



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

Continuing Accreditation Report

for

**North Carolina Department of Public Instruction
National Council for Accreditation of Teacher Education**

**Department of Specialized Education Services
School of Education
University of North Carolina at Greensboro**

*Specialty Area Program Report
North Carolina Department of Public Instruction*

**Auditory Oral/Birth-Kindergarten
Standard Professional I
Teacher Licensure**

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SECTION I: Program Overview

The AO/BK program is a special concentration within the major of Education of Deaf Children in the Department of Specialized Education Services which provides audition and spoken language development teacher training at the undergraduate level. Upon completion of the undergraduate program, candidates are eligible to receive two teaching licenses, Hearing Impaired K-12 and Birth-Kindergarten, with concentration on teaching auditory oral skills to infants, toddlers, and young children who are deaf or hard-of-hearing.

In order to achieve the goal of developing caring, collaborative, and competent teachers as delineated in the UNCG School of Education Teachers Academy Conceptual Framework, the AO/BK program reflects the standards of Council on Exceptional Children (CEC), Council on Education of the Deaf (CED), National Association for the Education of Young Children (NAEYC), National Council for Accreditation of Teacher Education (NCATE), and North Carolina Department of Public Instruction Guidelines in K-12 Hearing Impaired and Birth through Kindergarten (NCDPI). Thus, the program develops teachers who are able to interrelate the effects of hearing loss on language, learning, cognition and speech; to develop competency in adapting instruction in academic content to children who have hearing loss; to utilize developmentally appropriate practices in working with young children; and to collaborate with families, other professionals, and non-professionals.

Special Characteristics: The AO/BK program has been using the 1993 NC-DPI standards for the Hearing Impaired teacher licensure. This report follows those standards. New standards have been developed and are have recent received approval.

Program of Study (See Table 1)

Students are required to take 32 semester hours in courses that are specific to the Education of Deaf Children, 23 semester hours in courses specific to Birth-Kindergarten education and child development, and 23 semester hours of specific coursework required by the North Carolina Department of Public Instruction for teacher licensure. See Table 1 for specific course titles and suggested sequence. Students are also required to take 3 semester hours from one of the following courses: Music for the Preschool Child, Music for the Classroom Teacher, Child Art and Teaching, or Sign Language for the Deaf I.

In addition, students are required to meet General Education Requirements as outlined in the Fall 2005 and subsequent Undergraduate Bulletins.

Individuals full-time to the institution licensed in and involved with the program are Mary V. Compton, Ed.D., CCC/SLP., Judith A. Niemeyer, Ph.D., and Rosalie N. Parrish, M.Ed.

Rosalie N. Parrish is the AO/BK program coordinator. She has a Master's degree in Special Education with a focus in Interdisciplinary Studies in Early Childhood Education and Development and holds a North Carolina Birth-Kindergarten Teaching License. She is an instructor in the Department of Specialized Education Services. She is also the parent of a child who is deaf and has multiple disabilities.

Thirty-one students have graduated from the AO/BK program since it started in 2001. Currently, 35 students are enrolled.

Admission to Teacher Education requires a 2.5 GPA, however the Department of Specialized Education Services requires that a student have and maintain a GPA of 2.7 in order to be eligible for acceptance to Teacher Education.

Enrollment Trends: 3 students enrolled in Fall 2004; 7 students enrolled in Spring 2005; 15 students enrolled in Fall 2005.

The AO/BK undergraduate program is interdisciplinary in nature, combining the fields of Deaf Education, Special Education, Early Childhood Education, and Child Development and Family Studies. In addition, students are exposed through coursework to disciplines related to Social Work, Nursing, and General Education. This interdisciplinary focus stems from the following convictions:

1. Young children with and without disabilities have learning needs in common;
2. Young children should be served in inclusive settings by personnel prepared to work with the full range of developmental possibilities;
3. Young children, no matter what their learning level or what their learning needs, should always be served in developmentally appropriate settings where individualized goals are incorporated into naturalistically evolving activities;
4. Young children are closely and integrally tied into the family unit, whose interactive system must be understood and integrated into programs planned for the child.

Thus, students in this program participate in a highly interdisciplinary and well coordinated program that requires them to acquire the knowledge bases from multiple disciplines

and helps them integrate those perspectives into one that is functional for planning programs for young children. The final professional experience (student teaching) is the culminating experience for students in this program requiring them to synthesize and apply information from the various disciplines.

Table 1: Recommended AO/BK Program of Study

Semester	Course Prefix & Number	Course Title	Credit Hours	Regular Instructor
Fall I	HDF 212	Family & Close Relationships	3	Heather M. Helms
Spring I	HDF 302	Infant & Child Development	3	Sherrill W. Hayes
Fall II	SES 245	History and Culture of the Deaf	3	Edgar Shroyer
Fall II	NUR 345	Health Management for Children	3	Kay J. Cowen
Fall II	SES 242	Introduction to Exceptional Children	2	Marisa D. Roach
Spring II	SES 240	Communication Development in Children	3	Jennifer H. Ask
Spring II	SES 250	Professions in Special Education	3	Stephanie Kurtts
Spring II	CSD 250	Concepts in Communication Sciences	3	Celia R. Hooper
Spring II	CSD 334	Introduction to Audiology	3	Lisa Fox-Thomas
Spring II	HDF 409	Family Diversity	3	Joi W. Bulls
Spring II	LIS 120	Technology in Education / Portfolio Preparation	1	Jean Camp
Fall III	SES/HDF 425	Infant & Toddler	4	Kathryn Aldridge
Fall III	HDF 452	Infant & Child Assessment	3	Mary Catherine Scott-Little
Fall III	SES 450	Audition Development	3	Wendy Walker
Spring III	SES/HDF 441	Young Children's Learning Environment	4	Phyllis Gloeckler

Spring III	SES 451	Spoken Language Development	4	Wendy Walker
Spring III	CUI 516	Literature & Literacy	3	Jacqueline Dagenet
Spring III	SWK 584	Social Services for Children	3	Alicia B. Kaplan
Spring III	SES 460	Home-School Partnerships for Exceptional Children	3	Rosalie N. Parrish
Fall IV	CSD 557	Pediatric Aural Rehabilitation	3	Lisa Fox-Thomas
Fall IV	SES/HDF 435	Preschool-Kindergarten Curriculum	4	Belinda J. Hardin
Fall IV	SES 578	Teaching Language to Deaf Children	3	Mary V. Compton
Fall IV	SES 483	Academic Subjects – Deaf Elementary	3	Lynne Allen
Fall IV	ELC 381	Institution of Education	3	Amy R. Williams
Spring IV	SES 461	Student Teaching	12	Rosalie N. Parrish

Students are also required to take 12 semester hours of Humanities & Fine Arts, 3 semester hours of Historical Perspectives, 6 semester hours of Reasoning & Discourse, 6 semester hours of Natural Science, 3 semester hours of general Math, as well as 4 Global courses (these can be General Education courses) and 2 speaking intensive and 2 writing intensive courses (these can be within the major).

SECTION II: Conceptual Framework

The Auditory Oral/Birth-Kindergarten concentration in the Education of Deaf Children strives to prepare teachers who have the knowledge and skills necessary to implement auditory-oral and early childhood teaching practices while working collaboratively with families and colleagues. Our program aims to provide a variety of learning opportunities for students so they can acquire the skills needed to become a caring and competent teacher. The Conceptual Framework of the UNCG Teacher's Academy (below) has been added to every course syllabus, every online setting, and the student handbook for this program.

[The mission of professional education at UNCG is to prepare and support the professional developmental of caring, collaborative, and competent educators who work in diverse settings. The mission is carried in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and shared commitments to: (a) equity and excellent in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills, and dispositions through the preparation and continuing professional development of teachers, principals, and other school personnel.]

The purpose of the conceptual framework for the University is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. It is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice.

UNCG's professional education programs are guided by shared commitments to:

- equity and excellence in teaching, research, and service
- professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based)
- construction of a professional knowledge base through collaboration and collegiality

- dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

We believe that caring, collaborative and competent professionals possess an elaborate knowledge base comprised of five types of knowledge:

- content knowledge
- professional knowledge and skills
- pedagogical content knowledge
- sociocultural knowledge
- critical and reflective knowledge and skills.

Professional education programs at UNCG emphasize four 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:

- creating caring learning communities in diverse settings
- collaborating with colleagues, students, and parents
- engaging in continuous professional development
- becoming leaders in the profession.

The knowledge base that informs the conceptual framework for the Auditory Oral/Birth through Kindergarten program at the University of North Carolina Greensboro is based on several important child development philosophical premises. These premises have evolved from the theories of Vygotsky, Piaget and Bronfenbrenner. The premises are as follows:

1. Children are extremely diverse in nature. That diversity is found in their cultural backgrounds, learning styles, rates of development, degree of disability and individual interests. Young children learn in an integrated manner not in a compartmentalized manner. That is, they often learn math, science, and language skills through a single activity of interest to them. The development of young children proceeds on a continuum and not categorically. Personnel who work with young children must understand the full range of developmental possibilities, knowledgeable both about predictable changes in different developmental domains as well as the significance of variations from the norm in each domain. As such, students in the program learn to **collaborate** with family members and other disciplines by participating with other students on group projects which models recommended in early childhood.

2. Families of young children are extremely diverse. To work with young children,

knowledge of family systems and interaction are crucial. Families vary in composition, values, culture, knowledge of parenting and child development, economic status, degree of stress, and level of trust regarding interacting with professionals. For optimal development of young children, programs must work in partnership with families; parents must be respected as individuals and recognized as the constant presence in their child's lives. Professionals must know how to create a program that is open to family influence and consonant with family goals. Professionals must also be prepared to assist families in seeking and acquiring a wide range of interagency services designed to strengthen the family unit. As such, students in the program learn to become **caring** professionals by participating in diverse field experiences including families and in coursework that is specific to diversity and families (i.e., racial, economic, ability level, gender) but also integrated throughout all coursework. Students participate in activities that facilitate a caring and nurturing demeanor/attitude.

3. Individuals working with young children must focus on how children learn.

The "content" for individuals working with young children is typical and atypical child development, strategies for facilitating development and learning, and methods for relating to families. Professionals must be able to create developmentally appropriate, nurturing, warm environments that provide a wide range of concrete, exploratory materials and experiences that encourage child-initiated learning through play, and that are adaptive to children's special needs and individual learning styles. Professionals must be prepared to integrate the family and understand it as an important vehicle for the child's positive growth and development. Professionals must be prepared to observe and record young children's behavior in context, interpreting and responding appropriately through spontaneous and planned curriculum activities. Professionals must know how to establish individual goals and objectives for children and families; they must be prepared to work as a team member with other disciplines and with various agencies concerned with the child's welfare, and they must be prepared to assume an advocacy role when necessary. As such, they will become competent professionals with understanding how children learn with varying abilities.

4. Individuals working with young children work in diverse settings, requiring the flexible application of developmental principles in response to widely different environments. Diverse funding sources (public and private) support programs for young

children, requiring the teacher to coordinate and collaborate with a variety of agencies. Professionals must be prepared to design settings that are responsive and adaptable to a wide range of children's capabilities. Settings for young children must be open to participation by family members as well as professionals from other disciplines and interested members of the larger community.

Evidence of the conceptual framework in the program

The conceptual framework has been added to every course syllabus, including every online course, and the AO/BK student handbook in order to fully inform and remind students of our program's core values. In addition, the conceptual framework is posted on the web pages for the Department of Specialized Education Services and the BK program in Human Development and Family Services. Specific to ensuring that our students become caring, collaborative and competent educators, faculty have fully implemented and made effective use of Disposition assessments. This method of evaluation is shared across departments at our interdisciplinary BK meetings and allows faculty to report to each other problem students who are not demonstrating the values of the program through their behavior or actions. In addition, our licensure courses for the AO/BK program are linked to professional organizations and state standards which reflect the major themes of our conceptual framework.

Evaluation and continuous revision of the conceptual framework

Each year the SES and BK faculty each hold a summer retreat to discuss a variety of program components, including the conceptual framework, and to make program modifications. For example, in the year following the Undoing Racism training, we discussed at each faculty meeting changes that were made to courses based on ideas from the diversity training. Time was reserved on the agenda at each SES and BK faculty meeting to discuss course changes and additions related to improving our students understanding of bias and diversity in educational settings.

SECTION III: Standard I – Candidate Knowledge, Skill, and Disposition
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Evidence that candidates (for the initial teaching license) meet the core standards

The following matrices encompass all of the standards that the Auditory Oral/Birth-Kindergarten (AO/BK) students must meet in their course of study, including the North Carolina Department of Public Instruction Core Standards, Diversity Standards and Technology Standards for Birth-Kindergarten licensure as well as K-12 Hearing Impaired licensure.

The Birth-Kindergarten program is designed to offer students what they need to meet the standards for all of the following professional organizations: Council for Exceptional Children (CEC), Division for Early Childhood (DEC), National Association for the Education of Young Children (NAEYC), and Interstate New Teacher Assessment and Support Consortium (INTASC).

As part of the AO/BK program, professional standards are met for BK licensure through a combination of coursework taken in the professional sequence through the School of Human Environmental Sciences, Department of Human Development and Family Studies (HDF 212, HDF 250, HDF HDF 409 or 410, and HDF 452), the integrated methods courses, (HDF/SES 425, HDF/SES 435, HDF/SES 441) and in the interdisciplinary set of courses associated with the program (ELC 381, SES 242, SES 460, SWK 584, NUR 345, and CUI 516).

Performance expectations for candidates in the K-12 Hearing Impaired program are specifically aligned with standards from the following organizations: Council on Exceptional Children (CEC) and North Carolina State Department of Public Instruction (1993 K-12 Hearing Impaired Guidelines)(NCDPI).

As part of the AO/BK program, professional standards are met for HI licensure through a combination of coursework taken in the professional sequence through the School of Education, Specialized Education Services, Education of Deaf Children Program (SES 240, SES 243, SES 250, and SES 460), the integrated methods courses, (SES 450, SES 451, SES 483, and SES 578) and in the interdisciplinary set of courses associated with the program (CSD 250, CSD 334, CSD 557, CUI 516, ELC 381, LIS 120, NUR 345, and SES 242).

	CEC STANDARDS	DEC* STANDARDS	INTASC * STANDARDS	NAEYC STANDARDS	NC DPI STANDARDS CORE	NC DPI STANDARDS DIVERSITY	NC DPI STANDARDS TECHNOLOGY
B-K Standard 1: B-K professionals promote child development and learning for ALL young children with and without disabilities, including those at-risk	1,2,3,4,5,6,7,9,10	1,2,4,5,6	1,2,3,4,5,6,7,8	1,2,3,4,5,6,9,10	1,2,3	1,2,3	1,2,3,6
B-K Standard 2: B-K professionals understand assessment processes including their goals, benefits and uses	1,8	4	1,2,3,8	4,8	1,2		4
B-K Standard 3: B-K professionals build family and community partnerships	1,2,3,7,9,10	2,3,4,5	7,8,10	1,3,4,6,7	4,6	4,6	
B-K Standard 4: B-K professionals prepare for teaching and learning by connecting with ALL young children with and without disabilities, including those at-risk and their families	1,2,3,5,7,10	2,3	1,2,3,4,5,6,7	1,2,3,7	2,4	1,2,4,6	
B-K Standard 5: B-K professionals prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments.	1,4,7,8	4	1,2,3,4,5,7,8	3,4,8	2,5	5	
B-K Standard 6: B-K professionals prepare for teaching and learning by creating an integrated curriculum and responsive environment.	1,2,3,4,5,6,7,8	2	1,2,3,4,5,6,7	1,2,3,4,5	1,2,5	1,3,5	
B-K Standard 7: B-K professionals support the learning of ALL young children with and without disabilities including those at risk.	1,2,3,4,5,6,7,8	2	1,2,3,4,5,6,7	1,2,3,4,8	2,6	1	1,2,3
B-K Standard 8: B-K professionals recognize and respect individual differences in program planning and implementation.	1,2,3,4,5,8,9	1,2	1,2,3,4,5,6,7	2,3,4	3,6	1,2,4	
B-K Standard 9:	1,2,3,5,9,10	3,4,5	7,8,10	1,3,6,7,8	3,6	3,4	

B-K professionals demonstrate respectful, reciprocal relationships with families and communities.							
B-K Standard 10: B-K professionals function professionally.	1,2,3,5,9,10	3,4,5,6	9,10	1,3,5,6,7,10	4,5	3,5,6	5,6

*These standards are not delineated by number when presented by sponsoring agency. Numbers were added when completing this table.

The following Table summarizes the relationship of undergraduate courses to professional guidelines in Birth-Kindergarten, for all courses required in the AO/BK program.

Table 2: Relationship of Undergraduate Courses to Professional Guidelines in BK

Standards	Where taught (course / field experience, etc.)	Evidence of learning (project / assignment / critical performance / portfolio, etc.)	Assessment tool (rubric / test / observation, etc.)
B-K Standard 1: B-K professionals promote child development and learning for ALL young children with and without disabilities, including those at-risk. [CS1, CS2, CS3, DS1, DS2, TS1, TS2, TS3 & TS6]	NUR 345	Child health history & Interview school nurse	Rubric
	ELC 381	Papers, Journals & Projects	Rubric
	CUI 516	Children’s literature log, Final exam, Author study & Observation of literature rich classroom	Rubric & Test
	HDF 425	Belief statement, Essay exam, Reflective journals, Lab experience & Learning environment project	Rubric, Test & Observation
	HDF 452	Final action plan summary, Philosophy statement, Exams & Child portfolio	Rubric
	SES 240	Parent/Caregiver interview, Exams & Online discussion	Rubric, Test & Observation
	SES 242	Disability project, Online discussion, Midterm & Final exam	Rubric, Observation & Test
	SES 461	Adapted activity plans, Final exit evaluation checklist, Activity plans, Professional portfolio & Teaching portfolio	Rubric
	SES/HDF 435	Activity plans, Unit project & Software reviews	Rubric
	SES/HDF 441	Belief statement, Essay exam, Reflective journal of inclusive classroom experience & Applied research paper	Rubric & Test
	NUR 345	Child health history & Interview school nurse	Rubric
	CUI 516	Pre-reader assessment assignment	Rubric
	B-K Standard 2: B-K professionals understand assessment processes including their goals, benefits and uses. [CS1, CS2 & TS4]	SES/HDF 425	Lab experience & Reflective journals
HDF 452		Instrument evaluation project and presentation, Child portfolio, Exams, Lab assignments & Philosophy statement	Rubric
SES 242		Disability project, Online discussions, Midterm & Final exam	Rubric, Observation & Test

	SES 461	Professional portfolio, Final exit evaluation checklist & Teaching portfolio	Rubric
	SES/HDF 435	Unit project & Activity plans	Rubric
	SES/HDF 441	Belief statement, Essay exam, Reflective journal of inclusive classroom experience & Applied research paper	Rubric & Test
	NUR 345	Interview school nurse	Rubric
	ELC 381	Papers, Journals & Projects	Rubric
	SES/HDF 425	Belief statement, Essay exam, Reflective journals, Portfolio, Lab experience & IFSP project	Rubric, Test & Observation
	HDF 452	Exams, Professional presentation & Philosophy statement	Rubric
	SES 240	Parent/Caregiver interview, Exam & Flyer/Poster	Rubric & Test
B-K Standard 3: B-K professionals build family and community partnerships. [CS4, CS6, DS3 & DS5]	SES 242	Resource project, Case reaction, Virtual family, Disability project & Group project	Rubric & Observation
	SES 461	Parent/Teacher conference assignments, Teaching portfolio, Exit evaluation conference, & Final exit evaluation checklist	Rubric & Observation
	SES/HDF 435	Belief statements & Field experience evaluations	Rubric & Observation
	SES/HDF 441	Belief statement, Essay exam & Reflective journal of inclusive classroom experience	Rubric & Test
	ELC 381	Papers, Journals & Projects	Rubric
	CUI 516	Children's literature log, Final exam & Author study	Rubric & Test
	SES/HDF 425	Belief statement, Essay exam, Reflective journals, Lab experience, Portfolio & Learning environment project	Rubric, Test & Observation
	HDF 452	Practicum experience, Professional presentation, Philosophy statement, Exams & Child portfolio	Observation & Rubric
	SES 240	Flyer/Poster & Exams	Rubric & Test
	SES 242	Resource project, Case reaction, Virtual family & Disability project	Rubric & Observation
	SES 461	Final exit evaluation checklist, Exit evaluation conference, Activity plans & Teaching portfolio	Rubric & Observation

	SES/HDF 435	Journals, Belief statements, Activity plans, Field experience evaluations, Unit projects, Weekly class discussions & Diversity case discussion	Rubric & Observation
B-K Standard 4: B-K professionals prepare for teaching and learning by connecting with ALL young children with and without disabilities including those at-risk and their families. [CS2, CS4, CS6, DS1, DS2 & DS4]	SES/HDF 441	Belief statement, Essay exam & Reflective journal of inclusive classroom experience	Rubric & Test
B-K Standard 5: B-K professionals prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments. [CS2, CS5 & DS6]	NUR 345	Child health history	Rubric
	ELC 381	Papers, Journals & Projects	Rubric
	CUI 516	Pre-reader assessment assignment	Rubric
	SES/HDF 425	Lab experience & Reflective journal	Observation & Rubric
	HDF 452	Instrument evaluation project and presentation, Child portfolio, Exams, Lab assignments & Philosophy statement	Rubric
	SES 242	Online discussions	Observation
	SES 461	Reflection papers, Final exit evaluation checklist, Self/Supervisor mid-term evaluations, Activity plans & Teaching portfolio	Rubric & Observation
	SES/HDF 435	Activity plans, Reflective journal & Case reaction papers	Rubric
	SES/HDF 441	Belief statement, Essay exam & Reflective journal of inclusive classroom experience	Rubric & Test
	NUR 345	Interview school nurse	Rubric
B-K Standard 6: B-K professionals prepare for teaching and learning by creating an integrated curriculum and responsive environment. [CS1, CS2, CS5, DS3 & DS5]	ELC 381	Papers, Journals & Projects	Rubric
	CUI 516	Final exam & Observation reports	Test & Observation
	SES/HDF 425	Belief statement, Essay exam, Reflective journals, Lab experience & IFSP project	Rubric, Test Y Observation
	HDF 452	Exams, Child portfolio, Philosophy statement & Professional presentation	Rubric
	SES 240	Flyer/Poster, Exams & Parent/Caregiver interview	Rubric & Test
	SES 242	Disability project, Online discussions, Midterm, Final exam & Group project	Rubric, Observation & Test

