



9201 University City Boulevard, Charlotte, NC 28223-0001

TO: Faculty Council Members  
FROM: Charles Bodkin, Faculty President  
DATE: June 18, 2010  
RE: Consent Calendar

Attached is the Consent Calendar (See Article V, Section 3.A (3 & 4), J. (3 & 5) and K.3 of the Standing Rules of the Faculty Council.) consisting of these proposals:

- REEL 04-10-09 Revision of the Elementary Education (K-6) Graduate Certificate in Teaching Program
- REEL 03-19-10a Establishment of READ 6265/EDCI 8265 Multiliteracies in a Global World: Reading & Writing Texts in New Times
- REEL 03-19-10b Establishment of EDCI 8685 Sociocultural Perspectives Language and Literacy
- MDSK 04-23-10 Establishment of TESL 6205 Second Language Acquisition in K-12 Schools
- CHFD 04-05-10 Revision of Graduate Certificate: Birth – Kindergarten Program in Child and Family Development

Below are the catalog copy descriptions. If you wish to read the full proposals, they are posted on the Academic Affairs website.

If there are any objections regarding these proposals, they must be registered with the Faculty Governance Administrative Assistant (Clarence Greene, ext. 5719) by **5 PM on July 2, 2010**. If no objections are registered, the proposals will stand approved.

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**REEL 04-10-09 Revision of the Elementary Education (K-6) Graduate Certificate in Teaching Program**

**PROPOSED CATALOG COPY**

*Program:* the Graduate Certificate in Teaching (GCT) Elementary Education program is a 27-hour program leading to a North Carolina Teaching License in Grades K-6. The program is Phase I of the two-part Master's of Arts in teaching Elementary Education Program.

*Prerequisite:* Admission to the Graduate Certificate in Teaching program.

**EDUC 5100. Diverse Learners. (3).** Strategies for adapting instruction to meet the learning needs of all members of middle or secondary classrooms, including students at risk for school failure, individuals from culturally and linguistically diverse backgrounds, gifted students, and students with disabilities. Requires 15 hours of clinical experiences. (Fall, Spring, Summer)

**ELED 5101: Child Development and Instructional Design for Elementary School Learners. (3).** Prerequisite: Admittance into Elementary Education Graduate Certificate in Teaching program. Models of child development and learning theories with application for the design of instruction for elementary education learners. (Fall, Spring, Summer)

**READ 5200: Teaching Reading to Primary Level Learners. (3).** Prerequisite: ELED 5101. Research, theory, and instructional practice related to the reading process and reading instruction Grades K-2 with a focus on assessment of emergent reading behaviors; language development and reading; phonics and phonemic awareness: balanced literacy; and meeting the needs of diverse learners. Requires 20 hours of clinical experiences. (Fall, Spring)

**READ 5300: Teaching Reading to Intermediate Grade Learners. (3)** Prerequisite: ELED 5200. Research, theory, and instructional practice related to integrating the communication processes in Grades 3-6. Topics include vocabulary, comprehension, study skills, authentic, reading in the content areas, assessment-based instruction, addressing the needs of diverse and struggling readers. Requires 20 hours of clinical experiences. (Fall, Spring)

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REEL 03-19-10a Establishment of READ 6265/EDCI 8265 Multiliteracies in a Global World: Reading & Writing Texts in New Times

### PROPOSED CATALOG COPY

**READ 6265. Multiliteracies in a Global World: Reading & Writing Texts in New Times. (3)** Cross-listed with EDCI 8265. Multiliteracies takes literacy beyond a focus on traditional print-based literacy to multiple-forms of knowing, including print, images, video, and combinations of forms in digital contexts. This course immerses students in both the theory and practice of multiliteracies and considers how globalization has created a more complex environment for teachers and students. (Fall, Summer).

**EDCI 8265. Multiliteracies in a Global World: Reading & Writing Texts in New Times. (3)** Cross-listed with READ 6265. Multiliteracies takes literacy beyond a focus on traditional print-based literacy to multiple-forms of knowing, including print, images, video, and combinations of forms in digital contexts. This course immerses students in both the theory and practice of multiliteracies and considers how globalization has created a more complex environment for teachers and students. (Fall, Summer).

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Establishment of EDCI 8685 Sociocultural Perspectives Language and Literacy

### PROPOSED CATALOG COPY

**EDCI 8685. Sociocultural Perspectives Language and Literacy. (3)** EDCI 8685 focuses on sociocultural aspects of literacy and language. We will immerse ourselves in texts and theorists foundational to this line of inquiry and scholarship including the work of Lev Vygotsky, Mikhail Bakhtin, and James Wertsch. We will read explore the role of culture and social interaction and their influence on language development and learning as well as its profound implications for teaching, schooling, and education. Students will apply these theories to the analysis of data. The seminar course is an optional selection for students in the Curriculum & Instruction doctoral program. *(Fall, at least every other year)*

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### Establishment of TESL 6205 Second Language Acquisition in K-12 Schools

