



9201 University City Boulevard, Charlotte, NC 28223-0001

TO: Faculty Council Members
FROM: Charles Bodkin, Faculty President
DATE: June 2, 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:

- CHFD 11-16-09 Revision of Undergraduate Child and Family Development Degree

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 June 16, 2010**. If no objections are registered, the proposals will stand approved.

CHFD 11-16-09 Revision of Undergraduate Child and Family Development Degree

PROPOSED CATALOG COPY.

CHFD 2111. Child Study: Interpreting Children's Behavior. (3) Focuses on the behavior of children within the context of the family, culture, community, and society. The complex interactions among heredity, identity, and the environment are presented through the study of current theories of child development. A field-based clinical assignment of approximately 20 hours is required for the purpose of completing a case study and child's developmental portfolio with emphasis on the child within the context of the family. (*Fall, Summer*)

CHFD 2412. The Practice of Observation, Documentation, and Analysis of Young Children's Behavior. (3) Pre-requisite: Completion of or concurrent enrollment in CHFD 2111. Provides students with knowledge and experience in effective methods of observation, documentation, and assessment as related to developmental theory for young children, Birth – 8, who are culturally, linguistically, and ability-diverse. A field-based clinical assignment of approximately 30 clinical is required. (*Fall*)

CHFD 2113. Development: Prenatal to 36 months. (3) Focuses on development beginning at conception through 36 months of age. 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. Relationship-based approaches (e.g., Touchpoints) will be embedded throughout course content. A field-based clinical assignment of approximately 8 hours is required. (*Fall, Summer*).

SPED 4111. Issues in Early Intervention for Young Children with Disabilities. (3)

Prerequisite: Completion of CHFD 2000 level courses with the exception of students who articulate with an AA or AAS degree and are required to take CHFD 2111, open to CHFD majors and minors with GPA of at least 2.5 overall and 2.75 in the major. Explores issues and evidence-based practices for young children with disabilities and their families in home, school, and community settings. (*Fall, Summer*)

CHFD 3112. Supporting Diverse Young Learners – Birth through Eight. (3) Pre-requisite:

Open to CHFD majors and minors with GPA of at least 2.5 overall and 2.75 in the major.

Focuses on various developmental and individual needs of children as related to group settings, curriculum decisions, and the design of early learning environments. Emphasis is on current issues, the role of the caregiver (family and/or teacher), the process of guiding and teaching, and the facilitation of development and learning of young children who are culturally, linguistically, and ability diverse. (*Fall*)

CHFD 3115. An Ecological Approach to Learning and Development - Early Childhood to Pre-Adolescence. (3) (W) Pre-requisite: Open to CHFD majors and minors with GPA of at least

2.5 overall and 2.75 in the major. Examines learning and development in the context of the child's physical and social environments, including home, neighborhoods, schools, communities, national policies and global influences. Specific attention to the approaches to learning, emotional/social, health/physical, cognitive, and language/communication domains and theories as seen in a multicultural context. (*Fall, Summer*)

SPED 4112. Authentic Approaches to the Assessment of Young Children with Disabilities: Birth-Kindergarten. (3) Pre-requisite: Admittance to Teacher Education, GPA of at least 2.5

overall and 2.75 in the major, SPED 3111. 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. (*Spring*)

CHFD 3113. Families as the Core of Partnerships. (3) Pre-requisite: Completion of or

concurrent enrollment in CHFD 3115 and CHFD 3412, open to CHFD majors and minors with GPA of at least 2.5 overall and 2.75 in the major. Examines diverse family systems and dynamics as related to the developmental process of parenting in adolescence and adulthood. Emphasis on the role of formal and informal support systems, and effective family-professional collaborative partnerships that are family driven. (*Spring*)

CHFD 3114. Responsive Approaches for Infants and Toddlers. (3) Pre-requisites:

Admittance to Teacher Education in Child and Family Development, GPA of at least 2.5 overall and 2.75 in the major, CHFD 3112. Examines integrated approaches to supporting infants and toddlers who are culturally, linguistically, and ability diverse with an emphasis on practice in

applied settings including all environments that support children's active learning. This course provides opportunities to examine relationships that support and facilitate learning. *(Spring)*

CHFD 3116. Approaches to Integrated Curriculum for Young Children (3 – 8). (3) Pre-requisites: Admittance to Teacher Education in Child and Family Development, GPA of at least 2.5 overall and 2.75 in the major, CHFD 3112, CHFD 3115. Examines approaches to learning within the context of emotional/social, health and physical, language and communication, and cognitive 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 diverse in a developmental framework. *(Fall)*

SPED 4210. Developmental Interventions for Young Children with Disabilities: Birth through Kindergarten. (3) Pre-requisites: Admittance to Teacher Education, GPA of at least 2.5 overall and 2.75 in the major, SPED 4111, SPED 4112. 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. *(Fall)*