	SES 461	Activity plans, Final exit evaluation checklist, Self/Supervisor mid-term evaluations, & Reflective papers	Rubric & Observation
	SES/HDF 435	Unit projects, Activity plans, Reflective journal & Case reaction papers	Rubric
	SES/HDF 441	Belief statement, Essay exam, Reflective journal of inclusive classroom experience & Applied research paper	Rubric & Test
	ELC 381	Papers, Journals & Projects	Rubric
B-K Standard 7: B-K professionals support the learning of ALL young children with and without disabilities including those at-risk. [CS2, CS6, DS1, TS1, TS2 & TS3]	CUI 516	Final essay exam, Children's literature log, Author study & Observation of literature rich classroom	
	SES/HDF 425	Belief statement, Essay exam, Reflective journals, Lab experience & Learning environment project	Rubric, Test & Observation
	HDF 452	Philosophy statement, Exams & Child portfolio	Rubric
	SES 240	Language sample analysis	Rubric
	SES 242	Exams, Class discussion & Disability project	Test, Observation & Rubric
	SES 461	Final exit evaluation checklist, Self/Supervisor mid-term evaluations, Activity plans, Teaching portfolio	Observation & Rubric
	SES/HDF 435	Activity plans, Unit projects, Belief statement, Field experience evaluation & Software reviews	Rubric
	SES/HDF 441	Belief statement, Essay exam & Reflective journal of inclusive classroom experience	Rubric & Test
	ELC 381	Papers, Journals & Projects	Rubric
	CUI 516	Children's literature log, Final exam & Author study	Rubric & Test
B-K Standard 8: B-K professionals recognize and respect individual differences in program planning and implementation. [CS3, CS6, DS1, DS2 & DS4]	SES/HDF 425	Lab experience, Reflective journals & Learning environment project	Observation & Rubric
	HDF 452	Final action plan summary, Philosophy statement, Exams & Child Portfolio	Rubric
	SES 240	Parent/Caregiver interview, Exams & Online discussion	Rubric, Test & Observation
	SES 242	Class discussion, Blackboard family project, Case reaction, Virtual family & Disability project	Observation & Rubric

	SES 461	Activity plans, Final exit evaluation checklist, Self/Supervisor mid-term evaluations, Reflection papers, & Teaching portfolio	Rubric & Observation
	SES/HDF 435	IEP program development project, Belief statement, Field experience evaluation, Activity plans, Unit projects, Weekly class discussions & Diversity case discussion	Rubric & Observation
	SES/HDF 441	Belief statement, Essay exam & Reflective journal of inclusive classroom experience	Rubric & Test
B-K Standard 9: B-K professionals demonstrate respectful, reciprocal relationships with families and communities. [CS3, CS6, DS3 & DS4]	NUR 345	Interview school nurse	Rubric
	ELC 381	Papers, Journals & Projects	Rubric
	SES/HDF 425	Lab experience, Reflective journals & IFSP project	Observation & Rubric
	HDF 452	Philosophy statement	Rubric
	SES 240	Parent/Caregiver interview, Exams, Online discussion & Flyer/Poster	Rubric, Test & Observation
	SES 242	Disability project & Group project	Rubric
	SES 461	Final exit evaluation checklist, Self/Supervisor mid-term evaluations, Reflection papers, & Disposition assessments	Observation & Rubric
	SES/HDF 435	Journal, Belief statement, Field experience evaluation, Weekly class discussions & Diversity case discussion	Rubric & Observation
	SES/HDF 441	Belief statement, Essay exam & Reflective journal of inclusive classroom experience	Rubric & Test
B-K Standard 10: B-K professionals function professionally. [CS4, CS5, DS3, DS5, DS6, TS5 & TS6]	ELC 381	Papers, Journals & Projects	Rubric
	SES/HDF 425	Belief statement, Essay exam, Portfolio, Reflective journals, Lab experience & IFSP project	Rubric, Test & Observation
	HDF 452	Professional presentation & Philosophy statement	Rubric
	SES 240	Parent/Caregiver interview, Exams, Flyer/Poster, Online discussion, Annotated webliography & Internet summary and reflection	Rubric, Test & Observation
	SES 242	Online discussions, Group project & Project presentation on Blackboard	Observation & Rubric

	SES 461	Midterm, Final exit evaluation checklist, Exit evaluation conference, Reflective papers, Activity plans, Teaching portfolio & Disposition Assessments	Test, Observation & Rubric
	SES/HDF 435	Lab experience evaluations, Reflective journal, Case reaction papers, Electronic journal & Web search for SCOS word processing assignment	Observation & Rubric
	SES/HDF 441	Belief statement, Essay exam & Reflective journal	Rubric & Test

Disposition assessments of students are completed through collaboration among SES and HDF faculty. Because students participate in coursework with other majors across departments, assessing individual scores is challenging. To address this challenge, the AO/BK program coordinator collaborates with HDF/SES faculty and serves on both faculty committees (HDF and SES). During faculty meetings, “problem” students (who rate a 1 or 2 on any part of the disposition scale) are discussed and decisions made about how to move forward. If an AO/BK student is showing signs of poor disposition, the AO/BK program coordinator will take the initiative to follow-up with the student and track future disposition assessments.

Evidence that candidates can work with families to support student learning

Throughout the program, students have multiple opportunities to interact with families of children with and without disabilities. These interactions occur at the family’s home, in the community (libraries, restaurants, school functions, doctor’s offices), and in a variety of learning environments (child care centers, public and private schools, in the university classroom).

At least 2 of the program courses (SES 242, SES 460) invite families to participate in family panels in which they come into the university classroom to share their personal stories about parenting children with hearing loss or other disabilities. At these times, students are given the opportunity to ask questions and learn more about family experiences at home and at school.

Two sections of one course (SES 460 – “*Home School Partnerships for Children with Exceptional Needs*”) have a parent of a child with disabilities serving as adjunct faculty in a co-teaching design with another faculty member in the Department of Specialized Education Services. These parents are encouraged to share their family stories as they relate to the topics

covered, share resources that they have found useful, assist in preparing and delivering lectures and presentations, assist in guiding students academically, and assist in grading and course evaluation. Students are surveyed at the end of each semester on their thoughts about having a parent as one of their instructors; they report that the parental input provides a type of learning that enhances the textbook and lecture and gives them a more realistic perspective on what it is like for families raising children with disabilities. Reimbursement is secured for parents serving as faculty by family organizations such as North Carolina's Exceptional Children's Assistance Center.

SES 460 is directly oriented to the involvement of families in education and building partnerships between school and home. As part of this course, students are each assigned to a family of a child with a disability who they must visit at least 3 times. They are required to make an informal visit to the home to get to know the family and child, conduct a formal interview of the child's parents or primary caregivers, and observe the communication style between parent and professional during a professional visit (e.g., child goes to see doctor or physical therapist). At the end of this project, students are required to write a reflective paper about the experience. Also in SES 460, students engage in an online activity called "Virtual Family." Here, students are given a detailed scenario in which they have just given birth to a child with a disability. They are asked to look at how this scenario would fit into their own life as they know it today, to share their emotional reactions, and to think about what course of action they will take. The group members are also encouraged to serve as a support team for each other, responding to one another's online posting as you might see on Internet-based Parent Support Groups. The student responses to this activity are extremely positive, and they report that throughout the semester the scenario and virtual "child" become very real to them.

In SES/HDF 441, Learning Environments, students learn a variety of communication strategies in working with families of children with hearing loss or other disabilities, as well as families of children without disabilities. This course provides students with an internship experience in which they observe and evaluate learning environments, including how preschools and kindergarten classrooms partner with families to make learning beneficial for children.

In SES 483, Instructional Methods with Deaf Students, candidates in develop a Service Delivery Plan Case Study in which they must delineate how they will collaborate with families in designing and delivering the plan.

Students in the AO/BK program are required to attend a minimum of 1 seminar a semester focusing on family-centered teaching practices. A panel of three or four family members are invited to share with students their perspectives on topics such as: 1) receiving the initial diagnosis of hearing impairment or other disabilities, and how it has impacted their family; 2) advocating for their child and building partnerships with professionals; and 3) facilitating spoken language for their child with the anticipation of full inclusion in activities with their hearing peers. The program coordinator partners with local family support organizations to assure that students are exposed to a diverse group of parents, siblings, and extended family in order to better understand how the whole family is affected and can be involved in the care and education of the child.

In their last semester, student teachers are expected to actively pursue a positive relationship with families of the children in their assigned classrooms. The AO/BK program coordinator serves as the university supervisor and gives students guidance in doing this. Students are required to write a letter to families introducing themselves, and to attend special school functions where they have opportunities to meet or interact with families, such as Open House. Students are also encouraged to keep a communication journal, a notebook which the child carries from home to school and in which parents and teachers write notes for each other. Student teachers report that this is an effective tool for maintaining communication with parents. If given the opportunity, student teachers are encouraged to participate in parent conferences and in IFSP/IEP meetings to experience what it is like working with families to review evaluations and to develop goals for individual children. Further, students are asked to reflect upon their interactions with families and share their thoughts and experiences with each other and their university supervisor on Blackboard, a discussion forum online.

Standard 1A: Undergraduate Candidate Qualifications

Program admission criteria

Students must meet requirements to be SES majors based on at least 12 hours of course work at UNCG and a C or better in three foundation courses -- HDF 212 *Families and Close Relationships*, HDF 302 *Infant and Child Development in the Family*, and SES 240 *Communication Development in Children*. In addition, students must meet specific requirements to be admitted to Teacher Education through the Teachers' Academy. These requirements

include a minimum 2.7 GPA (change effective, June 2005 from previous 2.5) based on at least 12 hours of course work at UNCG, passage of the PRAXIS I standard examination for teachers, and a grade of C or better in SES 250 *Professions in Special Education*. These requirements are listed in the university catalog pages for Specialized Education Services and spelled out in detail in the Auditory Oral/Birth-Kindergarten Student Handbook available on the School of Education website (www.uncg.edu/soe).

Records of students who have been admitted to Teacher Education are kept by the Auditory Oral/Birth-Kindergarten program coordinator, Specialized Education Services department office, and in the Teacher's Academy.

Admission to UNCG and Declaration of Auditory Oral/Birth-Kindergarten Licensure Major

In meeting the requirements for admission to UNCG as freshmen, prospective candidates in the AO/BK Standard Professional I licensure program provide the following information:

- a secondary school diploma (or its equivalent) and at least 15 acceptable units of credit from an accredited secondary school
- official secondary school transcript including cumulative grade point average on a 4.0 scale
- official results of SAT I or ACT Assessment with the Writing Test option

Transfer students must have a 2.0 or higher grade point average on a 4.0 scale on all previous work attempted and on all transferable coursework from a regionally accredited college or university.

Formal admission to the Auditory Oral/Birth-Kindergarten program is contingent upon a prospective candidate's admission to Teacher Education. At this time prospective candidates present the following evidence of their emerging abilities to become caring, competent, and collaborative professional educators:

- A passing score (as designated by the NC Department of Public Instruction) on three subtests (Reading, Writing, and mathematics) of the Praxis I Pre-Professional Skills Test OR the NC DPI designated passing scores on subtests of the SAT/ACT as approved by the State Board of Education in January 2006
- Attainment of a 2.7 grade point average on a 4.0 scale on all courses completed

- A signed letter from a supervisor documenting that the prospective candidate has successfully completed a minimum of twenty (20) clock hours of direct, supervised experience with children
- Completion of a Self-Assessment of Dispositions (SES 450 Audition Development and SES 451 Spoken Language Facilitation)
- Documentation by cooperating teacher with whom the prospective candidate completed a field experience in SES 450 that this field experience was successful
- Documentation by the SES 451 cooperating teacher and university supervisor that the prospective candidate demonstrated successful performance on the following items of the Teacher Growth and Assessment for Pre-service (TGAP)
- Completion of SES 250 Introduction to Professions in Special Education with a grade of C or higher
- Completion of the Application for Admission to Teacher Education form
- Candidates must apply for admission to Teacher Education at the end of their sophomore year or at the end of their first semester at UNCG if they transfer after their sophomore year. All candidates must be admitted no later than the first semester of their junior year.

Admission to Student Teaching

The application for admission to Student teaching is made at least ONE-YEAR PRIOR to the semester in which the candidate will complete the student teaching internship. Application forms must be submitted by November 1 for student teaching in the fall of the following year, and by February 15 for student teaching in the spring of the following year. The following are criteria for admission to Student Teaching:

- Grade point average of at least 2.7 overall with a 2.7 grade point average in all required courses with an SES prefix.
- Completion of all major, cognate and teacher licensure coursework
- Acceptable scores on observations by cooperating teacher and university supervisor conducted in fieldwork components of SES 350B and SES 483 as noted on the TGAP;
- Acceptable ratings on dispositions as noted by cooperating teacher and university supervisor in fieldwork in SES 450 and SES 451.

How progress is limited until formal admission has been granted

Students are required to be admitted to Teacher Education by the end of their sophomore year or the beginning of their junior year at the latest (this has changed since Fall 2005 when students were required to be admitted one semester prior to student teaching). Students who have not been admitted to Teacher Education cannot register for the following required methods courses in the AO/BK program: SES 450, *Audition Development in Deaf Children*; SES 451 *Spoken Language Facilitation in Deaf Children*; SES 483 *Instructional Methods for Deaf Students*, and SES 578 *Language Teaching Methods with Deaf Students*.

How progress is monitored to ensure that formal admission occurs no later than one semester prior to student teaching

The Auditory Oral/Birth-Kindergarten program coordinator, who also serves as advisor for each AO/BK student, monitors the progress of each student in the program keeping them informed of program requirements and deadlines via an email list serve for students. However, the AO/BK handbook clearly states that formal admission to Teacher Education in a timely manner is the sole responsibility of the student.

The requirements for admission to Teacher Education are communicated to students in both the Teachers Academy Teacher Education Handbook as well as the Auditory Oral/Birth-Kindergarten Program Handbook, both of which are available on the UNCG website. In individual advising sessions with each student faculty review the admission criteria and how progress is limited until formal admission is granted. (SEE ADVISING CHECKLIST IN DOCUMENTS BOX). Students and faculty advisors sign and date a statement on each student's Advising Checklist to attest to their understanding of the admission and progress limitation policies. The student receives the original copy of the Checklist and a copy is made for insertion in each student's departmental file.

At the beginning of each semester, rosters for the courses listed above are monitored to ensure that any students who have added the courses have been formally admitted to the program. Any student who is not formally admitted by the end of the drop-add period (first week of school) is asked to withdraw from the course(s).

SECTION IV: Standard II – Candidate assessment and evaluation

System for the collection and analysis of data on candidate performance (Individual Candidate Assessment)

Assessment of candidates for the Auditory Oral/Birth-Kindergarten program is implemented at three junctures or gateways following a student's admission to UNCG: 1) Admission to Teacher Education (the Teachers Academy), 2) Admission to Student Teaching, and 3) Recommendation for Licensure.

For undergraduate candidates, individual assessment occurs several times throughout their program. In order to maintain successful status in the program students must be admitted to Teacher Education, maintain a GPA of 2.7, receive satisfactory reviews on their practicum placements, and an acceptable score in all dimensions of their dispositions profile. At the conclusion of their program, in addition to the previous items, students also must receive an acceptable score on their professional portfolio. Table 2 shows what types of assessments are used and when for students in the program.

Individual Assessment Indicators. Students are required to complete a personal philosophy statement four times over the course of the Auditory Oral/Birth-Kindergarten program in order to demonstrate the development and growing clarity of their approach to working with young children with and without disabilities. The philosophy statements are evaluated with a rubric based on North Carolina Birth-Kindergarten standards. Students also use a self-assessment scale to evaluate their teaching competencies through videotapes of their field experiences in BK classrooms. These self-assessments are conducted in two professional seminars, which are co-requisites with two of the BK methods classes. Feedback from cooperating teachers is collected in all of the methods classes (which include field placements) and student teaching. For the methods classes and student teaching, cooperating teachers complete the evaluation of student performance at midterm and at the end of the semester using the SERVE Profile. This assessment tool addresses 5 categories: Planning Instruction, Assessment, Motivation and Management, Teacher Impact, and Professional Growth.

University supervisors also provide evaluation of student performance through the use of a comprehensive evaluation of teaching skills and professional behavior upon completion of the

student teaching experience. During SES/HDF 435, *Preschool and Kindergarten Curriculum* and student teaching, the instructor for the courses evaluates students' curriculum plans on how well the BK student promoted child learning based on the *NC Pre-Kindergarten Widely Held Expectations* and the *Kindergarten Standard Course of Study*. A rubric has been developed to evaluate the effectiveness of the planned experience in impacting children's learning. In general, student dispositions are assessed at a minimum of three points in their academic program. Since students in the Auditory Oral/Birth-Kindergarten program take coursework involving practica in two departments, they are given disposition evaluations in a minimum of 5 courses, including student teaching. It is expected that we will be able to recognize early in the program student characteristics and attitudes that will lead to the development of competent, caring, and collaborative professionals working with young children who are deaf or hard of hearing.

Table 3: Assessment of Students in Education of Deaf Children, Auditory Oral/Birth-Kindergarten

Assessment	Admission	Midway in Program	Entrance to Student Teaching	Completion of Student Teaching	Follow-up
GPA	Minimum of 2.7	Checked each semester by Teachers' Academy	Minimum of 2.7	Minimum of 2.7	
Praxis I	Minimum scores: 176-Math; 173-Writing; 173-Reading				
Praxis II				Not required at this time	
Disposition Rubric		Ratings of 1 or 2 require an action plan to address problems	Ratings of 1 or 2 require an action plan to address problems	All ratings must be a 3 or higher	
Portfolio Rubric				Must have satisfactory ratings in all dimensions	
SERVE		Portions may be completed in early field experiences		Must have satisfactory ratings in all dimensions	
Course	Pre-requisites	Minimum of	Required	Students must	

Requirements	must be completed	2.7 GPA and admission to Teacher Education in order to take Methods courses.	courses must be satisfactorily completed.	make a C or better in Student Teaching in order to be eligible for licensure.	
Licensure Status				Students bring necessary paperwork to program coordinator for final check and copies to be submitted in student file.	Program coordinator and TA keeps record of all licensure applications
Employment Status				Students who received grant funds must work in the field one year for every semester they received aid.	First job after graduation is recorded by program coordinator and followed for 3 years.
Employer Satisfaction					Measured at end of graduate's first year teaching.
Candidate Satisfaction		Candidate satisfaction with the academic program and field placements measured midway through the program.			Measured upon completion of the program and every year after that for 3 years.
Additional Program Requirements	Must be admitted to TA by end of Sophomore year or beginning of Junior year.				Students must complete satisfaction interviews upon graduation and every year after for 3 years, if aid was received.

Table 4, below, indicates each Birth-Kindergarten Specialty Area Standard, the courses in

which each standard is primarily addressed, the assignment used to ensure that students have met each standard, and the course data to indicate that students have met the standard. Examples of assignments are available in the BK Document Box.

Table 4: Birth-Kindergarten Specialty Area Standards

B-K Standard 1: B-K professionals promote child development and learning for ALL young children with and without disabilities, including those at-risk.									
Indicator 1:1 – Know theories and principles of human development, growth and learning, including the findings of relevant research.									
Indicator 1:2 – Know the philosophical, historical, and legal issues in the fields of child development, early childhood education, early childhood special education, and early intervention.									
Indicator 1:3 – Understand health and safety issues as they relate to group care settings.									
Indicator 1:4 – Know the etiology, identifying characteristics, range and complexity of different disabilities (e.g. mild, moderate, severe, profound) and risk factors and their influences on development.									
Indicator 1:5 – Understand how the interaction between biological and environmental factors influences children’s development and learning.									
Indicator 1:6 – Understand that learning approaches are integrated and that interconnectedness among cognitive, social, emotional, linguistic, and physical development influence growth, development and learning for ALL children.									
Indicator 1:7 – Know the health, medical, and physical requirements of ALL young children and the influence on development.									
Indicator 1:8 – Know the social and emotional needs, especially the importance of consistent, positive relationships, for the healthy development of ALL young children.									
Indicator 1:9 – Know the range of appropriate technological applications available to children and families.									
Indicator 1:10 – Understand the relationship between differing environmental or situational contexts and children’s actions.									
Evidence									
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unacceptable	% Higher	% Proficient	% Acceptable	% Unacceptable
Activity Plans	SES/HDF 425	52.2	30.4	8.7	8.7	55.9	32.4	2.9	8.8
Belief Statement	SES/HDF 425	8.7	17.4		0				

B-K Standard 2 – B-K professionals understand assessment processes including their goals, benefits and uses.									
Indicator 2:1 – Are aware of a variety of appropriate assessment tools and procedures and their purposes, including on-going observation, data collection and analysis.									
Indicator 2:2 – Are knowledgeable of informal and formal assessment procedures and the need for collaboration with families and other professionals.									
Indicator 2:3 – Are knowledgeable of health appraisal procedures and referral processes.									
Indicator 2:4 – Understand that appropriate assessment is an embedded (rather than pull-out) process that supports children’s development and learning.									
Evidence									
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unacceptable	% Higher	% Proficient	% Acceptable	% Unacceptable
Instrument Evaluation	HDF 452	58.8	32.4	0	8.8	90	0	0	10
Activity plan	SES/HDF 435	32	32	36	0	75	21.4	3.6	0
Assessment portfolio	HDF 452	73.5	4.4	8.8	11.8	90	3	0	7

B-K Standard 3 – B-K professionals build family and community partnerships.

Indicator 3:1 – Understand that families are the first and most important teachers and key decision makers for their children.

Indicator 3:2 – Understand the characteristics of each child's family and community while developing programs in partnership that support development and learning.

Indicator 3:3 – Understand family systems theory, family structures, functioning styles, and stages of family and adult development.

Indicator 3:4 – Understand the role of family as a partner in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for their child.

Indicator 3:5 – Are aware of resources, range of services, and program options available to families and procedures for guiding families in choice making or decision-making.

Indicator 3:6 – Understand the characteristics of effective team functioning and various team models such as multidisciplinary, interdisciplinary, and transdisciplinary, especially as they impact interagency relationships and service coordination.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unacceptable	% Higher	% Proficient	% Acceptable	% Unaccepta ble
IFSP	SES/HDF 425	39.1	52.2	8.7	0	73.5	8.8	5.9	11.8
Belief Statement	SES/HDF 425	73.9	17.4	8.7	0	47.1	23.5	14.7	14.7
Family Story Project	SES 460	87.5	6.25	6.25	0	87.5	6.25	6.25	0
Dispositions	SES/HDF 425	60	33.4	2.2	4.4	3	85	12	0
Dispositions	SES/HDF 435	0	85.7	14.3	0	83	15	2	0
Dispositions	SES 461	100	0	0	0	56	11	28	5

B-K Standard 4 – B-K professionals prepare for teaching and learning by connecting with ALL young children with and without disabilities including those at-risk and their families.

