

Cover Sheet
Application for Admission to
Inclusive Early Childhood Education Program

Current Date: _____

Name: _____ Email: _____

Student ID: _____ Birthdate: _____

Phone Number: _____

Current Address: _____

Permanent Home Address: _____

Documentation of Requirements to be fulfilled prior to admittance:

- Credit hours at UNL _____ Total Transfer hours accepted _____
- Cumulative UNL GPA _____ Cumulative Transfer GPA _____

Mark courses completed & indicate grade:

- EDUC 131 _____ or TEAC 331 _____ or CEHS 200 _____
- CYAF(FACS) 271/271L _____ or CYAF(FACS) 270/270L _____
- TEAC 297A _____
- One course in communication studies (COMM 109, 205, 209, 210, or 311 or ALEC102 or 202)

- _____
- Signatures of two college faculty members recommending your admittance to the program

(1) _____ Date _____

(2) _____ Date _____

- Competency Test _____ (date passed)
PPST: Reading _____ Math _____ Writing _____
CMEE: Composite Score _____

Expected Term and Year of Graduation: _____

The Nebraska Department of Education Policy requires that a person found guilty of a felony or misdemeanor conviction involving abuse, neglect or sexual misconduct shall not be allowed to participate in field experiences or classroom teach without approval by the Board of Education or its designee.

STUDENT STATEMENT: I have never been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor. Minor traffic infractions and misdemeanor convictions for "Driving Under the Influence" or "Minor in Possession of Alcohol" need not be reported.

Student Signature _____ Date _____

Students who are unable to sign this statement must meet with Dr. Tom Wandzilak, Certification Officer, 104 Henzlik Hall, and obtain his signature below:

Certification Officer's Signature _____ Date _____

Return packet to CYAF Department Office - 135 Mabel Lee Hall -- by February 1 or September 15

Inclusive Early Childhood Education Program: Birth to age Eight
Selective Admissions Procedures
(revised November 2005)

Students pursuing a degree and teaching certification in the *Inclusive Early Childhood Education Program: Birth to age Eight* (IECE) must first meet the selection requirements for the program. Selections will be made two times per academic year. Application deadlines are **September 15** and **February 1**, or the Monday immediately following these dates if they fall on a weekend.

The following requirements must be met before the student is eligible to apply. Applications submitted by students who have not met these requirements will be not be reviewed.

Requirements to be fulfilled prior to admittance:

- Completion of 30 or more credit hours with at least a 2.5 grade point average
- Completion of EDUC 131 or TEAC 331 or CEHS 200 with no grade below C+
- Completion of CYAF(FACS) 271/271L or CYAF(FACS) 270/270L with no grade below a C+
- Completion of TEAC 297A with no grade below a C+
- Completion of approved course in communication studies (COMM 109, 205, 209, 210, or 311 or ALEC102 or 202)
- Signatures of two college faculty members (University or Community College) recommending your admittance to the program on the application cover sheet
- Passing scores on all portions of the PPST, CBT, or CME
- Advisor approval cover sheet signed verifying courses, GPA, and official scores

Personal-social adjustment considerations

Student performance is reviewed by the faculty every semester. If the Program Committee in Inclusive Early Childhood Education has reason to feel there is instability in the student's personal-social behavior, the student may be asked to conference with a counselor to determine the degree to which the student can be expected to adjust to the service agency, school, and/or classroom environments.

Professional behavior considerations

Teaching is a profession that requires its potential candidates to be individuals of integrity. Prospective teachers must be able to demonstrate that they are individuals of strong moral character who can make mature decisions for themselves and for their students. Students who consistently demonstrate a lack of professionalism related to practicum courses and/or interactions with University personnel, yet meet other admission requirements may be admitted provisionally to the program. After conferences with faculty and a demonstrated improvement in the student's professional behavior, they will be fully admitted to the program. A failure to improve behavior will result in the student being dropped from the program.

Applicants are reminded of the Academic Dishonesty statement in the code of conduct section of the UNL Undergraduate Bulletin. A student found guilty of any form of academic dishonesty is subject to expulsion from the University. Academic dishonesty includes cheating, fabrication, plagiarism, falsification, and complicity in the academic dishonesty of another student.

Selection into the IECE Program

Application Packets will be assessed by faculty affiliated with the IECE program; at least one faculty from departments of *Special Education & Communication Disorders*, one faculty from *Teaching Learning & Teacher Education*, and one faculty from *Child, Youth and Family Studies*. The scores of evaluators are averaged and ranked from highest to lowest. Under no conditions are applicants' scores revealed. The number of students admitted in any semester is determined by available program resources.

Prior to making final selection decisions, the faculty may elect to conduct interviews with selected students. Interviews are scheduled at the discretion of the faculty only, and typically are conducted when questions arise in the reading process.

Application Packets are to be submitted to the office secretary in the *Department of Child, Youth and Family Studies*, **Mabel Lee Hall 135**, by **4:00 PM** on the application deadline. Students will be notified by mail of the committee's decision four to five weeks after the application deadline. Students not admitted to the IECE Program may reapply, but are limited to a total of three applications.

Application Packet Guidelines

The Application Packet is a representation of the applicant's accomplishments, goals, and commitment to the program. Therefore, you are advised to write and edit with extreme care. Each packet is reviewed by the IECE Program Committee.

The packet consists of:

- (1) IECE "Application to Admission Cover Sheet"
- (2) "Advisor Approval Cover Sheet" verifying scores, class grades, and CGPA
- (3) Personal Narrative
- (4) Practicum evaluations

You should submit the original and three copies of your Application Packet. Each copy is to be held together by a staple in the upper left-hand corner and assembled in the above order.