CHFD 3412 Internship 1. The Family and the Community (Birth to 3 Years). (3-6) Pre-requisites: Admittance to Teacher Education, GPA of at least 2.5 overall and 2.75 in the major, completion of or concurrent enrollment in CHFD 3113. Explores the influence of family and community on the development of infants and toddlers through field-based experiences. Students complete an intensive internship in settings with children who are culturally, linguistically, and ability diverse. Collaboration with families is emphasized. A field-based clinical assignment of approximately 150 hours is required. *(Spring)*

CHFD 3118. Family Support. (3) Pre-requisites: Admittance to Teacher Education, GPA of at least 2.5 overall and 2.75 in the major, CHFD 3113, CHFD 3412, concurrent enrollment in CHFD 3416. Applies in-depth research, theory, and practices to create and implement research-based supports that build upon family strengths in a variety of home and community settings. *(Fall)*

CHFD 3416. Internship 2: Child and Family Development. (3) Pre-requisites: Admittance to Teacher Education in Child and Family Development, GPA of at least 2.5 overall and 2.75 in the major, CHFD 3113, CHFD 3412, concurrent enrollment in CHFD 3118. Provides intensive work with children and families in home and community settings planned by student and advisor with focus on integration of theory and practice. *(Fall)*

CHFD 4410. Student Teaching/Seminar: B-K Child and Family Development. (15) Pre-requisite: Approval of an Application for Student Teaching. 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 10-12 on-campus seminars scheduled throughout the semester. *(Fall, Spring)*

**B-K LICENSURE:
CHILD AND FAMILY DEVELOPMENT**

Requirements. This major requires 120 semester hours as follows:

General Education (31-35 hours). Course options are listed on the program's Academic Planning Worksheet. Course selections must be approved by the student's major advisor.

Pre-Academic Core: (9 hours)

EDUC 2100 Introduction to Education and Diversity in Schools (3)*

SPED 2100 Introduction to Students with Special Needs (3)*

EIST 4100 Computer Applications in Education (3)

*Corequisite courses EDUC 2100 and SPED 2100 should be taken during a student's sophomore; both must be completed with a grade of C or better to qualify for admission to the Teacher Education Program.

Child and Family Development (60 hours)

CHFD 2111 Child Study: Interpreting Children's Behavior (3)

CHFD 2113 Development: Prenatal to 36 Months (3)

CHFD 2412 The Practice of Observation, Documentation, and Analysis of Young Children's Behavior (3)

Admission to Teacher Education and advisor's approval are required in order to register for any of the following courses:

CHFD 3112 Supporting Diverse Young Learners – Birth Through Eight (3)

CHFD 3113 Families as the Core of Partnerships (3)

CHFD 3114 Responsive Approaches for Infants and Toddlers (3)

CHFD 3116 Approaches to Integrated Curriculum for Young Children (3 – 8) (3)

CHFD 3115 An Ecological Approach to Learning and Development – Early Childhood to Pre-Adolescence (3)

CHFD 3412 Internship 1: The Family and the Community (Birth to 3 Years) (6)

CHFD 3118 Family Support (3)

SPED 4111 Issues in Early Intervention for

Young Children with Disabilities: Birth - Kindergarten (3)

SPED 4112 Authentic Approaches to the Assessment of Young Children with Disabilities: Birth - Kindergarten (3)

SPED 4210 Developmental Interventions for Young Children with Disabilities: Birth – Kindergarten (3)

CHFD 3416 Internship 2: Child and Family Development (3)

CHFD 4410 Student Teaching/Seminar: B-K

Child and Family Development (15)**

**Enrollment in CHFD 4410 requires admission to student teaching through the College's Office of Field Experiences

Related Courses (12 hours)

SOCY 2132 Sociology of Marriage and The Family (3)

SOCY – One approved SOCY course at the 4000 level related to the Family Theme (3)

PSYC – Two approved PSYC courses at or above the 3000 level that relate to cognitive, social, and/or personality development (6)

Elective Courses (4-6 hours)

These courses must be approved by the student's advisor in Child and Family Development.

Academic Advising. Students who intend to major in Child and Family Development and to earn B-K licensure are classified as Child and Family Development majors. They are assigned a major advisor within the Child and Family Development Program, who helps them select appropriate coursework for their major. To be admitted to the Teacher Education Program in the Birth to Kindergarten program, students must have completed an application, attained a C or better in EDUC 2100 and SPED 2100, attained a total score of 522 on the PRAXIS 1, and attained an overall GPA of at least 2.5 in at least 45 semester hours of coursework. Applications are available from and are to be returned to TEAL for

admission to the Teacher Education Program (typically at the end of the sophomore year). Course selections for each subsequent semester must be approved by the student's advisor in Child and Family Development. Assignment of the student's major/minor advisor is the responsibility of the Coordinator of the Child and Family Development program in the Department of Special Education and Child Development (SPCD).

MINOR IN CHILD AND FAMILY DEVELOPMENT

Students who have a GPS of 2.5 or better may elect a minor in Child and Family Development. A minor requires 18 semester hours: CHFD 2111, CHFD 2113, CHFD 3115, and nine semester hours of child and family development electives, approved by the advisor.