- Indicator 4:1 – Use positive, consistent relationships and supportive interactions as the foundation for their work with families and ALL young children.
- Indicator 4:2 – Guide and foster interactions (child-child, child-adult, adult-adult) that facilitate inquiry and discovery.
- Indicator 4:3 – Establish principles for guiding ALL young children’s behavior, problem solving with children and fostering independence.
- Indicator 4:4 – Display warm, nurturing, respectful, and reciprocal interactions with families and ALL young children.
- Indicator 4:5 – Use responsive techniques to enhance social interaction among adults and ALL young children to create a caring community of learners.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unaccept able	% Higher	% Proficient	% Acceptable	% Unaccepta ble
Journals	SES/HDF 425	73.9	17.4	8.7	0	58.8	23.5	5.9	11.8
Journals	SES/HDF 435	61	14	25	0	75	17.9	3.6	3.6
Journals	SES/HDF 441	65	15	12	8	83.9	6.5	0	9.6
Modified TGAP	SES/HDF 425	91.3	0	8.7	0	47.1	38.2	8.8	5.9
Modified TGAP	SES/HDF 435	85.1	7.3	7.3	0	30.8	53.8	30.8	0
TGAP	SES 461	100	0	0	0	44	44	0	11

B-K Standard 5 – B-K professionals prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments.

- Indicator 5:1 – Collect and synthesize relevant assessment information that informs practice.
- Indicator 5:2 – Share assessment information results with appropriate family members and professionals.
- Indicator 5:3 – Link assessment information to practice, including appropriate implementation of Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs).
- Indicator 5:4 – Uses assessment information, including observation, to plan, implement, and evaluate program(s).

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unacceptable	% Higher	% Proficient	% Acceptable	% Unacceptable
Activity Plans	SES/HDF 425	52.2	30.4	8.7	8.7	55.9	32.4	2.9	8.8
Activity Plans	SES/HDF 435	32	32	36	0	75	21.4	3.6	0
Instrument Evaluation	HDF 452	58.8	32.4	0	8.8	90	0	0	10
TGAP Assessment	SES 461	100	0	0	0	44	44	0	11

B-K Standard 6 – B-K professionals prepare for teaching and learning by creating an integrated curriculum and responsive environment.

- Indicator 6:1 – Use play/active learning processes as a foundation for ALL young children’s learning.
- Indicator 6:2 – Plan a suitable balance between child-initiated and adult-initiated activities.
- Indicator 6:3 – Create and adapt integrated, meaningful, challenging, and engaging developmentally supportive learning experiences.
- Indicator 6:4 – Implement and adapt developmental and functional curricula across all domains (including cognitive, physical, social, emotional, and language) in response to ALL young children’s strengths, interests, needs and differing ability levels.
- Indicator 6:5 – Integrate content from disciplines that set the stage for subsequent academic development to include emergent reading, writing, mathematics, the arts (visual art, music, movement, drama, dance), science, and social studies.
- Indicator 6:6 – Create and adapt developmentally supportive environments with attention to curriculum, interactions, teaching practices, and learning materials.
- Indicator 6:7 – Create, manage, and adapt environments with developmentally appropriate interpersonal, spatial, and temporal organization.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unacceptable	% Higher	% Proficient	% Acceptable	% Unacceptable
Learning Environment	SES/HDF 425	86.9	8.8	4.3	0	23.5	70.6	0	5.9
Unit Project	SES/HDF 435	38	31	31	0	42.9	42.9	0	14.3
Journals	SES/HDF 425	73.9	17.4	8.7	0	58.8	23.5	5.9	11.8
Journals	SES/HDF 435	61	14	25	0	75	17.9	3.6	3.6
Journals	SES/HDF 441	65	15	12	8	83.9	6.5	0	9.6

B-K Standard 7 – B-K professionals support the learning of ALL young children with and without disabilities, including those at-risk.

- Indicator 7:1 – Accommodate individual learning styles, needs, and interests of ALL young children.
- Indicator 7:2 – Use strategies and tools that encourage ALL young children’s problem solving, thinking skills, and developmental and social competence.
- Indicator 7:3 – Use appropriate technology, including software, multimedia, and assistive technology, to support and enhance the learning of ALL young children.
- Indicator 7:4 – Use a variety of naturally occurring routines and activities, and responsive and incidental teaching techniques to promote emergent skill development.
- Indicator 7:5 – Develop, implement and evaluate IFSPs and IEPs in partnership with families and other professionals.
- Indicator 7:6 – 7:6 – Facilitate effective transitions throughout the day.
- Indicator 7:7 – Use strengths-based practices as a focus for teaching and learning.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unacceptable	% Higher	% Proficient	% Acceptable	% Unacceptable
Learning Environment	SES/HDF 425	86.9	8.8	4.3	0	23.5	70.6	0	5.9
Assistive Technology	SES/HDF 425	82.6	4.3	8.7	4.3	67.6	8.8	2.9	20.6
Activity Plan	SES 461	85	15	0	0	100	0	0	0

B-K Standard 8 – B-K professionals recognize and respect individual differences in program planning and implementation.

- Indicator 8:1 – Create an environment that is reflective of the children in the classroom setting that honors diversity.
- Indicator 8:2 – Integrate cultural diversity and an anti-bias perspective throughout all instructional activities.
- Indicator 8:3 – Are sensitive to and meet the needs of children with different ability levels including those with disabilities and their families.
- Indicator 8:4 – Are sensitive to, and meet the needs of children with different ability levels including those with disabilities and their families.
- Indicator 8:5 – Integrate IEP or IFSP goals throughout the daily routines and activities in a developmentally appropriate way.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unacceptable	% Higher	% Proficient	% Acceptable	% Unacceptable
Activity Plans	SES/HDF 425	52.2	30.4	8.7	0	55.9	32.4	2.9	8.8
Activity Plans	SES/HDF 435	32	32	36	0	75	21.4	3.6	0
Activity Plans	SES 461	85	15	0	0	100	0	0	0
IFSP	SES/HDF 425	39.1	52.2	8.7	0	73.5	8.8	5.9	11.8
IEP	SES/HDF 435	75	7	18	0	78.6	14.3	3.6	3.6
Diversity Walk-Through	SES/HDF 441	27	27	15	31	77.4	3.2	0	19.4

B-K Standard 9 – B-K professionals demonstrate respectful, reciprocal relationships with families and communities.

- Indicator 9:1 – Support families as the primary developmental context for their children’s learning and development.
- Indicator 9:2 – Respect cultural preferences and socioeconomic influences when identifying family resources, concerns, and priorities.
- Indicator 9:3 – Respect diverse cultural values and family structures.
- Indicator 9:4 – Communicate effectively with families from diverse backgrounds.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unacceptable	% Higher	% Proficient	% Acceptable	% Unacceptable
Dispositions	SES/HDF 425	60	33.4	2.2	4.4	3	85	12	0
Family Story Project	SES 460	87.5	6.25	6.25	0	87.5	6.25	6.25	0
Diversity Walk- Through	SES/HDF 441	27	27	15	31	77.4	3.2	0	19.4

B-K Standard 10 – B-K professionals function professionally.

- Indicator 10:1 – Identify with and actively involve themselves in birth-kindergarten professional organizations.
- Indicator 10:2 – Respect confidentiality and informed consent.
- Indicator 10:3 – Articulate the philosophies of the professional organizations that provide the guiding framework for B-K practice (e.g., NAEYC, Division of Early Childhood of the CEC).
- Indicator 10:4 – Know and follow legal and ethical mandates, policies, and procedures related to services for young children and families.
- Indicator 10:5 – Serve in the roles as advocate, consultant, collaborator, and team member.
- Indicator 10:6 – Integrate knowledge and strategies from other professionals in designing and implementing learning activities.
- Indicator 10:7 – Facilitate effective transitions between programs and services for children and their families.
- Indicator 10:8 – Use strategies such as reflective teaching, cooperative planning, problem solving, and collaboration with others, including therapists, assistant teachers, volunteers, and families, in order to advocate for recommended practices.

Indicator 10:9 – Use a consultative model of service delivery and integrated therapies when appropriate.									
Indicator 10:10 – Function in a variety of settings such as natural learning environments, public school classrooms, child care centers, community agencies, homes, hospitals, crisis nurseries, and shelters.									
Evidence									
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as Acceptable/Proficient or higher							
		Fall 05				Spring 06			
		% Higher	% Proficient	% Acceptable	% Unacceptable	% Higher	% Proficient	% Acceptable	% Unacceptable
Modified TGAP	SES/HDF 425	91.3	0	8.7	0	47.1	38.2	8.8	5.9
Modified TGAP	SES/HDF 435	85.1	7.3	7.3	0	30.8	53.8	30.8	0
Modified TGAP	SES/HDF 441	0	92	8	0	35	6	12	47
IFSP	SES/HDF 425	39.1	52.2	8.7	0	73.5	8.8	5.9	11.8
Dispositions	SES/HDF 425	60	33.4	2.2	4.4	3	85	12	0
Dispositions	SES/HDF 435	0	85.7	14.3	0	83	15	2	0
Dispositions	SES 461	100	0	0	0	100	0	0	0

The following Table 5 displays the DPI Specialty Area Hearing Impaired Standards and Indicators (1993), and the following components of evidence that candidates meet the K-12HI Specialty Area Standards: the Assessments (Knowledge, Skills and Dispositions), the time frames in which the Assessments are implemented, and the percentages of candidates rated above, at or below acceptable levels of competency expected of novice teachers.

NOTE: Assessments and Evidence are not available for SES 243 due to the retirement of Dr. Edgar Shroyer.

Table 5: K-12 HI Specialty Area Standards

Hearing Impaired Standard 1 – The entry level teacher of the hearing impaired will identify/demonstrate an understanding of definitions/classification systems.				
Indicator 1:1 – Select current definitions of terms, descriptions, and classifications related to hearing loss				
Evidence				
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
Exams	CSD 334	25	75	0

Hearing Impaired Standard 2 – The entry level teacher of the hearing impaired will identify prevalence/incidence of hearing loss among the population.				
Evidence				
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
Quiz #1	SES 243	Data	not	available

Hearing Impaired Standard 3 – The entry level teacher of the hearing impaired will identify etiologies of hearing loss and their implications.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
Group Presentation #2	CSD 334	15	85	0

Hearing Impaired Standard 4 – The entry level teacher of the hearing impaired will demonstrate knowledge in areas which support instructional efforts including anatomy, audiology, linguistics, and communication.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
Language Sample Analysis	SES 240	15	85	0
Exams	CSD 334	25	75	0

Hearing Impaired Standard 5 – The entry level teacher of the hearing impaired will define learning and behavioral characteristics by:

Indicator 5:1 – Identifying the characteristics, needs, and development typical of children having hearing losses including those with additional handicapping conditions.

Indicator 5:2 – Identifying typical developmental patterns in auditory functioning, communication, speech and language, cognitive functioning, and psychosocial functioning.

Indicator 5:3 – Identifying basic linguistic, auditory, educational, and psychosocial needs and their implications in providing services.

Indicator 5:4 – Developing tasks appropriate for development of higher level thinking and conceptual development of hearing impaired students.

Indicator 5:5 – Identifying various techniques used with hearing impaired students for speech and auditory development, remediation, and maintenance.

Indicator 5:6 – Identifying the components of communicative competence to be considered in designing instruction for hearing impaired students (i.e. reading, writing, language)

Indicator 5:7 – Identifying current communication modes used in instructional settings and cite examples of appropriate utilization.

Indicator 5:8 – Identifying procedures used to analyze and adapt standard curricular materials for use with hearing impaired students.

Indicator 5:9 – Identifying approaches to teaching transition skills within the school environment and from school to adult life.

Indicator 5:10 – Identifying evaluation instruments appropriate for hearing impaired students.

Indicator 5:11 – Identifying the components of an acoustically appropriate classroom

Indicator 5:12 – Identifying the proper procedures for routine care, maintenance, and use of group and individual amplification equipment.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
Quizzes	SES 243	data	not	Available
Language Sample Analysis	SES 578	75	25	0
Instructional Module	SES 483	64	36	0
Instruction Observations	SES 461	100	0	0
Speech Lesson Evaluation	SES 451	100	0	0
Audition Lesson Plan	SES 450	82	18	0
Exams	CSD 334	25	75	0

Hearing Impaired Standard 6 – The entry level teacher of the hearing impaired will identify current and historical attitudes and influences affecting the education of hearing impaired students.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
Quizzes	SES 243	data	not	available
Perspectives Paper	SES 483			

Hearing Impaired Standard 7 – The entry level teacher of the hearing impaired will explain the trends in education of hearing impaired students since P.L. 94-142 and P.L. 99-457.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
Paper	SES 243	data	not	available

Hearing Impaired Standard 8 – The entry level teacher of the hearing impaired will define a continuum of services and identify roles and functions of key personnel in various service delivery systems.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
Group Service Delivery Plan Case Study	SES 483			

Hearing Impaired Standard 9 – The entry level teacher of the hearing impaired will identify professional organizations and governmental agencies on national, state, and local levels that are concerned with issues and services for hearing impaired students.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
Quizzes	SES 243	data	not	available

Hearing Impaired Standard 10 – The entry level teacher of the hearing impaired will identify periodicals and publications relevant to the education of hearing impaired children.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
Quizzes	SES 243	data	not	available

Hearing Impaired Standard 11 – The entry level teacher of the hearing impaired will describe characteristics of deaf culture and deaf culture's place within education of the hearing impaired.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
Quizzes	SES 243	data	not	available

Hearing Impaired Standard 12 – The entry level teacher of the hearing impaired will use evaluation results to develop instructional strategies.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
TGAP	SES 461	100	0	0
Instruction Observations	SES 461	100	0	0

Hearing Impaired Standard 13 – The entry level teacher of the hearing impaired will identify and implement major curricular modifications necessary for hearing impaired and multihandicapped hearing impaired students.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
Instructional Module	SES 483	50	50	0
TGAP	SES 461	100	0	0

Hearing Impaired Standard 14 – The entry level teacher of the hearing impaired will identify major educational goals of educational programs for hearing impaired students across levels in the areas of auditory functioning, speech production, literacy, content areas, and social functioning.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
Instructional Module	SES 483	50	50	0
Linguistic Target Structure Module	SES 578	100	0	0
TGAP	SES 461	100	0	0

Hearing Impaired Standard 15 – The entry level teacher of the hearing impaired will demonstrate the ability to plan for individualized and group instruction.

Evidence

Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
Instruction Observations	SES 461	100	0	0
TGAP	SES 461	100	0	0

Hearing Impaired Standard 16 – The entry level teacher of the hearing impaired will develop appropriate programmatic goals for age levels birth to 21.				
Evidence				
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
Group Service Delivery Plan	SES 483			
TGAP	SES 461	100	0	0

Hearing Impaired Standard 17 – The entry level teacher of the hearing impaired will demonstrate the ability to implement instructional strategies to facilitate learning in hearing impaired students by:				
Indicator 17:1 – Identifying and selecting the essential intervention methods, techniques, materials, and equipment appropriate for hearing impaired students.				
Indicator 17:2 – Identifying the educational implications of additional handicapping conditions accompanying hearing loss.				
Indicator 17:3 – Identifying media, materials, and equipment, including instructional aids and technological devices most appropriate for use with/by hearing impaired students.				
Evidence				
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
TGAP	SES 461	(n=3) 100	0	0
Instruction Observations	SES 461	(n=3)		

Hearing Impaired Standard 18 – The entry level teacher of the hearing impaired will demonstrate an understanding of policies and procedures for initial and continuing certification in North Carolina.				
Evidence				
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
Class Discussion	SES 461	0	100	0

Hearing Impaired Standard 19 – The entry level teacher of the hearing impaired will demonstrate the ability to work as a consultant to regular classroom educators, counselors, and administrators.				
Evidence				
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
SOE Dispositions	SES 461	100	0	0
Teaching and Technology Portfolio	SES 461	100	0	0

Hearing Impaired Standard 20 – The entry level teacher of the hearing impaired will demonstrate the ability to work as a collaborator with other specialty area experts.				
Evidence				
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
SOE Dispositions	SES 461	100	0	0
Teaching and Technology Portfolio	SES 461	75	25	0

Hearing Impaired Standard 21 – The entry level teacher of the hearing impaired will demonstrate effective use of paraprofessionals.				
Evidence				
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
TGAP	SES 461	100	0	0

Hearing Impaired Standard 22 – The entry level teacher of the hearing impaired will demonstrate an understanding of the role of continued professional growth to refine and develop skills needed.				
Evidence				
Assessments (Knowledge, Skills and Dispositions)	Time Frame	% of Candidates Rated as		
		Above Acceptable	Acceptable	Below Acceptable
Final Reflection Papers	SES 461	100	0	0

Student Dispositions

Each semester faculty and students in selected courses complete disposition forms on every student enrolled in their classes (SES/HDF 425, SES/HDF 435, SES 451, SES 483, and SES 461). Anytime during the semester when a student’s disposition is inappropriate, a corrective action plan is initiated. Individual student dispositions are reviewed annually during the BK and SES retreats and students with low scores in any area are provided feedback so they can improve their performance.

All students enrolled in the AOBK program are expected to demonstrate that they are developing professional dispositions identified by the Teacher’s Academy. When a problem occurs that relates to dispositions, the following procedures should be followed:

1. Any faculty member or other instructor may initiate this procedure because of a concern related to student dispositions.

2. When a problem is identified, the faculty member/instructor should meet individually with the student to discuss the problem and expectations.
3. If the problem related to disposition continues to occur, the Dispositions Concern Form should be obtained and the first section of it completed. The faculty member/instructor should meet individually with the student to discuss the concern and identify actions needed to address it. Possible sanctions also should be discussed. Both the faculty member/instructor and student should sign the form. The student's name and identification number and the date of the meeting are noted in the dispositions log, and the form is filed in the department office.
4. If the problem continues or if another faculty member/instructor identifies a problem for the same student, the second section of the form should be completed by the appropriate individual. When this second reporting occurs, the program coordinator appoints a committee of three faculty members to meet with the student. All participants sign the form and the log is updated. After this meeting, the committee determines what actions are needed and the chair of the committee communicates that information in writing to the student. A date for follow-up is scheduled with the committee chair; at that point, a decision is made regarding appropriate progress in completing the necessary changes in student behavior.
5. If a third disposition report is completed, the same committee as noted in Item 4 meets to determine an appropriate sanction for the student. Sanctions may include initiating the UNCG Academic Integrity procedures, suspension from all School of Education and BK programs for a designated period of time, or permanent removal from all School of Education and BK programs. This decision is communicated in writing to the student and the Associate Dean of the Teachers Academy, and the action is noted in the log.

System for the collection and analysis of data on the program and program operations
(Program and Program Operations Assessment)

For years, programs at UNCG have engaged in program review and revision. Minutes from program faculty meetings and catalog changes from year to year provide evidence of these

reviews. These informal program reviews were possible because most programs were small and faculty knew students and schools well. Over the past six years, with the advent of performance based assessments, programs have gradually been implementing more systematic evaluations. The following Table 6 depicts the current assessment plan at UNCG.

Table 6: Overview of the UNCG Assessment Plan

	Data Sets	Database	Use
Candidate Assessment	Course assessments that reflect the conceptual framework, SPA, state and national standards Specific course grades GPA Field experience evaluations & SERVE rubric Final portfolio evaluation PRAXIS I & PRAXIS II (for elementary & special ed) Disposition rubric Licensure & employment status	The <u>Teachers' Academy</u> database will contain: Course grades GPA PRAXIS I (PRAXIS II, when applicable) Licensure <u>Taskstream</u> will contain: SERVE evaluation Portfolio evaluation Disposition rubric	Candidate assessments are used for: <ul style="list-style-type: none"> • feedback to candidate • feedback to faculty for decision making on candidate advancement • curriculum alignment and course modification
Program Evaluation	Each semester, the SERVE rubric, Portfolio rubric & Disposition rubric are aggregated by program area and reviewed as are candidate evaluations of courses, faculty, field placements, and clinical experiences. Each program also collects some follow-up data about their graduates. Faculty review all but the personnel data. Individual faculty review their own evaluations with their chair. Annually, the following are reviewed: enrollment & graduation data, alignment of course assignments and key work samples with the conceptual framework. Additionally, an analysis of assessment tools for accuracy, consistency, fairness, and avoidance of bias is conducted.	TA provides programs with data on basic variables. Programs summarize their program specific data. Faculty committees examine data each semester and annually. The results of these self-studies drive course modifications and curriculum actions. These self-studies are shared with the NCATE office annually.	<ul style="list-style-type: none"> • Aggregated data are used to: drive program area improvements • review and revise assessment tools and scoring criteria for accuracy, consistency, fairness, and avoidance of bias • review and revise effectiveness of curriculum and instruction in each program • Identify trends and need areas for improvement in programs • Identify areas for improvement of field experiences
Unit Evaluation	Annually, the following data are examined across all programs:	Reports from each program area are aggregated.	<ul style="list-style-type: none"> • Alignment of curriculum and assessment with CF

	<ul style="list-style-type: none"> • # of students admitted, • FTE & SCH, • full-time/part-time enrollment, • # and % of students graduating, • time to graduation, • % of students applying for license • External funding • Faculty publications and presentations • Diversity of staff and students • Candidate complaints and their resolutions • Exit and post-graduation and employer surveys 		<ul style="list-style-type: none"> • Improve curriculum and instruction • Increase unit effectiveness • External reports
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▪ **Auditory Oral/Birth-Kindergarten Program Assessment**

The AO/BK program has been conducting individual and program assessments since the program was first approved and implemented in 2001. This information has been used to make changes for program improvement. In addition, the assessment system has evolved over the past several years. The current assessment system has been in development for the past four years and has been formally implemented over the past year. Prior to this time, data was collected but in a more informal manner. Individual candidate performance is currently being monitored in a more systematic manner so as to assist candidates in their professional development. Program data is also being collected and analyzed for overall program improvement. This information is reviewed annually at our program retreat and with the program advisory board. Program changes are made accordingly. Table 7 provides an overview of the AO/BK Assessment Plan.