Personal Narratives must be in 12pt essay-quality font, and double-spaced. Your narrative should be a maximum of 6 pages in length. The narratives will be rated according to the rubric attached. Expectations for college level writing will be considered including sentence structure, paragraph formation, continuity and flow in topic presentation, correct verb tense, and spelling.

The philosophy of the IECE program focuses on helping the student become a reflective educator who does theoretical and practical inquiry into teaching, children's development, and academic subject matter. You will be asked to pursue your own questions as well as the questions of others, based on course readings, activities, and field experiences. The IECE program is intended to help you develop the skills to become a life-long learner and data-based decision-maker long after your official coursework is complete. We expect that graduates of the IECE program will become key players in the Nebraska education community and help meet acute shortages in personnel prepared to work with rising numbers of children with educational and/or socioemotional needs, including children with developmental delays/disabilities, in community child care, preschool, and primary settings. In all settings and programs, these

teachers will be able to address the diverse needs of young children and reduce the need for referral and removal to special education programs. The application packet guidelines have been developed based on this philosophy.

Personal Narrative

Part 1 – Goals, Achievements, and Experiences: You should describe your professional goals for after graduation and your achievements to date consistent with meeting those goals. Describe and reflect on your experiences with children and adults from diverse populations (i.e., non-English speakers, individuals with a disability, and/or those with economic disadvantage). Finally, address what contributions you can bring to work with children and families who are unique and special. Consider: What are your professional goals? What experiences have led you to the field of teaching young children?

Part 2 – Practicum Reflections: This section should address your college practicum experiences (or field experiences within coursework). You should describe your experiences and reflect on what you have learned from them and how you have grown professionally. You should try to link your comments to your practicum evaluations. Consider: How did you grow and change through the experience? What did you learn by observing children? What did you learn about children’s learning environments (e.g., classrooms, homes, centers)? Describe a specific meaningful experience(s) and how it will help you professionally.

(NOTE: It is the student’s responsibility to secure signed practicum evaluations and attach them to the application packet.)

Application Packet Checklist

Stapled

Original, plus 3 copies

1. “Application to Admission Cover Sheet”
2. “Advisor Approval Cover Sheet”
3. Personal Narrative
4. Signed Practicum Evaluations

IECE Selective Admissions Application Rubrics

Cumulative Score (100 possible):

GPA 20 pts	Writing Conventions 15 pts	Personal Narrative Part 1 25 pts	Personal Narrative Part 2 25 pts	Practicum Evaluations 15 pts
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GPA = 20 points

2.5 – 2.7	2.71 - 3.0	3.01 - 3.3	3.31 - 3.6	3.61 - 3.8	3.81 - 3.9	3.91 - 4.0
2	5	8	11	14	17	20

Writing Conventions = 15 points

Word usage and composition very weak; lacks coherence; spelling/typing errors; incorrect grammar throughout. First draft quality.	Composition somewhat weak; run-on sentences and/or fragments; errors in spelling/typing. Student may require extra effort on written assignments	Composition good, but not excellent. Text flows well and arguments are coherent. Very few errors in spelling, grammar, punctuation; may have paragraph break/cohesion problems.	Excellent composition. Virtually no errors in spelling, grammar, typing, and punctuation throughout essay.
< 7 pts	8-9 pts	10- 12 pts	13-15 pts

Personal Statement Part 1 = 25 points

Simplistic; disorganized, points meander from topic. Lacks thought and reflection. Does not support position with details. Leaves out more than one area required (e.g., goals, contributions, experiences with diversity).	Main points lack detail. Reflections are weak and lack depth. Descriptions are superficial, trite, or vague, and may be based on clichés, such as “I love kids”. Personal contributions are weakly addressed or stereotypical. Views of diversity are limited; discusses only one dimension of diversity (e.g., color, disability).	Addresses personal and professional experiences and contributions s/he can make as a teacher. Articulates a personal commitment/goal to teaching young children, but rationale and reflections are weak and lack depth. Discusses experience with more than one dimension of diversity. Descriptions of experiences have detail and vividness that conveys what was significant about them.	Thorough clear description of professional goals. Thoughtful description of achievements as tied to goals. Discusses experience with more than one dimension of diversity. Reports leadership experience. Reflective and describes own growth during and after experiences. Strong connections between examples and supporting details. Discusses contributions to working with children and families who are unique.
< 10 pts	11-15 pts	16-20 pts	21-25 pts

Personal Statement Part 2 = 25 points

Describes only practicum experiences; no reflection on learning and growth. Does not tie discussion to actual practicum evaluations.	Describes practicum experiences but does not tie these to persona/professional growth in a clear way No mention of experience with diverse populations or no reflection/depth about diverse experiences. Applicant describes goals, changes in goals, learning, or growth, but lacks depth or reflection.	Applicant describes practica and personal experiences as they relate to professional goals and changes in goals. Discusses impact of one particular diverse population/child/family.	Experiences with children include a variety of ages, settings and diverse talents/abilities/cultures. Makes meaning of practica and articulates personal change/growth. In-depth reflections of experiences linked to the practicum evaluations. Describes new learning/thoughts about children and their learning environments.
< 10 pts	11-15 pts	16-20 pts	21-25 pts

Practicum Evaluations = 15 points

Practicum evaluations are consistently negative.	Practicum evaluations are inconsistent. Below average evaluations. Growth and/or professional behaviors during practicum possibly a problem. May lack self-initiative.	Practicum evaluations show consistent & positive interactions with children. Consistently described as “good” or “very good”. Notes student always actively engaged with children.	Evaluations consistently describe student performance as “outstanding” for students at this stage in program. Noted that applicant exceeds expectations required by practicum. Notes student as always engaged in classroom with children, seeks ways to grow professionally.
< 7 pts	8-9 pts	10- 12 pts	13-15 pts