### PROPOSED CATALOG COPY

**TESL 6205 Second Language Acquisition in K-12 Schools. (3)** An examination of concepts, theories, research, and practice related to the language acquisition and literacy development of English Language Learners in U.S. schools. Attention is paid to the physiological, social and psychological variables that influence the academic success of immigrant children and the challenges associated with first language literacy, second language literacy, and second language development in K-12 settings. *(This course will be taught on a need and enrollment basis and no more than twice each academic year)*

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### Revision of Graduate Certificate: Birth – Kindergarten Program in Child and Family Development

### PROPOSED CATALOG COPY

**CHFD 5100. Development: Prenatal to Pre-Adolescence (3)** Prerequisites: Admittance to Teacher Education and GPA of at least 2.5. The focus of this course is the study of development (within the context of family, community, culture, and society) beginning at conception through adolescence. The potential influences of biological, genetic, environmental, and cultural factors on development are explored. Examined within the course are theories and research related to developmental processes. A field-based clinical assignment of approximately 20 hours is required. *(Fall)*

**CHFD 5114. Collaboration with Diverse Families: Prenatal to 36 months (3)** Prerequisites: Admittance to Teacher Education and GPA of at least 2.5. Examines and applies in-depth research, theory and practices to create and implement evidence-based supports that build upon family and child strengths in a variety of home and community settings. Relationship-based approaches will be embedded throughout the course content. Explores the influence of family and community on the development of infants and toddlers through 30 hours of field-based experience. *(Spring)*

**CHFD 5116. Responsive Approaches to Supporting Children’s Learning (Infancy through age 5) (6)** Prerequisites: Admittance to Teacher Education, GPA of at least 2.5, CHFD 5100, CHFD 5114. Examines integrated approaches to learning within the context of emotional, social, language and communication, cognitive, and health and physical domains with an emphasis on practice in applied settings. This course provides opportunities to select, modify, present, and

extend curriculum for young children who are culturally, linguistically, and ability divers in a developmental framework. This course will also provide opportunities to examine relationships that support and facilitate learning in a variety of environments. (*Falls*)

**SPED 5111. Issues in Early Intervention for Children with Disabilities. (3)** Prerequisites: Admittance to Teacher Education; GPA of at least 2.5. Explores issues and evidence-based practices for young children with disabilities and their families in home, school, and community settings. ~~Current issues and trends in early intervention and preschool services for young children with disabilities and their families. Includes site visits scheduled throughout the semester.~~ (*Fall, Summer*)

**SPED 5112. Authentic Approaches to Assessment of Young Children with Disabilities: Birth-Kindergarten. (3)** Prerequisite: Admittance to Teacher Education, GPA of at least 2.5, SPED 5111. Develops competence in evaluation, design, implementation, and interpretation of culturally appropriate, interdisciplinary assessment approaches within the context of the young child's natural environments and in partnership with families that lead to appropriate intervention plans for children with disabilities. A field-based clinical assignment of approximately 20 hours is required. ~~Strategies for interdisciplinary educational assessment to identify needs and plan appropriate programs for young children with disabilities and their families. Approximately 20 hours of field experiences.~~ (*Fall, Spring, Summer*)

**SPED 5210. Developmental Interventions for Young Children with Disabilities: Birth through Kindergarten. ~~Instructional Methods and Materials: The Early Years.~~ (3)** Prerequisites: Admittance to Teacher Education, GPA of at least 2.5 overall, SPED 5111, SPED 5112. Focuses on developing, facilitating, and evaluating incidental learning, and play- and routines-based interventions with young children with disabilities and their families. A field-based clinical assignment of approximately 20 hours is required. ~~Goal setting, instructional design, and strategies for teaching young children with disabilities and their families. Includes a field-based assignment of approximately 20 hours.~~ (*Fall, Spring*)

**CHFD 6110. Parenting Education. (3)** Prerequisite ~~or corequisite: CHFD 6102:~~ Admittance to Teacher Education, GPA of at least 2.5, CHFD 5100, CHFD 5114. An examination of the principles and practices of parenting education in terms of research, program implementation, evaluation, and collaboration. In-depth study of developmental designs, supportive programs designed to prevent problems, and programs and organizations which respond to parent needs and interests. Emphasis is placed on the process of parent involvement, communication, and collaborative leadership. (*On-demand Spring, Summer*)

**CHFD 6400. Student Teaching Seminar: B-K Child and Family Development ~~Internship in Child and Family Studies.~~ (3)** Prerequisites: Approval of an Application for Student Teaching ~~Completed application to internship~~ and departmental approval. ~~Supervised, field-based experiences in observation, instruction and administration of programs for young children in birth-kindergarten settings. Includes on-campus seminars.~~ Planned sequence of experiences in the student's area of specialization conducted in an approved setting under the supervision and coordination of a University supervisor and a cooperating teacher. Student must demonstrate the competencies identified for the B-K teaching field. Approximately 35-40 hours per week in an assigned school setting and on-campus seminars scheduled throughout the semester. (*Fall, Spring*)