Table 7: Overview of the AO/BK Assessment Plan

	Data Sets	Database	Use
Candidate Assessment	<ul style="list-style-type: none"> ➤ Course assessments that reflect the conceptual framework, professional, state and national standards ➤ Specific course grades ➤ GPA ➤ Field experience evaluations & SERVE rubric ➤ Final portfolio evaluation ➤ PRAXIS I ➤ Disposition rubric 	<p><u>Taskstream</u> will contain:</p> <ul style="list-style-type: none"> ➤ SERVE evaluation ➤ Portfolio evaluation ➤ Disposition rubric <p>Individual courses:</p> <ul style="list-style-type: none"> ➤ Assignments ➤ Final Grades 	<p>Candidate assessments are used for:</p> <ul style="list-style-type: none"> • feedback to candidate • feedback to faculty for decision making on candidate advancement • curriculum alignment and course modification.
Program Evaluation	<ul style="list-style-type: none"> ➤ Individual faculty review their own evaluations with their chair. ➤ Alignment of course assignments and key work samples with the conceptual framework. ➤ Analysis of assessment tools for accuracy, consistency, fairness, and avoidance of bias 	<p>Specialized Education Services (SES) Annual Faculty retreat:</p> <ul style="list-style-type: none"> ➤ Summary information is reviewed <p>Birth-Kindergarten (BK) Annual Faculty retreat:</p> <ul style="list-style-type: none"> ➤ Summary information is reviewed <p>AO/BK Advisory Board:</p> <ul style="list-style-type: none"> ➤ Review of summary data 	<p>Aggregated data are used to:</p> <ul style="list-style-type: none"> • drive program area improvements • review and revise assessment tools and scoring criteria for accuracy, consistency, fairness, and avoidance of bias • review and revise effectiveness of curriculum and instruction in the program • identify trends and areas for improvement in programs • identify areas for improvement of field experiences.

Program assessment is conducted continuously throughout the program and reviewed annually. Systematic data collection was initiated in the Fall of 2005 with students in the AO/BK program asked to provide data in a variety of formats. The following Table 8 lists the various types of data that are collected for the undergraduate program and the points in time when the data are collected.

Table 8: Program Assessment System Matrix

Data Source	SES/ HDF 425	SES/ HDF 435	SES/ HDF 441	SES/ HDF 452	SES 250	SES 450	SES 451	SES 483	Start SES 461	End SES 461	Post Graduate (one year after graduation)
Perspectives Paper (2 nd week of semester)	x	x	x					x			
Feedback from Coop Teachers/ Supervisor (midterm & end of semester)	x	x	x	x		x	x	x		x	x
Feedback from University Supervisor (end of semester)						x	x	x		x	
Child work samples (throughout semester)		x		x			x			x	

Formal annual review of the program

The AO/BK program is reviewed annually with the outcome results applied to program improvement. The program coordinator participates in the formal annual review of the BK program and the Specialized Education Services department, and in addition, coordinates an annual review specifically for the AO/BK program. Examples of the types of evaluation include the following:

1. BK Advisory Committee feedback

The BK program is privileged to have a Advisory Committee composed of teachers, principals, EC coordinators (county-wide), and graduates of the BK program. Because of yearly feedback from the group, numerous changes have been made to the undergraduate program. For example, cooperating teachers requested an initial meeting

with interns prior to beginning their placement and this has been implemented. Committee members also asked that we help students articulate their philosophy of Developmentally Appropriate Practice. Students now present their philosophy in their teaching portfolio and orally present this to peers and faculty during their student teaching. Members also asked that we assist students in meshing school-adopted discipline programs with the developmentally appropriate philosophy taught in the BK program. HDF/SES 441 now includes discussion of how to adapt school-adopted discipline procedures to be appropriate for young children.

2. Partners Advisory Committee for the Education of Deaf Children

In the past, the AO/BK program has sponsored a Partners Advisory Committee specific to teachers of deaf children who utilized spoken language techniques. This year, we have combined our advisory committee to include teachers of ALL deaf children. The group consists of teachers, principals, HI coordinators (county-wide), early intervention directors and teachers (state-wide), and graduates of the AO/BK and HI programs at UNCG. Last year, one of the concerns expressed by the teachers in the AO/BK Partners Advisory Committee was that students were not ready for their practicum placements in deaf ed because they had not had enough opportunities to simply observe how auditory oral lessons should look. As a result, one of our AO courses (SES 450: Audition Development in Deaf Children) no longer requires a hands-on practicum experience, but has students do observations of teachers in the classroom, either live or on video. Students then analyze what they are observing, discerning the goals of the teacher and child, individually or in groups. It is expected that this will help tremendously, in that when students do begin working with students who are deaf, they have a much better idea about the kinds of things they should be saying, doing, or working on, and they will have a much higher confidence level.

Something that the combined Partners Advisory Group (AO and HI-K12) have found important is that HI teachers be exposed to both types of communication (sign and oral). As a result, the AO/BK students are given the opportunity to take a beginning sign language course and HI-K12 students (signing) are now required to take two auditory oral classes as part of their program.

3. BK and SES Program Faculty Retreat

Two retreats are held each summer: One is for faculty of the undergraduate BK program to review program requirements and make changes based on the Advisory Board Committee and student feedback and to discuss overall program philosophy and approaches to presenting a coordinated philosophy to our students. Another is for the department of Specialized Education Services to address individual program and department concerns. Numerous changes have been made to the AO/BK program based on the stimulating discussions among faculty at both retreats regarding the relationship between theory and practice. Examples of changes that have been made include: a) the addition of SES 250, *Professions in Special Education* to ensure that students are familiar with the extent of professional possibilities in special education, b) identified specific and consistent placements for each of the field based courses (SES/HDF 425; 435; 441), and c) changing the way IEPs and IFSPs are completed in SES/HDF 425 and SES/HDF 435 in that they are individually completed versus as a group.

4. *Student Teacher Feedback*

Student teacher performance and preparedness feedback is received by the Student Teacher supervisor from cooperating teachers at mid-term and end-of-semester. The Student Teacher supervisor brings to the attention of the BK committee and SES department any trends that might signal needed program changes. For example, students conducting their student teaching in kindergarten classrooms had no previous experience in kindergarten and found the experience to be extremely challenging so, now students who want to teach kindergarten are expected to have a kindergarten practicum experience prior to student teaching if at all possible.

5. *Survey of program graduates*

In November 2005, a survey of program graduates was conducted to assess the AOBK undergraduate program. The findings indicated that students overall philosophy regarding young children had not changed in the year since graduation. Students suggested several things that they would like to see added to the program that they have found they needed in their work, including: 1) more information on hearing technology, eg., hearing aids, FM systems, cochlear implants; 2) more information on audiology in general so that they can better explain audiological evaluations to parents; and 3) more exposure other modes of communication for the deaf, eg., cued speech. Since the AO/BK

program has little room for new courses, the program coordinator has arranged for the Auditory Learning Center in Raleigh, NC to conduct workshops on campus to address the concerns of graduates and assist us in better preparing students in these areas. The use of space on our campus for these workshops and conferences is free for the Auditory Learning Center, and in return our students are given a significantly reduced rate to attend. To date, 3 workshops have taken place and have been very successful with more than half of enrolled AO/BK students attending.

Summary of what the data that have been collected and analyzed indicate

1. Course evaluations

Examples of data from course evaluations by candidates as a whole indicate that:

- hands-on, interactive, reality-based learning activities are preferred by candidates
- interactions with parents and families has enhanced their understanding of deafness and deaf education

Directors of Exceptional Children are pleased with our graduates for their professionalism and knowledge. However, employer interviews indicate that they prefer students who have both signing and Auditory/Oral communication development competency.

2. Survey of cooperating teachers

Cooperating teachers completed a survey which asked for their feedback on the AO/BK program. Suggestions included providing more hands-on training for students before they begin student teaching, and that they be given more instruction and preparation for teaching reading, writing, and math to children who are deaf/hard-of-hearing.

Cooperating teachers indicated during the May 2006 focus group that candidates need to have additional preparation in higher levels of syntactic and semantic development, candidates need to know specific strategies for increasing the literacy of deaf or hard hearing students, and that they need to become more knowledgeable of how to supervise educational interpreters.

3. Final dispositions of students in the AO/BK program

Students who have gone through the AO/BK program receive their final disposition assessment during student teaching. These data show that students are committed to life-long learning, are professional, respectful of diversity, inclusive of children with and without disabilities, and collaborative with other professionals and families.

4. *Field placement evaluations by students and on-site teacher educators*

Students are asked to complete a field placement evaluation for each class in which they have a practicum. These are collected by the program coordinator and summarized to be shared with on-site teacher educators, as they have asked for this kind of feedback. Most students indicate that their placements and mentors provided a positive learning experience. However, a few students have indicated that they did not feel ready for the assignments they were given by their university instructor, or that their on-site teacher educators seemed to have too high expectations of them. This has led us to re-evaluate one course in particular: *SES 450, Audition Development in Deaf Children*. With the start of the new year coming, this course will require practica that are observation-based only. Faculty have met with on-site teacher educators who have agreed to guide students through these observations by encouraging them to ask questions and even allowing themselves to be videotaped so that their teaching practices can be observed by other students.

5. *Survey of graduates of the undergraduate program*

The Auditory Oral/Birth-Kindergarten program coordinator surveyed recent graduates in the Fall of 2005 to determine what types of positions graduates have secured, to examine beliefs and attitudes of program graduates, and to collect information about how they feel the program prepared them for their current positions of employment.

AO/BK graduates have been extremely successful at obtaining positions within the field, with about half of them working as auditory oral preschool teachers and the other half working in public schools as auditory oral resource teachers or itinerant teachers for children K-5. Most feel that the program prepared them very well in spoken language facilitation, audition development, the basics of audiology, family partnerships, and child development and teaching practices. However, graduates say they would have

liked to have had more information about how to teach academic subjects (eg., reading, writing, and math), as many are expected to assist with these subjects for children with hearing impairment and language delays. Their beliefs regarding Developmentally Appropriate Practices remain consistent with the BK program's philosophy, though many find it hard to implement these practices in public school settings for children in kindergarten.

Enrollment and graduation trends indicate candidates who procrastinate in taking PRAXIS I (pre- the SBE January 2006 ruling) often take longer to become admitted to Teacher Education.

A written survey based on DPI HI Standards will be distributed to program graduates on an annual basis beginning in Fall 2006.

Improvements in the program and program operations made on the basis of the data

The AO/BK graduate interview data were presented to the BK Committee in January 2006 and the AO/BK Partners Advisory Committee in April 2006. All committee members focused on the qualitative data from the graduate surveys, and it has been decided that the BK program needs to add a kindergarten curriculum course. In addition, conversations continue about the development of a course which offers more information on teaching reading, writing, and math to children with hearing impairments and language delays.

Also in response to suggestions made by graduates, it was decided that the program would look into covering the cost of graduates of the AO/BK program to attend workshops sponsored for currently enrolled students. Graduates have so far had the opportunity to attend two of these workshops and have reported that they were extremely helpful; whereas, students reported that the information was only somewhat helpful. Several of the faculty agree that graduates may have understood the workshop material better because they have experience in the classroom and now realize how the material can actually be applied in their work with children.

SECTION V: Standard III – Field Experiences and Clinical Practices

Early field experiences and the sequence in which they occur

A minimum of 110 hours of field experience is required throughout the AO/BK program. Practica are required in three of the Education of the Deaf courses (SES 450, SES 451, and SES 483), and in four of the B-K concentration courses (SES/HDF 425, SES/HDF 435, SES/HDF 441, and HDF 452). The program is based on this set of field experiences that culminate in 16 full weeks of student teaching experiences divided between two settings: 6 weeks in an inclusive BK placement and 10 weeks in an auditory oral placement. A description of each field experience is included in the syllabus for each class. Examples of evaluation forms for these experiences are included in the AO/BK or BK documents box. Listed below are the classes in which field experiences are an integral part (also see Table 9 below):

SES 450: Audition Development of Deaf Children — Students attend weekly assigned practicum placements to observe auditory-oral practices and audiological techniques for children who are deaf/hard-of-hearing. In the past, students were expected to actually practice diagnostic skills and to implement 4 lesson plans that they developed for a child at their practicum site. However, discussion among professionals in our Partners Advisory Committee has encouraged us to have students do observations only at this point in the program.

SES 451: Facilitating Spoken Language in Children who are Deaf/Hard-of-Hearing Each student participates in a fieldwork assignment for 3 hours a week in an early childhood setting that serves young children with hearing impairments. Students develop and teach a total of five spoken language lesson plans for a specific child/children in their assigned field placement. They are required to write and submit to the instructor a summary of the implementation of each lesson including how it went and what they would do differently. In addition, students complete a Language Assessment in which they conduct a standardized test and language sample with an identified student. They then develop an IEP or IFSP for spoken language and vocabulary goals based on the results and submit this to the instructor for evaluation.

SES 483: Instructional Methods with Deaf Students — Students participate in a field

experience by way of observation. They are required to submit a minimum of 2 reports to their field supervisor on lessons observed between a child who is deaf or hard of hearing and his/her teacher. Reports include teacher strategies that they observed to ensure the effective management of instructional time and presentation, student behavior, instructional feedback and language facilitation. The on-site teacher educator (OSTE) is asked to complete a mid-term evaluation of the students, including feedback on student disposition, participation, and reports.

SES/HDF 425: Infant and Toddler Programs: Foundations and Methods — Students participate in a field experience in an inclusive on-campus or community program serving infants and toddlers. They are expected to keep a journal of their field experiences in an infant and toddler program. Classroom lead teachers supervise the students in their placements, and journals are regularly examined by class instructors. The journal entries include: date, time and place of experience; observations of infants and toddlers; activities/interactions planned or experienced with children; and personal/professional reactions to the experience. Students must complete a minimum of 39 hours. Students must develop, implement, and evaluate five activity plans during the semester. Each student must also develop an Individualized Family Service Plan. Students are also involved in designing an appropriate environment for infants and presenting this information to the class using technology media such as Powerpoint.

SES/HDF 435: Preschool and Kindergarten Curriculum: Foundations and Methods Students are given the opportunity to gain direct experiences with young children. Students will work in an inclusive on-campus full-day program, Title I PreK classroom, community child care facility, or an Exceptional children's classroom for 39 hours throughout the semester. They work with 3-5 year olds in inclusive settings and are directly supervised by the lead teacher. The classrooms in which the students are placed represent a wide variety of cultures. The journal is an opportunity to record and analyze a student's involvement, comparing and contrasting activities, and implement observation-based activities. Each student also develops an Individualized Education Plan (IEP) based on assessment report shared in class.

SES/HDF 441: Young Children's Learning Environments — Students participate in on-campus full-day program, Title I PreK classroom, community child care facility, or an

Exceptional children's classroom for a total of 30 hours. The students work with a group of 2-5 year olds. The students work cooperatively with the classroom lead teacher. All classrooms in which students are based are inclusive. This laboratory experience enables students to focus specifically on teacher child interactions, particularly issues related to guidance and community. The placements are limited to low income and racially diverse settings.

HDF 452: Child Observation and Assessment — Students are required to spend between one and two hours per week in an assigned community or on-campus preschool classroom conducting observations and completing various assignments. For the assignments, students conduct objective observations, practice using various rating scales and recording formats, and critically evaluate various assessment tools. In addition to these assignments, students must complete a portfolio project on one child in their assigned classroom. This project requires approximately 10 hours of observation in addition to the time necessary to collect relevant materials related to their target child in order to produce an accurate and professional portfolio.

Table 9: AO/BK Undergraduate Field Experiences

Course & Number	Course Title	Hours	Experiences
SES 450	Introduction to AO in the classroom	30	Classroom Observation of teachers of children who are deaf/hard-of-hearing
SES 451	Auditory-Oral Practices	30	Design and implement activities for children who are deaf/hard-of-hearing
SES 483	Teaching Language to the Deaf		Observations of teaching practices and classroom management for children who are deaf/hard-of-hearing
SES/HDF 425	Infant/toddler Programs	40	Design and teach appropriate activities for infants and toddlers
SES/HDF 435	Preschool and Kindergarten Curriculum	40	Design and teach appropriate activities for preschooler and kindergarten children
HDF 441	Young Children's Learning Environments	39	Interact with children implementing various guidance and teaching strategies
HDF 452	Observation & Assessment	15	Observations and Evaluation of various assessment tools
SES 461	Student Teaching	600+	Lead teaching in inclusive BK settings AND auditory oral settings.

Student teaching requirement, including length of time and setting, for those seeking an initial teaching license

During the student teaching semester, students register for SES 461, Internship in Teaching the Deaf, Auditory Oral/B-K concentration. Students participate in 16 weeks of student teaching under the guidance of a cooperating teacher and university supervisor. Inclusive settings which serve young children who are deaf and hard of hearing using an auditory oral approach are the first choice for student teaching placements. When this is not possible, students participate for ten weeks in an auditory oral setting and six weeks in an inclusive setting serving young children with and without disabilities (infant-toddler, preschool, or kindergarten classrooms).

Involvement of B-12 partners in field experiences and clinical practice

In order to provide students of the Auditory Oral/Birth-Kindergarten program with quality practicum and internship experiences, project personnel feel it is essential to build positive and ongoing relationships with local school systems and community agencies.

Currently, the program partners with community colleges via articulation agreements

which encourage the successful transfer of students from community college into our 4-year program at UNCG. We also have two cooperating teachers who serve as part-time faculty in the program—one specializes in auditory oral training (Wendy Walker), the other in early intervention services for families and children (Kathryn Aldridge).

In addition to the AO/BK Advisory Board, which includes professionals and state-level coordinators, the program hosts a Partners Advisory Committee. This committee consists of UNCG faculty, cooperating teachers, preschool and early intervention directors, and county HI coordinators and meets at least once each year on campus. The purpose of this committee is to brainstorm solutions to common issues in practicum and internship experiences and to share ideas on how improvements can be made and diversity can be expanded. Since we are placing students in these various school systems and agencies, it is essential that the professionals who provide them with mentorship be involved in outlining expectations, providing feedback, and grading progress for students.

The AO/BK program has also developed a Partnership Agreement with public schools (SEE DOCUMENTS BOX). The purpose of the agreement is to lay out clear expectations of each person involved in making the internship experience a success. We view student teaching as a collaborative effort, which requires the resources of (1) cooperating teachers who serve as role models/mentors and demonstrate dedication to the field by assisting in the preparation of new teachers; (2) school principals or program directors who open their classrooms and schools to our students, and encourage their teachers to share their resources and wisdom; (3) university supervisors who build partnerships with schools and staff, monitor student work, provide students with feedback, and encourage students to reflect upon their learning experiences; and (4) students themselves who have proven to be academically successful in the field of special education by completing all required coursework and who now take on the many responsibilities and professional demands of being a teacher. Each of these four people is asked to sign the agreement; copies are distributed to each and the original placed on file in the office of the AO/BK program coordinator.

Criteria and processes used for selecting mentors and making field placements

Those who are active in the field and are well-known for their mentoring skills are chosen as mentors for our students in field placement sites. Teachers who faculty often see at local, state, and national conferences are ideal, because we can see that they are dedicated to life-long learning. The field of deaf education is relatively small, and teachers can quickly make a name for themselves as positive role models for students.

Because the field of deaf education is small we find that our selected cooperating teachers are utilized by faculty for student preparation again and again. It is our promise to them to respect their time and energy by allowing them to make the decision about if and when they will accept practicum students or student teachers. This means that the process for making field placements begins with first contacting the teacher, then the school principal, and finally the HI coordinator for that particular county. If all approve the placement of a student in this teacher's classroom, this information is passed on to our university's Teacher's Academy for final approval and paperwork.

Since many school districts require background checks, medical tests, or training in CPR or confidentiality, placement are made well in advance of students actually beginning the field experience.

Students in the AO/BK program receive a variety of placements including the full age range from Birth through Kindergarten as well as placements that include children with mild, moderate, and severe disabilities, and represent diverse populations.

To place students in their final internship (i.e., student teaching) the AO/BK program coordinator directly contacts teachers and principals to request and confirm field placements. All field experience sites are selected and approved by program faculty, the Teachers Academy, and school partners. Field placement sites are considered if there is congruency between the program's goals and the classrooms, there are children with disabilities enrolled in the classrooms, there is sufficient diversity in the classrooms, and the faculty are familiar with the educational programs or curriculum in use. See Tables 10 and 11 for descriptions of field placement sites and teachers.

