROSPECTUS:* You will develop a prospectus to be reviewed by the BKISED program faculty. 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 include: the process you will use to identify the need for the project. Also include, the approximate number of participants; the community partners you intend to collaborate with; the type of activity(ies) you will plan; your role in implementing the project; and how you will evaluate the project's effectiveness.
- c. 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?
- d. The contribution your internship will make to the profession, community, and/or the field.
- e. Detailed description of your proposed final product.
- f. Proposed timeline (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).

The prospectus should be approximately 4-5 pages in length (typed and double-spaced). The prospectus will be completed and submitted in HDF 636 the semester prior to your internship. The faculty instructor for HDF 636 and other program faculty will review the prospectus and provide feedback and timeline for any necessary revisions.