Table 10: AO/BK Field Supervisors/Cooperating Teachers/OSTEs

Name	Highest Degree	Cert.	Gender		Ethnicity	Experience/ Current Position	Special Awards/ Talents
			M	F			
	Master's	K-12 HI; BK		X	Caucasian	K-12 HI Teacher	Sign Language AO Skills
	Master's	K-12 HI		X	Caucasian	K-12 HI Teacher	Sign Language AO Skills
	Bachelor's	BK		X	Caucasian	Pre-K HI Teacher	AO Skills
	Master's	K-12		X	Caucasian	K-12 HI Teacher	Sign Language AO Skills
	Bachelor's	K-12 HI National Board Certified		X	Caucasian	K-5 HI Teacher Itinerant HI Tchr	Sign Language AO Skills
	Master's	K-12 HI; BK National Board Certified		X	Caucasian	Early Intervention D/HH, Director	Sign Language AO Skills
	Master's	K-12 HI; BK National Board Certified		X	Caucasian	Early Intervention D/HH, Teacher	Sign Language AO Skills
	Master's	K-12 HI; BK		X	Caucasian	Early Intervention D/HH, Teacher	Sign Language AO Skills
	Bachelor's	K-12 HI; BK		X	Caucasian	Early Intervention D/HH, Teacher	AO Skills
	Bachelor's	K-12 HI		X	Caucasian	K-12 HI Teacher	Sign Language AO Skills
	Bachelor's	K-12 HI; BK		X	Caucasian	K-5 HI Teacher	AO Skills
	Bachelor's	K-12 HI		X	Caucasian	K-5 HI Teacher	AO Skills
	Master's	BK		X	Caucasian	Pre-K HI Teacher	AO Skills
	Bachelor's	BK		X	Caucasian	Pre-K HI Teacher	AO Skills
	Bachelor's	K-12 HI		X	Caucasian	K-5 HI Teacher	AO Skills Cued Speech
	Bachelor's	K-12 HI; BK		X	Caucasian	K-5 HI Teacher	AO Skills
	Bachelor's	BK		X	Caucasian	Pre-K Teacher AO/HI Teacher	AO Skills
	Bachelor's	K-12 HI; BK		X	African- American	Pre-K Teacher AO/HI Teacher	AO Skills

	Bachelor's	K-12 HI; BK		X	Caucasian	Pre-K Teacher AO/HI Teacher	AO Skills
	Master's	AVT Certified		X	Caucasian	Early Intervention Private Therapist, Auditory-Verbal	AO Skills, AVT Certified
	Master's	K-12 HI		X	Caucasian	K-5 AO/HI Teacher	AO Skills
	Master's	BK; AVT Certified		X	Caucasian	Pre-K HI Director	AO Skills
	Bachelor's	K-12 HI; BK		X	African- American	K-5 HI Teacher	AO Skills
	Bachelor's	K-12 HI; BK		X	Caucasian	Pre-K Teacher AO/HI Teacher	AO Skills
	Master's	BK		X	Caucasian	Pre-K Teacher HI/AO Inclusive	AO Skills

Table 11: AO/BK Field Sites and Demographics

School	Grade Levels	# of Students	# of Teachers	SES, Racial/Ethnic, Disability, and Achievement Background of Students	Special Programs/ Activities at the School
Ramseur Elementary	PreK-5	515	46	<p><1% - receiving free or reduced lunch 56% - Caucasian 22% - African American 21% - Hispanic 1% - Asian <1% - American Indian Overall, students were below state averages on EOGs except for 4th grade math</p>	
Cook Elementary School	PreK-5	240	19	<p>93% - receiving free or reduced lunch 69% - Caucasian 26% - African American 5% - Asian 1% - Hispanic 0% - American Indian Overall, students were below state averages on EOGs</p>	
Lacy Elementary Blended Preschool	PreK-5	475	46	<p>26%- receiving free or reduced lunch 94% - African American 5% - Hispanic 1% - Caucasian 1% - Asian 0% - American Indian Overall, students were above state averages on EOGs except for 4th grade math</p>	

CASTLE Raleigh	Pre-K	12	4	0% - receiving free or reduced lunch 25% - African American 40% - Caucasian 25% - Asian 10% - Hispanic EOG scores Not Applicable	
Lindley Elementary	PreK-5	256	28	71%- receiving free or reduced lunch 48% - African American 38% - Caucasian 9% - Hispanic 4% - Asian 1% - American Indian Overall, students were at or below state averages on EOGs, except 4 th grade reading which was above	
Wiley Elementary	K-5	384	30	34% - receiving free or reduced lunch 55% - Caucasian 22% - African American 17% - Hispanic 5% - Asian <1% - American Indian Overall, students were at or below state averages on EOGs, except 4 th grade reading which was above	

Washington Elementary	PreK-5	316	40	98% - receiving free or reduced lunch 96% - African American 3% - Hispanic 1% - Caucasian Overall, students were below state averages on EOGs, except 5 th grade math which was above	
Wallburg Elementary School	PreK-5	796	48	19% - receiving free or reduced lunch 97% - Caucasian 2% - Hispanic 1% - African American 1% - Asian <1% - American Indian Overall, students were above state averages on EOGs	
Little River School	K-5	489	43	0% - receiving free or reduced lunch 66% - Caucasian 28% - African American 3% - Hispanic 2% - Asian 1% - American Indian Overall, students were above state averages on EOGs	
Joyner Elementary	K-5	448	28	46% - receiving free or reduced lunch 49% - African American 42% - Caucasian 5% - Hispanic 3% - Asian <1% - American Indian Overall, students were below state averages on EOGs, except 4 th grade subjects	

Cash Elementary School	PreK-5	639	55	<p>23% - receiving free or reduced lunch 78% - Caucasian 19% - African American 2% - Hispanic <1% - Asian <1% - American Indian Overall, students were above state averages on EOGs</p>
Ward Elementary	PreK-5	804	28	<p>33% - receiving free or reduced lunch 58% - Caucasian 26% - African American 14% - Hispanic 1% - Asian <1% - American Indian Overall, students were below state averages on EOGs, except 4th grade reading</p>
Lawrence Elementary School	K-5	578	37	<p>0% - receiving free or reduced lunch 95% - Caucasian 4% - African American 1% - Hispanic 1% - American Indian <1% - Asian Overall, students were above state averages on EOGs</p>
Garrett Elementary School	K-5	671	37	<p>37% - receiving free or reduced lunch 73% - Caucasian 15% - African American 10% - Hispanic 1% - American Indian <1% - Asian Overall, students were at or above state averages on EOGs, except 3rd grade reading which was 1% below.</p>

Monticello-Brown Summit Elementary	PreK-5	725	43	28% - receiving free or reduced lunch 77% - White 19% - African American 4% - Hispanic 1% - American Indian Overall, students exceeded state averages for EOGs	Accelerated Reader Peer Tutoring SWAT Team (Students Working to Advance Technology)
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Procedures used to prepare cooperating teachers and field-based supervisors for their roles

All cooperating teachers must hold an Standard Professional I license in Birth-Kindergarten or Hearing Impairment and must have a minimum of three years of successful teaching. Cooperating teachers are given an orientation packet of information at the beginning of the student teaching semester. It includes a list of cooperating teacher and university supervisor responsibilities, expected competencies, midterm and final evaluation forms, grading and evaluation criteria, copy of course syllabus for SES 461, and a timeline of student teaching responsibilities.

In addition, cooperating teachers and field-based supervisors serve on the Partners Advisory Committee for the AO/BK program, and together they set goals for student experiences in practicum and internship settings. Expectations for each person involved is laid out clearly in the Partnership Agreement (see above and documents box) which is signed by the school principal, cooperating teacher, student teacher, and university supervisor.

How candidates are supervised and evaluated during student teaching

Student teachers are supervised by a BK-licensed university faculty member as well as a BK or HI-licensed on-site cooperating teacher. Student teachers are evaluated 2-4 times by the university supervisors and routinely by the cooperating teacher who provides supervision on a daily basis. Additional observations occur if needed. At the mid-point, students are evaluated using a Mid-Term Observation form which highlights their strengths and areas in which they need improvement. At the end of student teaching, the cooperating teacher completes a TGAP (SERVE) evaluation form which addresses the student’s success in 5 key areas: Planning Instruction, Assessment, Motivation and Management, Teacher Impact, and Professional Growth. The mid-term and the final evaluations are completed by both the student teacher and

the cooperating teachers then shared with the university supervisor. When necessary, the three might meet to discuss strategies for improvement. A disposition form is completed by the university supervisor and the cooperating teacher. Students are also required to write a final reflection paper for each placement and participate in journaling on Blackboard with their peers. This allows the university supervisor to see how they are growing as professionals in the field. Finally, students are required to satisfactorily complete a Teaching Portfolio before finishing student teaching.

How field experiences are evaluated

Since AO/BK students are typically placed in 2 different settings for their student teaching experiences, they are given the rare opportunity to compare and contrast how things are done in different schools. They are usually introduced to TWO curricula, and a variety of staff personalities, teaching styles, and school policies. Students report that exposure to these different settings is helpful because it allows them to think about what works best for them and where they might fit in. They also learn how to adapt to different situations and to diverse communities served.

Students are required to write a 3-5 page final paper about their experience in each student teaching placement, reflecting on what they learned and how they grew as a teacher and professional. Students are also required to complete an evaluation about their satisfaction with the placement, looking specifically at 1) what worked best, 2) how it could have been improved, and 3) whether or not they would recommend the placement for another student. Members of the AO/BK Partners Advisory Committee, which consists of most of the cooperating teachers, have asked to see the results of these evaluations of their placements in order to make improvements in their own supervisory skills. At the end of each student teaching semester, this information is gathered and compiled into an anonymous summary report to share with the committee.

Section VI: Standard IV – Diversity

How diversity is addressed in the curriculum and in clinical practice

The Department of Specialized Education Services articulates its statement on diversity which was developed with input from all faculty members. The vision and summary statement are as follows:

Diversity Vision

“Living our commitment to understanding and respecting human diversity”

Diversity Statement...

The faculty of the Department of Specialized Education Services of the University of North Carolina at Greensboro is committed to an evolving and interactive process of understanding and respecting human diversity. Through advocacy, teaching, scholarship, and service to the academy, the profession, and the community, we engage in both individual actions and group interactions that recognize and respect the full spectrum of human differences and similarities in order to support the inclusion of ALL people.

The SES department has developed a plan for infusing diversity by which each faculty member creates opportunities for infusing diversity in student learning, faculty research and faculty service. See Table 12 below.

Table 12: SES Department Infusing Diversity Plan

Professor	SES Classes	Practicum/Student Teaching Activities	Special Activities	Faculty Professional Development	International Experiences	Research
Dave Smith	SES 200 – People with Disabilities in American Society. This course approaches disability as a form of diversity.		During the summer months of 2004 and 2005 I worked in a World Bank funded project in St. Lucia. The project, coordinated by Lynchburg College was designed to train a cohort of teachers in special education. Prior to this effort the only assistance in special education had been provided by the Peace Corps. The project enriched my own understanding of the special education needs in developing nations and has allowed me to share new insights with my undergraduate and graduate students.		In March 2006, I served on the UNGC Delegation to China. The purpose of the visit was to visit Chinese colleges and universities in an effort to establish exchanges and partnerships with Chinese faculty and students. I will be teaching in St. Lucia again during the summer of 2006. In addition, a second of my books has now been translated into Japanese. This may lead to additional opportunities for collaboration with Japanese students and faculty in the field of special education.	
Bill Bursuck	SES 642 - Assessment and teaching of reading to ELL.					
Angie Stratton	SES 350A- 2 chapters of the text specifically addresses Diversity in a Changing Society	Climate Diversity Walkthrough				
Marilyn Friend	SES 750- Topic of disproportionate representation in readings and discussion, discuss diverse teaching force. SES 752- Discuss interacting with people from different cultures			Professional development for chairs and faculty regarding disability related diversity	Fullbright in Portugal for 3 months. Presented in Indonesia, Belgium, Portugal, England, Canada, and Panama	
Mary V. Compton	SES 240 – Children with dialectical differences; History of African American English; Panel of speakers	SES 350A – Environment Diversity Scale; Fieldwork and Seminar; Inter-professionals placed at a school site that is diverse	Deaf Hearing College Connection- with Deaf individuals in the community; Performance by Deaf children from Jamaica	Taking a class in Cued Speech and sponsoring class in Cued Speech	Plan to take Spanish class and help with project in Guatemala	Special Problems course with a woman with Retinitis Pigmentosa whose is conducting a qualitative study with women who have lost their sight.
Judy Niemeyer	SES 603 Examine assessments from a cultural	SES 604- Online class	AO Grant focuses on bringing individuals	Racism training	Working with Manta, Ecuador	Book- including families from diverse

Professor	SES Classes	Practicum/Student Teaching Activities	Special Activities	Faculty Professional Development	International Experiences	Research
	<p>bias; Group process work to help students develop sensitivity to individuals from diverse backgrounds; Assessments of kids and families from diverse backgrounds.</p> <p>SES 602- Case studies, discussions, and write reflective analysis of the cases, all cases have aspects of cultural and disability diversity; Role-playing</p> <p>SES 758- Take a piece from the media (book, movie, play) and look at it across 3 different time periods and talk about how individuals with disabilities were portrayed; Look at a concept or issue (inclusion) from a historic perspective across time; Identify a major contributor to the field and give presentation on the contribution made and the impact on the course; Research a different discipline and how that discipline contributed to special education; Advocacy organization and how it began and how it impacted sp. education.</p>	<p>discussion, read article about cultural differences, internship projects often have some focus on diversity.</p> <p>HDF 460 or 461- BK undergrads have to do student teaching in an inclusive setting, develop IEP; All practicum placements have to be in inclusive settings.</p> <p>SES/HDF 441- Practicum placement- put in low performing schools.</p>	<p>with diverse backgrounds for AOBK program. MVC is Co-PI</p>	<p>Chapel Hill conference- 1 day seminar for working with individuals with disabilities</p>		<p>backgrounds for case studies for AO book. MVC is co-author</p>
Lauri Susi	<p>SES 350C – Lesson plans and unit project that addresses diversity; Projects which use strategies, modifications, accommodations, adaptations to address diversity; CHAMPs training- Conversation Help Activity Movement Participation- safe schools and environments</p> <p>SES 350B – Lesson plan design addresses diversity; Unit plan (5 lessons) address diverse learners and learning in inclusive classrooms; IEP goal writing</p> <p>SES 471 – Methods class for writing and discussing language differences in language and learning; Create a digital book that has to be modified for 3 readability levels to address diverse learning needs; Assistive technology project; Strategies notebook to meet needs of diverse learners for content area</p>	<p>Applying lesson and unit plans from 350B and 350C</p> <p>Observation forms address diversity</p> <p>Climate Diversity Walkthrough</p> <p>Assistive Technology Universal Access Assignment</p>		<p>Assistive Technology Conferences – “Closing the Gap”</p> <p>Assistive Technology Industry Association</p> <p>National Education Computer Conference</p> <p>COSN – Systematic implementation for diverse learners universal access to curriculum</p>		

Professor	SES Classes	Practicum/Student Teaching Activities	Special Activities	Faculty Professional Development	International Experiences	Research
	SES 472 - Strategies notebook to meet needs of diverse learners for math					
Ed Shroyer	<p>SES 243- Address Deaf culture and additional disabilities that are related to deafness; Black Deaf culture, Hispanic Deaf culture; Learning styles related to different ethnicities and groups of deaf people; Sexual abuse related to disabilities; Diversity in Mental Health; Diversity of signs in the South before segregation (different signs for Black Deaf); Required to write a paper about a person who has contributed to Deaf culture (famous Deaf Americans).</p> <p>SES 135, 155- Deaf culture, history of Deaf culture, modern times, establishment of Deaf Schools, famous people.</p>			Attending Southeast Regional Institute on Deafness Vocational Rehabilitation Services and Disabilities Conference		
Glenda Torres	<p>SES 462 – Interpreting in Educational Settings: Multicultural issues in settings; IEP meetings; present information, gestures, and disability training for those who are Deaf and have another disability</p> <p>SES 480, 557, 558, 488, 496 – Hands up practice for scenarios interpreting for children and adults with minimal language skills</p> <p>SES 380 – Lexical development class; Unit on slang and African American slang</p> <p>SES 135, 335, 555, 420 – Diversity within the Deaf community; Cultural perspective vs. Pathological perspective; Deaf culture panel</p> <p>SES 572 – Profession of Interpreting Individual Projects- Jewish Deaf, Hispanic Deaf, Oral Deaf, etc.; Diversity of language mode of community; Extra credit to join Black Deaf Interpreters Association</p>	One placement with children who are Deaf and have special needs; Practicum experience with variety of Deaf, Deaf-blind, and Deaf senior citizens	Sign Language Club; Members of Deaf community at every event; Panels of Deaf individuals who share diverse experience; Interpreted play about Rosa Parks; President of the Black Deaf came as a consultant; Deaf position liaison to Deaf community; Jamaican Deaf students coming to visit	<p>RID convention; Mid-state local chapter monthly meetings</p> <p>Topics include: Deaf-Blind Black-Deaf Deaf with minimal language skills Deaf-Hispanic</p>	Internships to Jamaica, Alaska (Athebascan natives); 2 students in Australia to present on Australian Deaf Culture; Interpreted cruises to Bahamas	

Professor	SES Classes	Practicum/Student Teaching Activities	Special Activities	Faculty Professional Development	International Experiences	Research
Stephanie Kurttz	<p>SES 652 – Students create lesson plans that are framed in Universal Design that explicitly describes how to meet diverse learner needs</p> <p>SES 250 – Introduction to cultural competence; Explore all areas of diversity</p> <p>SES 447 – Casework; Study cases that represent diverse individuals</p> <p>SES 647 – Diverse families; How teachers can address needs of and communicate with diverse families</p>	<p>SES 350A – Build upon cultural competence learned in SES 250</p>	<p>Council for Exceptional Children – work with diverse families in tutoring program</p> <p>SES 447 – Designated service learning course, Horsepower, Gateway-adult program</p>	<p>Staff development and presentations of inclusive education that addresses cultural competence and working with children from poverty</p> <p>CEC Annual meeting</p>	<p>Presented and was a part of a group of scholars that went to Beijing, China for the China/US Conference on Educating Children with Disabilities</p> <p>Presented in Aruba at an international conference on Technology and Education on Universal Design and meeting diverse learner needs</p>	<p>USDE Personnel Preparation Grant- Targets non-traditional teacher candidates from under-represented groups; Presented on outcomes after first year about the support non-traditional teachers need to be successful</p> <p>Preparing manuscript in collaboration with a teacher from the non-dominant culture about creating universally designed instruction for diverse learners in secondary science classes</p>
Carolyn Boyles	<p>SES 252 – Address disproportionate representation in special education and reasons it exists. Cover influence of family, economics, culture, and biology on disability outcomes. Reflection on Diversity walk-through.</p>	<p>SES 661-649 – Discuss school culture, family interactions, and participation in school, behavior management relating to school culture and family expectations. Technology portfolio-evaluating software for various diverse ethnic representations within software.</p>	<p>Mentoring low-income college students and non-traditional students.</p>	<p>Workshop dealing with poverty and families and impact on schooling.</p>		<p>Address poverty and at-risk children.</p> <p>Interventions in Title I schools (2000-2003).</p>
Belinda Hardin	<p>SES 460-In-depth family story project in which students conduct interviews and home visits with families of children with a variety of disabilities and write a paper on their findings. Virtual family project in which students become a “virtual parent” of a child with a disability and reflect on their experiences. Class readings/discussions cover populations from diversity cultural, socioeconomic, gender, and ability contexts.</p> <p>SES 601-Students conduct home visits with families of children with disabilities and write a paper that summarizes their findings. Class readings/discussions cover populations from diversity cultural, socioeconomic,</p>	<p>SES 435, 441- Students placed in settings with populations from diversity cultural, socioeconomic, gender, and ability contexts.</p>	<p>Chair, ACEI Global Guidelines Task Force, which provides guidance and leadership concerning elements needed for quality inclusive early childhood services worldwide; Presented international research results at AERA, DEC, ACEI, and NAEYC during past two years.</p>	<p>Attended workshops at DEC and ACEI focused on meeting the needs of ELL children; Visited programs in Guatemala to learn about early childhood and special education services. as well as Guatemalan culture.</p> <p>Took Spanish lessons.</p>	<p>Met with teachers and administrators in Guatemala; Provided training to approximately 110 early childhood and special education directors, teachers, and teacher assistants in Guatemala.</p> <p>Began dialogue with interested professionals in Manta, Ecuador about future project.</p>	<p>Conducted study in 5 Latin American countries and preparing manuscript on study; Conducting NC survey on the referral, evaluation, and placement of ELL children in preschool settings; Repository for ACEI Global Guidelines Assessment Database; Manuscript published on children’s ideas about time in Mexico and US; Submitted manuscript on international study examining how teachers are viewed in five countries; Organized community-based literacy project</p>

Professor	SES Classes	Practicum/Student Teaching Activities	Special Activities	Faculty Professional Development	International Experiences	Research
	gender, and ability contexts.					for Pich, Mexico; Obtained grant to conduct focus groups to further investigate the referral, evaluation, and placement of ELL children in preschool settings.

The actualization of these beliefs are addressed directly in coursework and field experiences through projects and assignments as well as through candidates' interactions with each other, with deaf or hard of hearing students, their family members, faculty members in schools, and with faculty members at UNCG.

Diversity is addressed in a number of different ways throughout coursework and in clinical practice. First, students in the undergraduate AOBK program are required to take a course (HDF 409 or 410) in which they explore diversity in general through a variety of readings and assignments. In SES 460, *Home School Partnerships for Students with Exceptionalities*, students engage in active discussions about families from different ethnic, cultural and other backgrounds through experiences in their family placement and through problem based cases. Through many group projects, candidates explore a variety of formal and informal assessments. They plan lessons and assessments which focus on culturally responsive teaching. Candidates also complete an assessment of the responsiveness of their practicum school placements to diversity issues through an activity known as a Diversity Walkthrough. An example of this activity is found in the evidence boxes.

In 2002, BK faculty participated in *Undoing Racism* training and as a result have made a concerted effort to make sure that diversity is addressed in all of the BK coursework. Several specific strategies include: a) examining textbooks and other readings to make sure they reflect authors from diverse ethnic backgrounds, b) infusing diversity discussions and assignments throughout courses, especially the methods courses. See the course syllabi for specific activities and topics.

In the department of Specialized Education Services, diversity has been addressed most widely by encouraging face-to-face interactions for students with people from different cultures, different socioeconomic backgrounds, and different abilities. For example, in SES 240, *Communication Development in Children*, a panel of individuals from diverse backgrounds

speaks to the class and shares their experiences raising a child with disabilities or deafness. In SES/HDF 435 students are expected to describe how the activity plans they have developed are adapted or address children from diverse backgrounds and abilities.

The following table provides examples of the courses and opportunities through which diversity is infused in AO/BK major courses.

Table 13: Diversity Infusion in Sample of AO/BK Major Courses

Course or Opportunity	Activity/Assignment
General Education Core courses	4 Global and Nonwestern courses are required
AO/BK advising and recruitment media	SES Diversity Statement
SES 135, SES 450, SES 451	Interaction with members of the local deaf/hard-of-hearing community
AO/BK Honors Sorority	Interaction with families and individuals who are deaf/hard-of-hearing
SES 240	Diversity Survey Panel of members of diverse communities: African-American, African, Latino Readings & Study Questions from text chapters; Language Diversity: Regional, Social/Cultural and Gender Differences and One Tongue: Two or More Languages Annotated website resource list
SES 243	Readings on Deaf culture Oral discussion of a book on deafness
SES 250	Review of a movie about disabilities Volunteer agency field experience
SES 460	Family Story project Parent panels and discussion Virtual Family project
SES 483	Instructional module development Service Delivery Plan Case Study Student Case Study Perspectives paper
SES 461	Field observations Lesson plans TGAP SOE Dispositions
Teaching and Technology Portfolio	Diversity (Learner Differences) artifacts and reflections

Diversity of the higher education and B-12 faculty with whom candidates interact

The diversity of the faculty in the Department of Specialized Education Services has been a concern since its creation in 1998. At the present time, all full-time tenure-line faculty members are Caucasian; none has an identified disability. This situation is reflected in the scarcity of special education faculty and especially faculty with experience and expertise in deaf education and among B-12 teachers where only 14 percent are from diverse groups (COPSSE, 2004).

In the School of Education and across the UNCG campus, faculty diversity also is somewhat limited. This is illustrated by the following information derived from the UNCG factbook (2004):

Table 14: UNCG Faculty Ethnicity Data

White	Afr Am	Am Ind	Asian/Pac Isl	Hispanic	Other	Total
572	36	0	27	15	6	656

Thus, slightly more than 86 percent of the UNCG faculty is Caucasian.

Table 15: School of Education Faculty Ethnicity Data

White	Afr Am	Am Ind	Asian/Pac Isl	Hispanic	Other	Total
46	7	0	0	3	0	56

As this table demonstrates, the ethnic composition of the School of Education faculty is slightly more diverse than that of the university. In the School of Education, just over 83 percent of full-time faculty members are Caucasian.

How the program provides opportunities and experiences for candidates to interact with diverse higher education and school faculty

Several BK faculty who teach methods classes are from diverse backgrounds (Ms. Badger and Ms. Berry are African American; Ms. Abe is Asian). A new faculty member was recently hired in the BK program and is Hispanic. Prior to and during her doctoral studies she worked as a public school teacher so will bring a wealth of experience and knowledge to the methods courses that she will be team teaching. In addition, university faculty provide

opportunities for interactions with faculty from diverse ethnic backgrounds through guest lecturers in their classes. For example, Jose Villaba provides information in SES/HDF 441 on working with students from other cultures; and Carolyn Abe provided students with basic Spanish words for use in their field placements (SES/HDF 435); a diversity panel is included in SES 240; and an African American parent co-teaches SES 460.

Students participate in field and student teaching placements with school faculty who are from diverse backgrounds. Two clinical faculty, one a kindergarten teacher and the other a preschool teacher, participate in program activities, such as seminars for student teachers, program evaluation committees, etc.

Diversity of the candidates in the AO/BK program

Two students with disabilities have graduated from the program – one with hearing loss and another with learning disabilities. Six students with disabilities (14%) are presently pursuing the Auditory Oral course of study, one with hearing loss, one with a visual impairment, two with physical disabilities, one with a severe learning disability, and the other with ADHD. Twenty-one percent (21%) of students enrolled in the AO/BK program are from underrepresented ethnic groups, including one student who is a Pacific Islander, one who is Native American, and seven who are African American. Twenty-five (25%) percent of the graduates of the program are from underrepresented ethnic groups.

Currently, the program is working with the university's School of Education to develop Technical Standards to address the needs and concerns of students with disabilities, especially those pursuing teaching degrees. Expectations of all students will be outlined in detail, with the sole purpose of providing the appropriate resources and supports to students with disabilities so that they can be successful in this field.

How the program provides opportunities and experiences for candidates to interact with diverse candidates

Since 31% of the AO/BK candidates are from diverse ethnic backgrounds, multiple opportunities are available for interaction among students in group activities in classes. In addition, the student-sponsored AO/BK Honors Society provides students with many opportunities to interact with one another while serving as volunteers in the community and to

families of children who are deaf or hard-of-hearing.

A major goal of the University is to recruit and enroll diverse candidates. In fall 2004, undergraduate enrollment in the University was 30.4% including 19% African-American students. Teacher candidates participate in academic as well as extra curricular activities with diverse candidates including candidates with disabilities. In academic activities, collaborative group projects such as group presentations as well as face-to face and online discussions of student-focused educational cases afford opportunities for candidates to engage in purposeful interactions with members of diverse cultures.

The University offers ample opportunities for candidates to join cultural groups such as the Neo-Black Society as well as the Deaf-hearing College Connection (DHCC). Membership in DHCC as well as other cultural groups on campus is open to any UNCG student with DHCC extending its membership to include Deaf students who attend the local community college. The Multicultural Resource Center offers workshops, presentations, exhibits, films on diverse cultures and program candidates are notified of such events and encouraged to attend. (SEE MULTICULTURAL RESOURCE CENTER IN SES DOCUMENTS BOX.) Teacher candidates are invited to events sponsored by the Office of Recruitment and the Exploring Teaching as a Profession Learning Community-faculty presentations on working with diverse learners and their families. (SEE SES DOCUMENTS BOX FOR ANNOUNCEMENTS OF THESE TYPES OF EVENTS.)

Diversity of the B-12 students with whom candidates work in clinical experiences

See Table 11 above.

How the program ensures that candidates interact with diverse B-12 students in public school settings

Since the focus of the AOBK program is an inclusive one in that candidates learn to work with children with and without disabilities, all candidates have opportunities to interact with children with disabilities and as is observed in Table 11, the schools in which our students are placed are diverse in nature. To address diversity in the BK courses specifically, all practicum placements required in SES/HDF 425, 435 & 441 have students placed in a wide variety of diverse settings. For example, in SES/HDF 441 they are placed in schools with low socio-

economic populations. In SES/HDF 425 (Infant Toddler Programs) it is difficult to identify quality inclusive placements so the students often are placed in a typical infant/toddler classroom *and* a self-contained classroom for children with disabilities. It is a requirement that their student teaching placements in the BK setting have at least one child with a disability, in addition to children who are typically developing.

SECTION VII: Standard V — Faculty Qualifications, Performance, and Development

Program faculty, their qualifications, and their teaching assignments

Below are two tables identifying the program faculty, their qualifications, and their teaching assignments. The first table is specific for faculty in the department of Specialized Education Services. The second table is specific for faculty in the Birth-Kindergarten program in the department of Human Development and Family Studies.

Table 16: SES Program Faculty Qualifications and Teaching Assignments

Name, Title	Dept.	Licensure Areas and Degrees	Teaching Assignments
Ms. Lynne Allen Lecturer	SES	NC Licensure Areas: Deaf Education (K-12), Elementary Education (K-6), Preschool Handicapped, Birth- Kindergarten M.Ed., 1990, UNC-Greensboro, Elementary Education; B.S., 1986, UNC-Greensboro, Education of the Deaf	SES 483
Dr. Annette Asfaw, - Assistant Professor, Hired 2004 ¹	SES	Ph.D., The University of Kansas, Major: Special Education (Deaf Education/Learning Disabilities) Minor: Educational Psychology and Research, 2001; M.A., The University of Northern Colorado, Special Education, Severe Needs: Hearing, 1990; B. A., The University of Northern Colorado, Middle School Education: Social Studies/Language Arts, 1989	SES 240, SES 483

<p>Dr. Mary V. Compton - Associate Professor, Hired 1991</p>	<p>SES</p>	<p>NC Licensure Areas: Speech Pathology; American Speech-Language and Hearing Association, Certificate of Clinical Competence in Speech Pathology Ed.D., 1986, University of Virginia, Charlottesville, Virginia, Speech Pathology; M.Ed., 1975, Smith College, Northampton, Massachusetts., Master of Education of the Deaf; M.E., 1968, University of North Carolina at Greensboro, Greensboro, North Carolina, Speech Pathology; B.A., 1967, Greensboro College, Greensboro, North Carolina, Speech and Drama</p>	<p>SES 240, SES 578</p>
<p>Dr. Belinda Hardin - Assistant Professor, Hired 2004</p>	<p>SES</p>	<p>NC Licensure Areas: Birth-Kindergarten (0-5), Elementary Education (K-6), Middle School Language Arts (6-9), Middle School Music (6-9) Ph.D., 2001, University of North Carolina at Chapel Hill, Chapel Hill, NC, Early Childhood/Families/Literacy; M.A.T., 1975, University of Louisville, Louisville, KY, Elementary Education with Kindergarten Endorsement; B.A., 1998, University of North Carolina at Greensboro, Greensboro, NC, Studio Art/Design; B.A., 1974, University of Louisville, Louisville, KY, Music History (Cum Laude)</p>	<p>SES/HDF 435, SES/HDF 441</p>

<p>Dr. Stephanie Kurtts - Assistant Professor, Hired 2001</p>	<p>SES</p>	<p>NC Licensure Areas: North Carolina "G" level teacher certification - Special Ed, 2003; North Carolina Instructional Curriculum Specialist DSG level, 2003; Ph.D., University of North Carolina at Greensboro, Greensboro, NC, Curriculum and Teaching; M.Ed., 1975, East Carolina University, Greenville, NC, Special Education-Mental Retardation; B.S., 1973, East Carolina University, Greenville, NC, Parks and Recreation</p>	<p>SES 250</p>
<p>Dr. Judy Niemeyer - Associate Professor and Director of Graduate Studies,SES, Co- Coordinate Doctoral Program; Co-Coordinate Birth-Kindergarten: graduate and undergraduate programs, Hired 1990.</p>	<p>SES</p>	<p>Ph.D., 1990, Vanderbilt University, Nashville, Tennessee, Special Education Research (Early Childhood and Family Studies); M.Ed., 1997, Xavier University, Cincinnati, Ohio, Education (Administration); Special Education (certificate), 1971, University of Kentucky, Lexington; A.B., 1970, Thomas More College, Crestview Hills, Kentucky, Elementary Education</p>	<p>SES/HDF 435</p>
<p>Dr. Ed Shroyer Professor Emeritus, Hired 1978¹</p>	<p>SES</p>	<p>1973, Doctor of Philosophy Special Education and Rehabilitation, University of Pittsburgh 1963, Master of Science Education of the Deaf, Gallaudet University 1962, Bachelor of Science Elementary Education, Ohio State University NC Hearing Impaired K-12 Ohio Elementary School Licensure A Certificate NC Interpreter Evaluation System</p>	<p>SES 243</p>

Ms. Angie Stratton - Lecturer, Hired 2003 ¹	SES	NC Licensure Areas: Mentally Handicapped (K-12), G license, Hearing Impaired (K-12), G license, M.S., 1979, University of North Carolina at Chapel Hill, Chapel Hill, NC, Special Education; B.S., 1977, University of North Carolina at Chapel Hill, Chapel Hill, NC, Special Education	SES 483
Ms. Glenda Torres - Lecturer, Coordinator of Interpreter Preparation Program, Hired 1993 ¹	SES	NC Licensure Areas: Level III Interpreter Certification, Comprehensive Skills Certificate ; M.A., 1984, Georgia State University, Atlanta, GA, Education of the Deaf; B.S., 1979, University of North Carolina at Greensboro, Greensboro, NC, Education of the Deaf, K-12	SES 135
Ms. Rosalie N. Parrish - Lecturer, Hired 2005 ¹	SES	NC Licensure Area: BK B.A., 1994, University of North Carolina Greensboro, English; M.Ed., 2001, University of North Carolina Greensboro, Special Education.	SES 460, SES 461
Ms. Kathryn Aldridge - Lecturer, Hired 2003 ¹	SES		SES/HDF 425
Ms. Jenni Ask - Lecturer, Hired 2003 ¹	SES	M.S., 1996, Speech-Language Pathology, Nashville Tennessee, Vanderbilt University; B.A., 1994, University of North Carolina - Chapel Hill, Chapel Hill, NC, Speech-Communication; 1997, Certificate of Clinical Competence	SES 240

<p>Dr. Khalilah Badger - Lecturer, Hired 2003¹</p>	<p>SES</p>	<p>NC Licensure Areas: B-K M.Ed., 2003, University of North Carolina at Greensboro, Greensboro, NC, Birth-Kindergarten-Interdisciplinary Studies in Education and Development (BKISED); B.A., 2000, University of North Carolina at Greensboro, Greensboro, NC, Child Development and Family Studies</p>	<p>SES/HDF 425, SES/HDF 435, SES/HDF 441</p>
<p>Ms. Frances Barger - Lecturer, Hired 2004¹</p>	<p>SES</p>	<p>NC Licensure Areas: School Psychologist, level 3, NCDPI; Approved Provider: Traumatic Brain Injury, NCDPI; Early Childhood Classroom Teaching License, NCDPI, Ed.D., 1985, University of Georgia, Athens, Georgia, Neuropsychology; M.Ed., 1985, University of Georgia, Athens, Georgia, School Psychometry</p>	
<p>Ms. Julie Bost¹</p>	<p>SES</p>	<p>NC Licensure Areas: Special Education BED focus M.Ed., 2003, University of North Carolina at Greensboro, Greensboro, NC, Cross Categorical Special Education; B.A., 1998, Appalachian State University, Boone, NC, Psychology, anthropology</p>	
<p>Ms. Terri Crump - Lecturer, Hired 2003¹</p>	<p>SES</p>	<p>NC Licensure Areas: North Carolina Teaching Certification, 1985; American Sign Language Teacher Association Certification, 2005; North Carolina Teacher Certification in Deaf Education, 1985; M.S., 2000, Western Maryland College, Westminster, Maryland, Deaf Education; B.A., 1977, Gallaudet College, Washington, DC, Psychology-Social Work</p>	

Ms. Tiffany Dohner ¹	SES	NC Licensure Areas: Speech-Language Pathologist, M.A., 2000, Truman State University, Communication Disorders; B.S., 1998, University of North Carolina at Greensboro, Greensboro, NC, Communication Disorders	
Dr. Rebecca Evers	SES	Illinois Licensure Areas: Type 10-Special Education, Cooperative Work-Study Coordinator, Rehabilitation Teacher, American Association of Workers for the Blind, English (6-12) Ed.D., 1994, Northern Illinois University, Dekalb, Illinois, Special Education (Teacher Education); Advanced Certificate, 1980, University of Illinois, Urbana-Champaign, Illinois, Vocational, Technical, and Practical Arts Education; M.A., 1969, Western Michigan University, Kalamazoo, Michigan, Special Education (Rehabilitation Teaching of the Adult Blind); B.A., 1966, Illinois College, English	
Dr. Cristin Flynt - Instructor, Hired 2003	SES	Ph.D. Curriculum and Teaching, University of North Carolina at Greensboro, MSN, University of North Carolina at Greensboro	
Dr. Wayne Foster	SES	NC Licensure Areas: Speech/Language Pathology, Audiology. American Speech, Language and Hearing Association Certificate of Clinical Competence in Speech/Language Pathology and Audiology Ph.D., 2001, University of North Carolina at Greensboro, Greensboro, NC , Human Development and Family Studies; M.S., 1979, University of South Carolina, Speech Pathology and Audiology; B.A., 1976, University of South Carolina, Anthropology (linguistics)	

Dr. Emma Hair - Lecturer, Hired 2000	SES	NC Licensure Areas (Level A): Cross Categorical (K-12), Mentally Disabled (K-12), Behaviorally/Emotionally Disabled (K-12), Learning Disabilities (K-12) (Level G): Severely/Profoundly Disabled (K-12); Mentor; Graduate Certificate in Assistive Technology	
Dr. Katherine Hibbard - Instructor, Hired 2003	SES		
Dr. Beth Holder - Lecturer, Hired 2000	SES	NC Licensure Areas: Administration, Cross-Categorical, Learning Disabilities, Mental Retardation, Behaviorally- Emotionally Handicapped, Severely- Profoundly Mentally Handicapped Ph.D., 1997, University of North Carolina at Greensboro, Greensboro, NC, Curriculum and Instruction - Special Education Supervision; M.Ed., 1989, University of North Carolina at Greensboro, Greensboro, NC, Special Education; B.S., 1984, Greensboro College, Greensboro, NC, Special Education	
Mr. Kurt Lazaroff ¹	SES	Ph.D. Student in Special Education	
Ms. Sarah Naus ¹	SES	Ph.D. Student in Special Education	
Mr. Sam Parker - Lecturer, Hired 2004 ¹	SES	NC Licensure Areas: North Carolina License for Interpreting, 2005; Comprehensive Skills Certificate, 1981; Unknown, 1997, University of North Carolina at Greensboro, Greensboro, NC, Fine Arts in Acting; B.A., 1988, Christopher Newport University, Newport News, VA, Arts in Theatre	
Ms. Susan Shroyer -	SES	1974-76 M.A. Education of Hearing	

Lecturer, Hired 1987 ¹		Impaired, Gallaudet University, Washington, DC 1970-74 A.B. Psychology, Magna Cum Laude, Mount Holyoke College South Hadley, MA North Carolina Teacher's Certificate-Hearing Impaired K-12, "G" Council on Education of the Deaf (CED) Certification (expired)	
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Table 17: BK Program Faculty Qualifications and Teaching Assignments

Name, Title	Dept.	Licensure Areas and Degrees	Teaching Assignments
Carolyn Abe	HDF	M.Ed	SES/HDF 435 HDF 460
Kathryn Aldridge	SES/ HDF	M.Ed.	SES/HDF 425 SES 460
Khalilah Badger	HDF	M.Ed.	SES/HDF 435 SES/HDF 425
Kathleen Casey	ELC	Ph.D.	ELC 381
Deborah J. Cassidy	HDF	Ph.D.	SES/HDF 425, 435, 452, 441
Kay J. Owen	NUR	M.A.	NUR 345
Angie Cranor	HDF	Ph.D.	SES/HDF 441, SES/HDF 425, SES/HDF 435
Lissy Gloeckler	HDF	M.Ed.	SES/HDF 441, SES/HDF 425, HDF 460
Belinda Hardin	SES	Ph.D.	SES/HDF 441, SES 242, SES/HDF 435, SES 460
Linda Hestenes	HDF	Ph.D.	HDF 452, SES/HDF 425
Francine Johnston	CUI	Ph.D.	CUI 516
Mary Morgan	HDF	Ph.D.	HDF 409
Judith A. Niemeyer	SES	Ph.D.	SES/HDF 425, SES 242, SES 460
Rosalie N. Parrish	SES	M.Ed.	SES 460, SES 461

Catherine Scott-Little	HDF	Ph.D.	SES/HDF 435
Marcia Thomas	SES	M.Ed.	SES/HDF 435
Kimberly Trogdon-Terry	SES	M.Ed.	SES/HDF 435
Jonathan Tudge	HDF	Ph.D.	HDF 212, HDF 302
Karienne Berry	HDF		SES/HDF 441
Kristy Schenkel	HDF		SES/HDF 441

Individual responsible for coordinating the AO/BK program

Ms. Rosalie N. Parrish is the coordinator of the Auditory Oral/Birth-Kindergarten program under the supervision of Dr. Mary V. Compton, Coordinator for Deaf Education programs, and Dr. Judith A. Niemeyer, Co-Chair of the Birth-Kindergarten program. Rosalie holds a master’s degree in Special Education with a concentration in early childhood education and development, and a NC BK license. She also brings experience to her role at the university as the mother of a child with multiple disabilities, including deafness. Rosalie advises all of the students in the AO/BK program, conducts annual student seminars on family involvement and diversity, and teaches SES 460, Home-School Partnerships for Children with Exceptional Needs. In addition, Rosalie serves as the university supervisor for AO/BK student teachers, and helps coordinate the placement of her students in practica required in other courses.

Teaching practices used by faculty

See Tables 18 and 19 for descriptions of the instructional strategies and technology used in the department of Specialized Education Services, Education of Deaf Children program, and the BK program shared between Specialized Education Services and Human Development and Family Studies.

Almost all of the courses utilize Blackboard which is a course management tool that is internet based. Instructors hold online class discussions, students share reflective responses to readings and research articles, can access their grades throughout the semester and are able to correspond with the course instructors in a timely fashion. Courses also routinely use large and small group discussions, and videos. Many classes use cooperative learning assignments because

of the importance of collaboration in BK classroom environments. For example, in SES/HDF 425 students collaboratively develop an environmental plan for a classroom of infants.

Table 18: Teaching Practices used by faculty in the BK program

Crse	Lect	Video/ Multim edia	Whole Class Discus	Small Group Discuss	Coop Learning Assgnmnt	Field Exp/ Intern	Case Analysis Discuss	Simul/ Role Plays	Online Compo- nents	Research Projects	Guests/ Panels	Reflec tion
SES/HDF 425	X		X	X	X	X			X	X		X
SES/HDF 435	X		X	X		X		X	X	X		X
SES/HDF 441	X		X	X	X	X			X	X		
HDF 452	X	X	X	X		X	X		X			
HDF 212	X		X				X		X			
HDF 302	X		X				X		X			
HDF 409	X	X	X	X			X		X			X

In addition, the assessment system and student portfolios are managed by TaskStream. In TaskStream, students directly post their assignments for grading and develop their final portfolio utilizing this technology tool.

Table 19: Teaching Practices Used by Faculty in the Department of Specialized Education Services, Education of Deaf Children program for AO/BK students

Crse	Lect	Video/ Multim edia	Whole Class Discus	Small Group Discuss	Coop Learning Assgnmnt	Field Exp/ Intern	Case Analysis Discuss	Simul/ Role Plays	Online Compo- nents	Research Projects	Guests/ Panels	Reflec tion
SES 135	X	X		X				X				
SES 240	X	X		X	X				X	X	X	
SES 243	X	X	X								X	X
SES 250	X		X	X			X		X	X		X
SES 450	X	X	X	X		X	X	X	X		X	X
SES 451	X		X	X		X						X
SES 460	X		X	X			X		X	X	X	X
SES 461			X			X	X		X			X
SES 483	X	X	X	X	X	X	X		X			X
SES 578	X		X	X	X		X		X	X		

How teaching practices reflect the conceptual framework and current best practices in the field

The following Table 20 shows how common teaching practices in the AO/BK program reflect the conceptual framework of the School of Education.

Table 20: Teaching Practices and the Conceptual Framework

Teaching Practice	Competent	Caring	Collaborative
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Lecture	x		
Large group discussion	x	x	x
Small group discussion and cooperative learning	x	x	x
Student presentations including the use of media/technology	x		x
Individual assignments	x	x	
Small group assignments	x		x
Discussions on Blackboard	x	x	x
Virtual Classroom sessions on Blackboard	x		x
Case studies	x	x	x
Action research projects	x		
Field experiences/internships	x	x	x
Reflection and self-analysis	x	x	
Debates about critical issues in the field	x	x	

As this chart illustrates, teaching practices also draw from the five dimensions of knowledge that inform the conceptual framework.

- *Content knowledge.* The liberal arts foundation that candidates bring to the graduate special education programs is a base of experience that they draw from in the discussions in which they participate and projects and assignments that they

complete

- *Professional knowledge and skills.* Students learn essential professional knowledge and skills through lecture and group/small-group discussions. They then apply this knowledge and these skills in their field experiences and assignments.
- *Pedagogical content knowledge.* Like professional knowledge and skills, this domain is acquired through instruction of all types and applied in field experiences and projects and assignments.
- *Sociocultural knowledge.* Particularly for the field of special education, it is crucial that students are aware of the sociocultural context in which they work and live. Thus, teaching practices include asking students challenging questions about topics such as race, class, poverty, and disability (discussions, Blackboard discussion board).
- *Critical and reflective knowledge.* Many assignments in the graduate special education programs as well as the portfolios that represent the culminating experience for graduate students require reflection and analysis. Students are reminded frequently that the goal is not to imply that their work is completed as it stands, but rather that as they have grown as professionals they should see that their work is not complete and could be expanded, deepened, or improved.

Content Pedagogy and Professional Education faculty service to the institution and collaboration with colleagues in the disciplines

Faculty in the AO/BK programs are very actively engaged in professional organizations, state program development activities and university committees. For example, Drs. Niemeyer, Cassidy and Scott-Little of the BK department participated in the development of the North Carolina Foundations in Early Learning (the early learning standards for 3-5-year-old children in North Carolina). In fact, Dr. Scott-Little actually facilitated the process and Drs. Cassidy and Niemeyer served as subcommittee co-chairs. Also, see faculty vita for descriptions of their service.

In addition, faculty members in the Department of Specialized Education Services are strong citizens of the university community, and they provide service at the university, school, and department level in a way that reflects commitment to their professional, recognition of the need for each individual to contribution, and understanding of the importance of the service function. Examples of this type of SES faculty members' service include the following from the

2005-2006 academic year (UNCG and School of Education).

UNCG

- Member, Faculty Senate
- Member, Institutional Review Board (IRB)(Dr. Compton)
- Member, Council of Program Coordinators (Dr. Compton)
- Member, Undergraduate Curriculum Committee

School of Education

- Member. SOE teaching Award Committee (Dr. Compton)
- Member, Curriculum Committee
- Member, Personnel Committee
- Member, Research Advisory Committee

Collaboration runs as a theme in the Department of Specialized Education Services.

With its emphasis in the conceptual framework and its application in SES coursework and field experiences, it is not surprising that collaboration also is a defining characteristic of the work of faculty members. Many examples of faculty collaboration exist. The following are illustrative of specific examples of how the AO/BK faculty collaborate with colleagues:

- Dr. Compton collaborated with 3 other faculty members in deaf education from California, Utah, New York and Ontario Canada in designing a survey and collecting data concerning the responsibilities and duties of itinerant teachers. This research was presented at the Council on Exceptional Children meeting in April 2006.
- Drs. Compton and Shroyer collaborated with Dr. Niemeyer in securing 2 million dollars to develop the Collaborative Early Intervention national Training e-Resource (CENTeR). Faculty from 22 universities nationwide use these online teaching modules in early intervention and deafness. Moreover, Drs. Compton, Niemeyer and Shroyer collaborated with 150 faculty, practitioners, and faculty in developing and field testing the modules.
- Dr. Compton collaborated with members of the NC DPI Exceptional Children's Division Task Force on the National Agenda to Improve Deaf Education in writing goal 7-Professional Standards and Professional Preparation.
- Dr. Compton and Dr. Niemeyer collaborated with faculty from the Department of Human Development and Family Studies in developing the Auditory/Oral Birth-Kindergarten Program.
- Dr. Compton served on Advisory panel meetings of the Oberkotter Foundation.

- Dr. Compton was an invited participant at the AG Bell Association National Summit on Deafness in February 2004.

Content Pedagogy and Professional Education faculty involvement and collaboration with and service to the public schools

Faculty members in the AO/BK program are close partners with school districts in the Piedmont region, across North Carolina, and across the country. The following are examples of this dimension of their service work:

- USTEP – Funding was received from UNCG Teachers Academy to facilitate development of University and School Partnerships. Funding is being used to provide professional development activities for cooperating teachers supervising our interns and student teachers as well as other preschool and kindergarten and early intervention professionals. Over the course of the 05-06 academic year, approximately 185 teachers from the Guilford County Schools attended professional development activities three times (September, November, and February). Through the University-School Teacher Education Partnership (USTEP), one faculty member with students enrolled in a field experience is working at a Guilford County elementary school studying the effect of using principles of universal design for learning on outcomes for students with disabilities.
- One faculty member is working with the Charlotte-Mecklenburg Schools to design and implement inclusive practices at the preschool level, and to prepare early interventionists for their roles in such settings.
- One faculty member is collaborating with staff members in the Guilford County Schools to foster co-teaching and inclusive practices in the middle schools.
- One faculty member has provided extensive professional development to teachers in Georgia on the use of effective early reading interventions. Follow-up support also is being provided, and data on the effectiveness of the professional development are being gathered.
- One faculty member is part of a UNCG School of Education-Guilford County Schools Partnership designed to collaborate to address a wide variety of issues; the faculty member's primary focus is reading instruction in secondary schools.
- Faculty in the BK program (Scott-Little, Cassidy, & Niemeyer) were involved in the revision of the new curriculum for pre-Kindergarten classrooms and the state pre-kindergarten standards.

- The AO/BK Partners Advisory Committee meets once a year regarding program issues. This committee is composed of teachers, public school HI coordinators, principals, and early intervention directors.
- Program faculty also collaborate on projects related to school enhancement activities, such as, licensure workshops for practicing teachers and research for increasing the quality of classroom instruction for young children.

Faculty scholarship

Faculty engage in scholarly activities such as publications (journal articles, chapters in books), presentations (local, state, national), editorial review boards, workshops (local and state) and holding offices in professional organizations. The following Table 21 details faculty involvement in scholarly activities.

Table 21: Scholarly Activities of Special Education Faculty

Scholarly Activity	2005	2006	Total
Journal Article	15	7	22
Monographs	0	0	0
Technical	3	3	6
Reports	6	0	6
Critical Reviews	2	0	2
Book Chapters	2	6	8
Conference Presentations	58	11	69
Total	83	24	107

In addition to this type of scholarly productivity, faculty members in SES have been able to obtain significant external funding to support their research and to provide tuition support to students. Since the last visit, SES has been awarded over \$5 million in external grant funds. During 2004-2005, a total of 4 major proposals totaling \$5 million were submitted; most of these are still pending (RFPs for 2005-2006 have not yet been announced). One proposal that provides significant funding for doctoral students was funded at nearly \$800,000.

Content Pedagogy and Professional Education faculty service to the profession.

Faculty members in the Department of Specialized Education Services recognize the importance of making a contribution to the profession as a complement to their contributions to the university and the public schools. These are examples of professional organizations to which SES faculty members belong:

- Council for Exceptional Children, including the Division of Learning Disabilities, council for Children with Behavior Disorders, Council for Administrators of Special Education, Division of Early Childhood, Teacher Education Division, the Technology and Media Division
- American Education Research Association
- National Association for the Education of Young Children
- Association of Teacher Educators
- American Association of Colleges of Teacher Education
- National Staff Development Council
- Phi Delta Kappa
- Phi Kappa Phi
- Association for Supervision and Curriculum Development
- Early Childhood Education International
- Association for College Educators-Deaf and Hard of Hearing (ACE-DHH)
- Alexander Graham Bell Association for Deaf and Hard of Hearing

Faculty members generally attend at least one national professional meeting each year, often presenting at that meeting.

However, service to the profession extends beyond participation in national professional organizations. Many faculty members contribute to their professional organizations by reviewing manuscripts submitted for publication and reviewing proposals for national and international conferences. Several faculty members serve on committees within their organizations or on the board of directors.

Service to the profession also encompasses contributions made to state and local activities. Examples in this arena include the following:

- SES has a representative actively involved in the Guilford County Assistive Technology Services (GCATS) organization. This coalition of many public agencies shares information about and seeks support for the use of assistive technology across the lifespan.
- SES has a representative on the North Carolina State Regional interagency Coordinating Council for your children with disabilities and their families.

- Faculty members and their students present at state conferences such as the annual North Carolina Assistive Technology Expo and the annual fall North Carolina Conference on Exceptional Children.
- Faculty members present with their students at state and national conferences. During 2005-2006, students presented with faculty members at the North Carolina Council for Exceptional Children conference, the North Carolina Assistive Technology Expo, and the annual convention of the Council for Exceptional Children.

Faculty evaluation process

Faculty evaluation procedures are multi-dimensional in the Department of Specialized Education Services and include these components:

- At the beginning of each academic year, faculty members meet with the department chair to discuss responsibilities for the year. The faculty member's workload is written into a UNCG plan and kept in the SES office.
- At the conclusion of each academic year, faculty members prepare a detailed summary of their accomplishments for the year just ending. They meet individually with the department chair to discuss their work as it relates to the plan that had been written at the beginning of the academic year. Based on the information provided in the end-of-year report, faculty members' productivity is rated by the department chair as exemplary, satisfactory, or unsatisfactory.
- At the conclusion of each semester, all student course evaluations are reviewed by the department chair to determine extraordinary success and identify potential problems. The department chair meets with any faculty member with overall course or instructor ratings at or below 3.7 on a 5-point scale to discuss steps to take to improve teaching quality. If an adjunct instructor receives ratings at 3.5 or below, unless there are extenuating circumstances, that individual is not allowed to teach again.
- Non-tenured faculty members are observed at least once each year as they teach. In advance of the observation they provide the observer, a tenured faculty member, with a syllabus and any materials related to the instruction. The observer attends the class for at least 45 minutes (depending on the length of the class) and then meets with students to ask for input from them. The observation and student comments are summarized and provided to the faculty member both orally and in writing, and a copy of the written report is kept for the faculty member personnel file. Tenured faculty members are observed an average of once every 2-3 years.
- Faculty members who are tenured go through a post-tenure review process each five years. They summarize their work since the last review, discuss this with the department chair, and the chair forwards the materials to the dean. Faculty members are rated as satisfactory or unsatisfactory in this process.

Faculty assessment of their effectiveness as related to candidate performance

Part of faculty evaluation is setting annual goals and then reviewing those goals at the conclusion of each academic year (described earlier in this section). That process comprises one component of faculty evaluation of their effectiveness.

Candidate course evaluations are returned to faculty members after each semester, and faculty members are encouraged to carefully read student comments and consider student course ratings. In addition, at key points—reappointment, tenure, promotion, and post-tenure review—faculty members summarize their teaching evaluations and reflect on their skills in that domain. A similar, albeit more general, process is used for faculty at the same points to analyze their other teaching responsibilities, their scholarship, and their service. These key assessment points allow faculty members to reflect upon the work that they summarize each year in the annual reports.

Faculty evaluations inform teaching, scholarship, and service

Teaching evaluations are discussed as needed and specific course changes are made as a result of identified need. Each program area meets to discuss any data available about courses and student performance. Assignments are routinely adjusted based on the feedback received from students on their end of the semester evaluations. For example, in BK coursework, students indicated that they wanted more opportunities to write weekly lesson plans in addition to activity plans and daily lesson plans. This assignment was added to the Preschool and Kindergarten Curriculum class (HDF/SES 435). In addition, many instructors are now collecting mid-term feedback from students and adjusting the course content accordingly. The instructors in HDF/SES 441 (Young Children's Learning Environments) recently collected feedback from students and then created a better balance between lecture and discussion. They also created alternative assignments for the quizzes for the remaining weeks of the semester.

Professional development opportunities provided for faculty

Opportunities for faculty development are both centralized and decentralized, and they occur at the department, School of Education, and UNCG levels as well as beyond the university boundaries. They range from sessions that focus on highly specialized topics of interest

primarily to faculty members in the area of specialized education through general topics such as making better use of library resources and procedures for using resources on campus (e.g., Blackboard, electronic resources at the library, research review procedures).

In some instances, faculty members decide that a particular set of knowledge or skills is needed by everyone, and so arrangements are made for professional development on selected topics. In some cases these sessions are funded through the Dean's office. Recent examples of this type of faculty development include an all-day session on current research trends in special education and the preparation of grant proposals, technical assistance in the preparation of manuscripts made available to anyone wishing to access it, and recent significant developments in law and litigation related to individuals with disabilities,

Some professional development opportunities are made available through the School of Education. For example, a research symposium for faculty members, students, and community members included international speakers on topics related to research in professional education as well as breakout and poster sessions led by faculty members and students. Likewise, faculty members are encouraged to take advantage of speakers brought to UNCG at the campus level.

Professional development for faculty members is individualized as well. For example, Dr. Compton attended the training sessions to become a trainer in the *Language!* program. Another has attended several training sessions in order to improve her knowledge and skills related to reading instruction. Yet another faculty member attended an intensive training institute on assistive technology in order to be better prepared to offer instruction in this realm. All faculty participate in professional development as they attend national and state conferences, an activity that is partially funded by the Department of Specialized Education Services.

Practices used to select, orient, communicate with, and evaluate adjunct faculty to ensure program quality

When an adjunct faculty member is new to SES, a copy of the course syllabus is provided, a meeting is held with a prior or knowledgeable instructor of the course, clarification is offered of required assignments, and the individual is added to the department group e-mail list for instructional matters. In addition, the program coordinator stays in close contact with all adjunct faculty members, asking for a status report at least twice during the semester. Adjunct faculty members also are directly informed that if any small student problem is encountered, it

should be brought to the coordinator's attention immediately so that resolution occurs quickly. SES also distributes a list of hints and tips related to university policy and SES policy so that adjunct faculty members are informed about such expectations. All adjunct faculty members also have the SES website address that contains program handbooks and department policies and procedures.

A group office with a telephone is available for their use in the department suite. Adjuncts are told to route requests for materials or supplies to the department administrative assistant, and their requests for duplicating likewise are sent to her and taken care of within the department. All instructional materials available in the department (e.g., videotapes, assessment instruments) as well as all School of Education and UNCG resources (e.g., assistive technology items from that lab, Jackson library, Blackboard access and technical support) are readily available for adjunct faculty members.

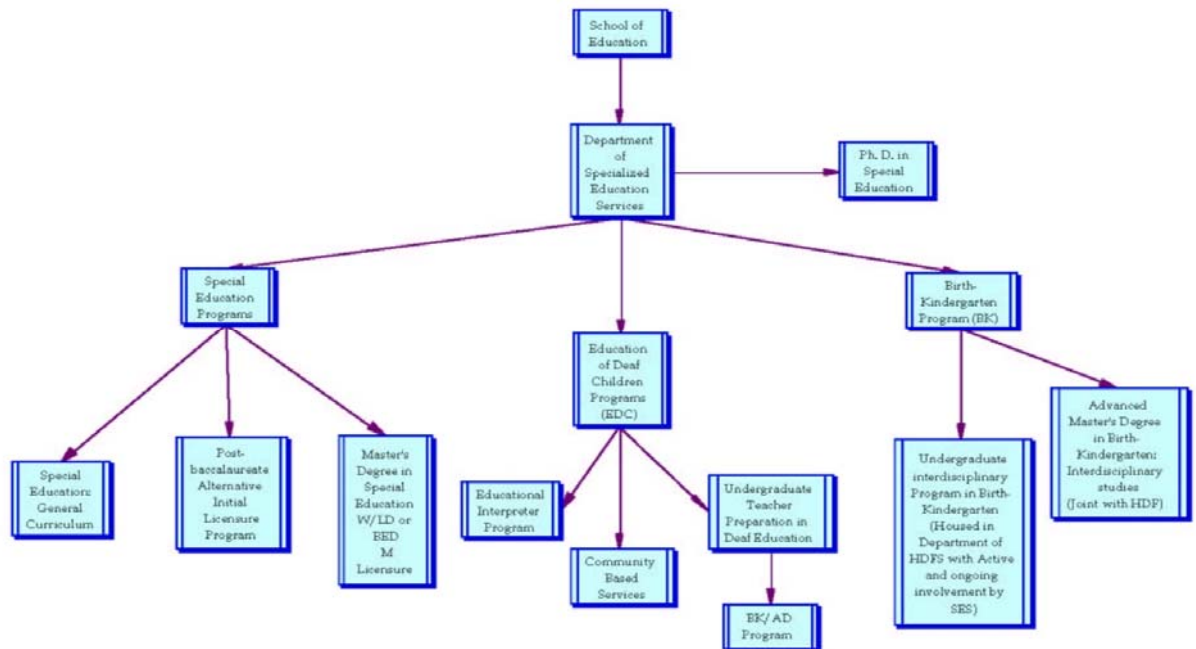
Candidate evaluations of adjunct teaching are carefully examined by the department chair. If a problem is apparent, it is discussed with the adjunct faculty member. As noted earlier, if a serious problem exists, the adjunct faculty member is not invited to teach again.

SECTION VIII: Standard VI: Program Governance and Resources

Program administration and organizational structure

The undergraduate Auditory Oral/Birth-Kindergarten program is administratively housed in the Department of Specialized Education Services in the School of Education in the Ferguson Building on UNCG campus. It is organizationally managed by the Teachers' Academy of the School of Education. The program coordinator, Rosalie Parrish, and Drs. Niemeyer, Compton, and Cassidy all serve on the Council of Program Coordinators and the Executive Committee of the Teachers' Academy. Regular program committee meetings and annual program review meetings occur to manage and maintain the quality of the program.

SES ORGANIZATIONAL CHART



Adequacy of the number of faculty to support the program

The K-12 Hearing Impaired program utilizes two full-time tenure line positions, 1

fulltime lecturer position and two adjunct positions for courses and activities specifically related to the major courses. The rapid growth of the undergraduate and graduate special education programs in the Department of Specialized Education Services has been supported in the School of Education with the addition of several faculty members in Special Education. With regard to the K-12 Hearing Impaired Teacher Licensure Program, a search for an Instructor to replace Mrs. Susan Shroyer resulted in the hiring of Ms. Angie Stratton in 2003. A faculty search was conducted in 2004 to replace the position vacated due to the phased-in and subsequent full retirement of Dr. Edgar Shroyer. This position was filled by Dr. Annette Asfaw beginning of fall 2004. Dr. Asfaw was on maternity leave for the 2005-2006 year at which time she vacated the position. A search to fill this line at the Assistant or Associate level was conducted in spring of 2006. Dr. Kathleena Whitesell accepted the offer and will begin in August 2006. Ms. Stratton decided to follow another life path and that Instructor position will be filled by Mrs. Lynne Allen who had been a part-time Instructor in the interpreting program during 2005-2006. These faculty changes will significantly improve the K-12 Hearing Impaired program's ability to be more involved with schools.

The Department of Human Development and Family Studies (HDFS) currently has 19 fulltime faculty with 2 new faculty members to arrive in the Fall of 2006. The Specialized Education Services (SES) has 10 fulltime faculty members. The number of faculty in the HDFS and SES Departments is adequate for the AOBK undergraduate program. Adjuncts are hired routinely to replace fulltime faculty when they have research or administrative release.

Adequacy of the non-faculty personnel that support the program

The Department of Specialized Education Services is strongly supported with non-faculty personnel. These include the following:

- One department administrative assistant works fulltime for the department chair to ensure that all day-to-day aspects of department operations occur efficiently and effectively. Her responsibilities include ordering supplies, responding to calls that come into the department office, greeting and assisting students, parents, and others who come to the department office, assisting the department chair in completing all necessary reports and other department business, and providing day-to-day logistical supervision of department graduate assistants.
- A total of 10 graduate assistants currently work in the Department of Specialized Education Services. These include

- 6 M.Ed. students whose responsibilities include (a) assisting faculty members in a wide range of activities, from copying materials need for class to assisting in scoring student work to completing library research; (b) assisting in the completion of office tasks including retrieving and sorting mail, duplicating, and answering phones; and (c) participating in other significant department tasks, including website management and processing of applications for graduate special education programs.
- 4 Ph.D. students whose responsibilities include (a) assisting faculty in the preparation, delivery, and evaluation of course content for undergraduate SES programs; (b) assisting faculty in the preparation of grant proposals; (c) assisting faculty members in the completion of research projects; (d) assisting faculty in the library research and other tasks necessary for manuscript preparation; and (e) supervision of students in undergraduate field placements.
- Generally, tenure-track faculty members have approximately 15 hours/week of assigned GA time. Non-tenure track faculty members and visiting faculty members have 5-10 hours/week. Approximately 20 hours/week of GA time is assigned for overall department tasks.

Facilities in which the program is housed and their adequacy

Each program faculty member has a private office with sufficient space to meet with students and other individuals. For larger meetings, rooms are available on a check out basis. The Department of Human Development and Family Studies is located in the Stone Building and The Department of Specialized Education Services is located in Ferguson Building. Classrooms are of adequate size and are all equipped with Teaching Stations (e.g. computers, Elmos, etc.) The following information characterizes the physical environment in which SES programs in special education are housed:

- a. In January 2004 faculty members in the Department of Specialized Education were moved from their offices spread throughout the Curry Building into a suite of offices in Ferguson Building (200B). At the present time, all SES faculty members and graduate assistants are located in Ferguson building, either in the suite or in a proximate set of offices on the third floor.
- b. All fulltime tenure-track faculty members have an office equipped with standard office furniture (e.g., desk, comfortable chair, bookcases) and equipment (e.g., computer three years old or less, laser printer, scanner if requested, telephone).
- c. When requested, faculty members have additional storage for archived materials or supplies in common department space within the office suite.
- d. SES has a department office that is equipped as faculty offices. In addition, this office has a small-capacity copier as well as a fax machine. (NOTE: Duplicating for classes is

completed on equipment provided by and budgeted for at the unit level.)

- e. Doctoral graduate assistants share a single office equipped with four desks and two computer work stations.
- f. Master's graduate assistants share a single office equipped with four desks and three computer work stations.
- g. One small office is allocated for adjunct faculty members. This office is equipped with a computer and a phone. The other small office (originally designed to house a computer server) is used by the graduate assistant who manages the graduate admissions procedure. This office also has a computer and a phone.
- h. Additional space and equipment located within the SES office suite is available for faculty member, graduate student, and adjunct use. Items available include several worktables located near chalkboards, two color printers, two computers, and a scanner.
- i. Office supplies for faculty members and graduate assistants are located within the SES suite. Additional storage is located on the same floor of the building, but outside the suite.
- j. SES meetings are held in any of several locations. Small meetings (e.g., program area meetings) may be held in the suite at one of the workspaces noted above. SES also shares a conference room (same building as department suite) with the Department of Communication Sciences and Disorders, and this room is available on a sign-up basis. Meeting space also is arranged as needed in the counseling clinic (same floor as the SES suite), the Dean's conference room (Curry 315), and other campus locations.
- k. SES is located in the Ferguson building. Right outside the suite is located a large lobby with sofas and tables for faculty member and student use.

Instructional resources that support the program and their adequacy

Programs in the Department of Specialized Education Services are supported with a wide variety of instructional resources. These include but are not limited to the following:

- An essential instructional resource for students and faculty members in SES is the ***Jackson Library***. The following descriptive information has been taken from the library website description (<http://library.uncg.edu/about/description.asp>):
 - Jackson Library has the shelving capacity for more than one million books, an area of 220,174 square feet, and seating capacity for 1,700. The library offers a variety of materials and services to its users. Information regarding collections is available through the Library's online catalogue. In addition, computerized database searches can retrieve vast amounts of information in a short period of time. Orientation to the library and instruction in use of information resources are available.
 - Current library holdings number more than 2.6 million items, including 700,000 federal and state documents and 968,000 items in microtext. The library

subscribes to approximately 5,100 newspapers, periodicals, and other serials. Its open shelves provide a generous selection of reference books, bibliographies, periodicals, and books reserved for class assignments. The building includes reading rooms, carrels, study areas in the stack sections, and microcomputer classroom/labs.

- Through a cooperative lending agreement with the other fifteen campuses of the University of North Carolina system, and with Duke University, faculty members and graduate students borrow books directly from the libraries of those institutions using a privilege card issued by the Circulation Department of Jackson Library.
 - Jackson Library is dedicated to providing state-of-the-art information technology for use by its patrons. The Electronic CITI and SuperLab provide more than 150 machines for general-use computing by current UNCG faculty, staff, and students. The Library also contains about 75 machines which provide access to the Library's catalog, as well as electronic databases and full text resources.
 - The reference librarian who works with faculty member in the School of Education regularly invites requests for textbooks and other materials, and he encourages faculty members to ask for necessary materials. Because nearly all journals in the field are available through on-line subscriptions, the common issue of journal expense is now avoided.
- ***Teaching and Learning Center*** is available on campus and has additional resources for educators including a library of testing and instructional materials. The Center has a state-of-the-art Distance Learning Laboratory available to faculty and staff as well as the community. Additional information on this resource is available at the TLC website at <http://www.uncg.edu/tlc>.
 - ***The South Eastern Region Visions for Education (SERVE)***, a regional education center, funded by the U. S. Department of Education, is located on campus. This regional unit is involved in a wide variety of activities such as dissemination, recruitment and program development. Additional information on this resource is available at the SERVE website at <http://www.serve.org>.
 - ***The Teaching Resources Center*** contains teaching materials, assessment instruments and software programs for faculty and student use. It is located in the Ferguson building across the lobby from the SES suite. Additional information on this resource is available at the TRC website at http://www.uncg.edu/soe/affiliates/index_new.html#TRC.
 - ***The Center for Youth, Family, and Community Partnerships*** is available to work with faculty on projects to enhance individuals' and families' lives through interdisciplinary research and education at the community, state, national, and international levels. Additional information on this resource is available at the Center's website at <http://www.uncg.edu/csr/index.html>.

- Classroom assignments for faculty members are made centrally at the university level. If a special accommodation is needed, the department administrative assistant makes the request; most such needs can be met.

Technology resources that support the program and their adequacy

Extensive technology resources are available to faculty members and students at UNCG. The following is a sample of these resources:

- Many resources are available through the UNCG Technology Services office. The following information was taken from that website:
 - Currently 15 open-access computer labs located throughout the campus, containing more than 500 computers: 385 PC or Windows-based machines, 110 Macintosh, and 11 Sun computers.
 - The SuperLab, located on the first floor of Jackson Library, contains approximately 140 computers and is the location for the Student Help Center, where students can obtain help with their questions about lab software or the labs in general. Student Consultants are also available for telephone consultation at 256-TECH (256-8324).
 - IT Services employs approximately 130 student consultants in the computer labs.
 - IT Services offers a variety of on-line and face-to-face technology workshops for faculty and students.
- The University Teaching and Learning Center (TLC) makes available to faculty members a wide array of technology resources including a faculty computer lab (e.g., for faculty professional development on using technology resources), equipment that can be checked out, instructional services (e.g., transferring analog media to digital format), and other services (e.g., technical consultation) to assist faculty members in preparing and delivering coursework using contemporary technology.
- Nearly all classrooms in which SES faculty members teach are equipped with teaching stations that include a media projector, document projector, video player, computer, and screen. One classroom designated for SES use, Ferguson 322, also is equipped with closed captioning equipment. If a problem is encountered with classroom technology, a technology consultant from the TLC (described above) responds nearly immediately.
- There are well-equipped observational facilities in the UNCG Child Care Education Program classrooms, including outstanding sound equipment. Though sometimes used by parents, these facilities are most often utilized by students for early childhood research purposes.
- School of Education technology consultants. Three consultants are available to assist faculty members with technology. Two computer technicians are available by calling the

UNCG technology HELP desk. These individuals help to resolve problems related to hardware and software, they install equipment, and they address issues such as viruses and spyware. The third consultant works in the area of instructional technology. His responsibilities include providing professional development related to using technology in instruction, assisting faculty members creating on-line courses, helping faculty members take full advantage of the options available in Blackboard, the UNCG on-line course platform, and tutoring faculty members encountering difficulties in using such technology.

- Other technology resources also support SES graduate special education programs. Examples include these: The School of Education generally replaces faculty member computer equipment every three years, SES has been instrumental in ensuring that an assistive technology lab is available so that students in both undergraduate and graduate programs can learn about these tools, the Office of Disability Services assists when technology needs arise for specific students, and specific requests for technology (hardware or software) usually can be made to and are fulfilled by the School of Education Director of Technology
- Specific personnel also serve as technology resources. Two technology consultants are assigned fulltime to the School of Education to assist with technology problems and setup; an additional technical instructor assists faculty members in developing courses making full use of technology resources available.

Fiscal resources that support the program and their adequacy

As is true in many universities, financial support for SES programs in special education comes from many sources and is based on documented need. The Auditory Oral/Birth-Kindergarten program is funded by a federal grant from the U. S. Department of Education. Funding has supported a Program Coordinator and Program Assistant since its start in August 2000. In addition, funds are available for items necessary to run an office and keep records. The majority of the funds (approximately 70%) received from the grant go toward student tuition and stipends for students who are eligible.

Faculty teaching, advisement, and committee loads by semester for at least three years

Information on faculty teaching load is included in Tables 22 and 25 below (SES and BK, respectively). Information on faculty advisement and committee loads is included in Tables 23 and 26 (SES and BK, respectively). It should be noted that several individuals listed should be considered in view of their unique situations:

1. Vallecorsa and Epanchin are Associate Deans. They are assigned to SES, work with SES graduate students, but do not have teaching responsibilities or assigned master's advisement responsibilities.

2. Baker and Murray both were fulltime SES faculty members. Both left UNCG after Spring 2004, but both continue to teach on-line coursework as adjunct faculty members. Both still serve on doctoral committees and are engaged in other collaborative work with SES faculty members.
3. Hardin was employed as a visiting assistant professor for the 2004-2005 academic year. She was employed to a tenure-track assistant professorship for the 2005-2006 academic year.
4. Bursuck joined the faculty in Fall 2004.
5. Smith joined the faculty in Fall 2005.

Table 22: SES Faculty Teaching Load

SES Course Schedules and SES Faculty Assignments¹										
	Full time or	2003-2004			2004-2005			2005-2006		
Name	Part time²	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Allen	F							SES 135 SES 487(2) SES 496	SES 335 SES 487(2)	SES 135
Asfaw	F				SES 135 SES 483	SES 333 SES 350 SES 463			SES 135 SES 333 SES 350 SES 578 SES 650	
Baker	F	SES 466 SES 472 SES 658 ³	SES 250 SES 465(2) SES 650	SES 657(2)	SES 658(2)	SES 659	SES 657	SES 658		SES 657
Boyles	F	SES 252 SES 649 SES 655 SES 661	SES 543 SES 649 SES 661	SES 649 SES 655 SES 661	SES 252 SES 350 SES 649 SES 661	SES 350 SES 649 SES 661	SES 540(2)	SES 252 SES 649 SES 661	SES 649 SES 661 SES 661	
Bursuck	F				SES 469 SES 643	SES 642 SES 756		SES 469 SES 642 SES 650	SES 543 SES 642 SES 650	
Compton	F	SES 240 SES 578	SES 240 SES 461 SES 467 SES 577		SES 240 SES 333 SES 350 SES 578	SES 577		SES 240 SES 578	SES 240 SES 333 SES 577 SES 650	
Friend	F	SES 643 SES 650	SES 647 SES 747		SES 540 ³ SES 650 SES 749 SES 750 SES 775 SES 790	SES 747(2) SES 775 SES 799	SES 540 ³ SES 749 SES 775	SES 750 SES 775 SES 790 SES 799	SES 647 SES 650 SES 747 SES 752 SES 754 SES 775(2) SES 799	

Hardin	F				SES 242 SES 441 SES 460(2)	SES 242 SES 333 SES 441		SES 460 SES 601	SES 603	SES 605
Kurtts	F	SES 350 SES 460 SES 652	SES 447 SES 641 SES 650 SES 652 SES 662 ³	SES 250 SES 333 SES 645	SES 350 SES 447 SES 652	SES 250 SES 647	SES 250 SES 641 SES 652	SES350(2) ³ SES 447 SES 652	SES 250 SES 650	SES 250 SES 662 SES 645
Murray	F	SES 441 SES 601 SES 650	SES 460 (2) SES 603 SES 650	SES 649 SES 650 SES 660			SES 660(2)			
Niemeyer	F	SES 460 SES 604 SES 650 SES 747			SES 604(2) SES 758	SES 602 SES 650 SES 749	SES 649 ³	SES 604 SES 650 SES 762 SES 790	SES 460 SES 650	SES 649 ³
Parnell	F	SES 350 SES 540 SES 658 ³	SES 350 (2) SES 360 SES 471		SES 350					
Shroyer, E.	F	SES 135 SES 243 SES 555 (2)			SES 135 SES 243 SES 555			SES 135 SES 243 SES 555		
Smith	F							SES 200 SES 758	SES 540 SES 660	
Stratton	F	SES 135 SES 461 SES 483 SES 484	SES 135 SES 335 SES 461 (2)		SES 135 SES 335 SES 461 SES 484	SES 135(2) SES 335 SES 461		SES 135 SES 335 SES 350 SES 483	SES 135(2) SES 333 SES 335(2) SES 461	
Susi	F		SES 662 ³		SES 350 SES 465 SES 472	SES 350 SES 465(2) SES 471		SES350(2) ³ SES 472	SES 350 SES 465(2) SES 471	

Torres	F	SES 333 SES 380 SES 486 SES 487 SES 558 SES 572	SES 333 SES 486 SES 487 (2) SES 488 SES 557		SES 135 SES 333 SES 380 SES 462 SES 486 SES 496 SES 558	SES 333 SES 335 SES 486 SES 487(2) SES 488		SES 333 SES 380 SES 467 SES 486 SES 558 SES 572	SES 333 SES 467 SES 487 SES 488 SES 557	
Vallecorsa	F								SES 650	
Michael	FG	SES 242 SES 435 SES 461	SES 242 SES 435 SES 461		SES 461					
Parrish	FG					SES 460(2) SES 461		SES 460 SES 461	SES 460	
Aldridge	P	SES 425	SES 425		SES 425	SES 425		SES 425	SES 425	
Ask	P	SES 240	SES 240	SES 240	SES 240	SES 240	SES 240	SES 240	SES 240	
Badger	P	SES 435	SES 425		SES 441	SES 435		SES 425	SES 441	
Barger	P					SES 360				
Barrett	P	SES 452								
Bost	P							SES 466		
Brady	P								SES 641	
Crump	P	SES 135 SES 370	SES 270	SES 135	SES 370	SES 557		SES 370	SES 270	
Dohner	P					SES 240				
Evers	P			SES 648			SES 648			SES 648
Flynt	P		SES 641			SES 641				
Foster	P							SES 540	SES 577	
Fox	P		SES 135			SES 135			SES 135	
Gloeckler	P						SES 649 ³	SES 441	SES 441	SES 649 ³
Grubbs	P				SES 601					
Hair	P					SES 543		SES 643		
Hibbard	P		SES 659					SES 659	SES 659	SES 659
Holder	P		SES 656	SES 656	SES 655	SES 656	SES 645 SES 688	SES 655	SES 656	SES 640
Hutchinson	P		SES 441							

Izquierdo	P			SES 240			SES 240			SES 240
Lazaroff	P							SES 350 ³		
Naus	P							SES 350 ³		
Parker	P		SES 335 SES 420		SES 480 SES 555	SES 420 SES 487	SES 135	SES 555	SES 420	
Pope	P			SES 540	SES 540 ³		SES 540 ³			
Roach	P							SES 242	SES 242	
Shroyer, S.	P	SES 135						SES 135		
Skelly	P				SES 435					
Staff	P								SES 435 SES 461	
Terry	P							SES 435		
Thomas	P					SES 435				
Tilley- Gregory	P								SES 360	
Tishok	P				SES 452					
Walker	P	SES 450	SES 451		SES 450	SES 451		SES 450	SES 451	
	¹ Multiple sections noted in parentheses									
	² Denotes adjunct faculty member									
	³ Denotes course was shared between two faculty members									

Table 23: SES Faculty Advisement Load

Name	2003-2004				2004-2005				2005-2006			
	UG	Pail	M.Ed.	Ph.D.	UG	Pail	M.Ed.	Ph.D.	UG	Pail	M.Ed.	Ph.D.
Allen - na												
Asfaw (on leave)					13							
Baker	25			2								
Boyles		30	15			33	13	2		22	11	2
Bursuck						20	1	3		23	8	3
Compton	35			3	50			5	35			5
Friend		17	30	3		34	35	6		38	40	6
Hardin									3			1
Kurtts	62				60			2	48			2
Murray			15	3								
Niemeyer			7	7			15	11			6	11
Parnell												
Shroyer, E.												
Smith										11	4	
Stratton	25				15				20			
Susi												
Torres	57				70				70			
Vallecorsa								2				2

NOTE: Parttime and adjunct faculty members are not responsible for student advising and so are not listed in this chart.

Table 24: SES Faculty Committee Loads

Name	2003-2004		2004-2005		2005-2006	
	Chair ¹	Member	Chair ¹	Member	Chair ¹	Member
Allen						
Asfaw						
Baker		2			1 (1)	1
Boyles			2 (2)	2	2 (2)	2
Bursuck					3	3
Compton					2 (1)	5
Friend					6 (1)	
Hardin					1 (1)	
Kurtts				2	2 (2)	2
Murray		3				
Niemeyer	5	7	5	11	9 (2)	11
Parnell						
Shroyer, E.						
Smith						
Stratton						
Susi						
Torres						
Vallecora					2 (2)	

¹Number in parentheses denotes number of co-chair positions

Table 25: BK Faculty Teaching Schedules for Fulltime Faculty

<u>Faculty</u>	<u>Full Time/Part Time</u>	<u>Fall 2002</u>	<u>Spring 2003</u>	<u>Fall 2003</u>	<u>Spring 2004</u>	<u>Fall 2004</u>	<u>Spring 2005</u>
Cassidy	<u>F</u>	<u>HDF 609</u> <u>Buyout</u>	<u>HDF 250</u> <u>Buyout</u>	<u>HDF 441</u> <u>HDF 683</u>	<u>Buyout</u> <u>Buyout</u>	<u>HDF 441</u> <u>Buyout</u>	<u>HDF 441</u> <u>Buyout</u>
Cranor	<u>F</u>			<u>HDF 435</u> <u>HDF 350 (1</u> <u>& 81)</u>	<u>HDF 435</u> <u>HDF 441</u>	<u>HDF 441</u> <u>HDF 452</u> <u>HDF 350</u> <u>HDF 360</u>	<u>HDF 302</u> <u>HDF 411</u> <u>HDF 425</u> <u>HDF 455</u>
Hestenes	<u>F</u>	<u>HDF 425</u> <u>HDF 452</u>	<u>HDF 660</u> <u>Buyout</u>	<u>HDF 425</u> <u>HDF 452</u>	<u>HDF 632</u> <u>Buyout</u>	<u>HDF 425</u> <u>HDF 650</u>	<u>HDF 660</u> <u>Buyout</u>
Lange	<u>F</u>	<u>HDF 302</u> <u>HDF 455</u> <u>HDF 689 (1)</u> <u>& HDF 690</u> <u>(1)</u>	<u>HDF 455</u> <u>HDF 691 (1)</u>	<u>HDF 455</u> <u>HDF 618</u> <u>HDF 689 &</u> <u>690</u>	<u>HDF 455</u> <u>HDF 691</u>	<u>HDF 455</u> <u>HDF 689 &</u> <u>690</u>	<u>HDF 691</u> <u>ADM</u>
LaParo	<u>F</u>				<u>HDF 350 (2)</u> <u>& 360 (1)</u> <u>HDF 460</u>	<u>HDF 460</u> <u>RLS</u>	<u>HDF 350 &</u> <u>360</u> <u>HDF 460</u>
Mims	<u>F</u>		<u>HDF 482</u>	<u>HDF 250</u>			<u>HDF 250</u>
Morgan	<u>F</u>	<u>HDF 407</u> <u>HDF 409</u> <u>WMS 350</u>	<u>HDF 445</u> <u>HDF 607</u>	<u>HDF 407</u> <u>HDF 409</u>	<u>HDF 212</u> <u>HDF 445</u> <u>WMS 350</u>	<u>HDF 407</u> <u>HDF 409</u>	<u>HDF 212</u> <u>HDF 212</u> <u>HDF 607</u>
Scott-Little	<u>F</u>			<u>HDF 435</u> <u>RLS</u>	<u>HDF 482</u> <u>Buyout</u>	<u>HDF 435</u> <u>HDF 609</u>	<u>HDF 482</u> <u>Buyout</u>

HDF Faculty have Served on the Following Committees Served: (2002-2005)

Cassidy: BK Undergraduate Interdisciplinary Comm., BK Undergrad Licensure Program BKISED, Executive Comm. of Teacher's Academy, Univ. Teaching Excellence Award Committee, ERM Search Committee, HDF Administrative Team, Univ Outstanding Dissertation Award, HES School Council, HDF Conference Committee, Child Care Education Program Committee, Search Committee (in BK area), HDF Grad Studies Committee.

Cranor: BKIC, HES Scholarship and Award Committee, HDF BK Committee

Hestenes: BKIC, BKISED, HDF Undergrad Curriculum, HDF Graduate Mentoring, UNCG AEYC, HDF Search, Child Care Quality Conf Committee, HES Staff Excellence Award, SOAR advisor.

Lange: UNCG Residence Appeals, UNCG Grad Studies, UNCG Grad St Curr Sub-Committee, UNCG Ad-Hoc –Tuition Waivers, UNCG Graduate Directors Group, HES Grad Coord, HDF Graduate Committee, HDF Admin Committee, HDF P&T Review, BKISED, HDF Faculty Search, Faculty Student Liaison, PSY Faculty Search.

LaParo: BKIC, BK Methods Faculty Committee

Morgan: Gen. Educ. Core – SBS, General Educ. Core – PRE, African Programs, Faculty Grievance, Faculty Development, HDF Undergraduate Committee, HES Undergraduate Curriculum Committee, Adm Team, B-K, Vision, WMS Graduate Committee, AP Faculty Track

O'Brien: UNCG Research Grants Committee, HES Promotion & Tenure, HDF Adm Committee, HDF Graduate Committee, Conference Committee, HDFFS Search Committee, HES Grant Proposal Incentive Comm., UNCG Undergraduate Research Committee, UNCG Promotion and Tenure Policy Committee, Statistician Search Committee.

Payne: BKIC, BK Methods Faculty Committee, Ad-Hoc on Lateral Entry, Council of Program Coordinator, Early Childhood Ed. Search Committee

Scott-Little: BKIC, AEYC/CARE Student Group, BKISED, HDF Undergraduate Curriculum Committee.

Table 26: HDF Faculty Advisement Loads

Faculty	2002-2003	2003-2004	2004-2005
Cassidy	25 (U) 6 (M)	32 (U) 9 (M)	35 (U) 11 (M)
Cranor	60 (U)	60-65 (U)	62 (U)
Hestenes	40 (U) 8 (M)	31 (U) 8 (M)	31 (U) 5(M)
Lange	23 (U) 1 (M)	20 (U)	10 (U) 1 (M)
LaParo	N/A	N/A	20 (U)
Morgan	51 (U)	41 (U)	14 (U) 1 (M)
O'Brien	27 (U)	27 (U)	25 (U) 2 (M)
Payne	50 Licensure Only	50 Licensure Only	44 Licensure Only
Scott-Little	NA	17 (U)	23 (U) 2 (M)

Institutional and program policies and practices related to faculty loads, including student teaching supervision.

UNCG has specific policies regarding faculty workload. The Department of Specialized Education Services follows these guidelines and supplements them with policies that clarify their application to SES programs and needs.

- The following information was drawn directly from the Provost's website (<http://provost.uncg.edu/publications/personnel/facultyworkload.asp>):

Determining the workload for a specific faculty member requires consideration of a complex variety of variables related to the department's goals and expectations for instruction, research/creative expression, service/outreach, and directed professional activity. In most cases, counting semester hours alone fails to reflect the totality of a faculty member's effort, and is therefore insufficient for the purposes of developing or comparing workload assignments. Within and across departments, schools, and the College, individual workload assignments must allow for both flexibility and maintenance of UNCG's commitment to instructional productivity and academic excellence. The resulting assignments, however, must convey recognition of the Faculty Workload Guidelines stated for UNCG (see below) and adherence to the faculty workload expectations of the UNC Board of Governors and UNC Office of the President.

Guidelines

The following guidelines are stated with regard to the determination of faculty workloads at UNCG:

1. *Department heads make assignments and adjustments to assignments, based upon: a) an overall expectation of the department's instructional productivity, negotiated annually with the dean; b) consideration of the guidelines for individual teaching assignments (items 2-4 below); and c) consideration of the differential weightings of teaching, research, graduate supervision, and service activities assigned to and/or being assumed by a faculty member in a given year.*
2. *In departments that do not offer the doctoral degree, 18 semester hours for each tenured/tenure-track faculty member are normally assigned to teaching; in departments that offer the doctoral degree, 15 semester hours are normally assigned to teaching and 3 hours to dissertation supervision. (These assignments are based upon the expectation of 24 semester hours per academic year, 6 hours of which are assigned to research/creative activity, for all tenured/tenure-track faculty.)*

Modifications to a faculty member's assigned hours for teaching may be made on the basis of considerations listed in item #1 above, and also in consideration of alternative assignments beyond those routinely expected of all faculty members in the department. Alternative assignments may include academic administration, unique service commitments, or other special assignments. Service on Department, College/School and University-wide/Faculty Senate Committees is not an alternative assignment but is expected as part of the normal responsibilities of a faculty member. In addition, hours assigned for teaching may increase or decrease in consideration of the type of courses taught and/or number of student credit hours generated.

3. *Assignments other than teaching will be reviewed and agreed to by the department head and dean.*
 4. *The standard teaching load for full-time lecturers and other non-tenure track faculty is 24 semester hours per year (12 hours per semester). This teaching load may vary in certain cases (see item 2 above).*
 5. *Faculty members will receive their assigned annual workload in writing, using the Faculty Assignment Form (which may be modified to meet department- or unit-specific needs). Adjustments to a workload assignment may be necessary depending on course enrollments and/or program needs.*
 6. *A record of a faculty member's assigned workload is to be included as part of the documentation for annual reviews, as well as for reappointment, promotion, tenure, and post-tenure reviews.*
- **Because the Department of Specialized Education Services offers a doctoral program tenure-track faculty members generally carry a teaching load of 12-15**

credit hours. Non-tenure track faculty members may carry up to a 24-credit hour teaching load, but because these essential department members often are assigned to other significant responsibilities, they typically have a teaching load of 18-21 credits hours.

- In operationalizing the above policy, each full-time faculty member (non tenure-track as well as tenure-track) completes at the beginning of the academic year a [Faculty Assignment Form](#). The draft of this form is discussed in a face-to-face meeting with the department chair, and then the final form is signed by both parties and kept in the personnel file. This form is used as the basis for annual faculty reviews completed at the conclusion of each academic year.