



9201 University City Boulevard, Charlotte, NC 28223-0001

TO: Faculty Council Members
FROM: Michael Green, Faculty President
DATE: April 21, 2011
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 3-19-10c Revision of the M.Ed. in Elementary Education
- REEL 8-20-10b Establishment of a Certificate in Elementary School (Grades K-5)
- SPED 11-1-09a Revisioning of Special Education Graduate General Curriculum Initial Licensure Program
- SPED 11-1-09b Revisioning of Special Education Adapted Curriculum Initial Licensure Program

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 Assistant (Clarence Greene, ext. 5719) by **5 PM on May 5, 2011**. If no objections are registered, the proposals will stand approved.

REEL 3-19-10c Revision of the M.Ed. in Elementary Education

PROPOSAL SUMMARY AND CATALOG COPY.
SUMMARY.

The Department of Reading and Elementary Education proposed to revise the M.Ed. program in Elementary Education as follows:

1. Reduce required hours from 39 to 33.
2. Add five new required courses.

ELED 6200 Current Issues in Global and Urban Elementary Schools

ELED 6201 Theories of Human Development and Learning in Cultural Contexts

- ELED 6202 Classroom Management and Leadership for Diverse Learners
(submitted with proposal REEL 3-19-2010 b)
 - ELED 6203 Instructional Differentiation for 21st Century Learners
(submitted with proposal REEL 3-19-2010 b)
 - ELED 6303 Teacher Inquiry and Data Analysis in the Elementary Classroom
(submitted with proposal REEL 3-19-2010 b)
3. Drop five courses from the plan of study.
 - ELED 6101 Applications of Theories of Human Development and Learning
 - ELED 6111 Critical Issues in Elementary Education
 - ELED 6220 Integrating the Elementary Curriculum
 - ELED 6474 Advanced Practicum in Teaching, Learning, and Leadership
 - ELED 6691 A, B, C: Seminars in Professional Leadership
 4. Establish concentrations or emphasis strands in the following add-on licensure areas:
 - Academically/Intellectually Gifted
 - Instructional Systems Technology
 - Special Education
 - Teaching English as a Second Language
 - Elementary Math
 - Other individualized options

PROPOSED UPDATES TO COURSE DESCRIPTIONS AND CATALOG COPY.

ELED 6200: Current Issues in Global and Urban Elementary Schools (3)

Prerequisites: Admission to Master's in Elementary Education Program. Candidates will demonstrate an understanding of global, civic, and urban issues that impact local teaching and learning ideals. The course is reading and writing intensive, as candidates are required to reflect on and analyze instruction for diverse learners using a variety of flexible and adaptable instructional methods appropriate for learning in a globalized educational context. *(Fall/Summer)*

ELED 6201: Theories of Human Development and Learning in Cultural Contexts (3)

Prerequisites: Admission to Master's in Elementary Education Program. This course requires candidates to critically analyze child, adolescent, and cognitive development to determine developmental needs in an effort to design relevant yet rigorous instruction. Candidates are also required to critically examine paradigms and theories of development, conceptual relationships between education and developmental paradigms, the concepts of learning and development, and the roles and responsibilities of school staff for meeting children's developmental and cultural needs. *(Fall/Summer)*

ELED 6202: Classroom Management and Leadership for Diverse Learners (3)

(submitted with proposal REEL 3-19-2010 b)

ELED 6203 Instructional Differentiation for 21st Century Learners (3)

(submitted with proposal REEL 3-19-2010 b)

ELED 6303: Teacher Inquiry and Data Analysis in the Elementary Classroom (3)

(submitted with proposal REEL 3-19-2010 b)

PROPOSED CATALOG COPY

Program Description: The Elementary School Mathematics Graduate Certificate Program is an 18-hour program that meets all of the requirements for the North Carolina Elementary School Mathematics Add-On License.

Admission Requirements: Individuals applying to the Graduate Certificate Program must hold a bachelor's degree from an accredited university and a valid teaching license in Elementary Education (Grades K-6) or Middle Grades Education, with a Mathematics license (Grades 6-8).

ELED 6311: Number Systems & Operations: K-5 Mathematical Tasks. (3). Analysis and construction of effective mathematical tasks in teaching number systems and operations at the K-5 level; attention is also given to the expansion of content knowledge. (*Fall, Spring, Summer*).

ELED 6312: Geometry & Spatial Visualization: K-5 Assessment. (3). Formative and summative assessment strategies of students' geometric thinking in elementary grades; Concept development of 2- and 3-dimensional Geometry. Attention also given to diagnosis of student errors. Course Prerequisites: Completion of ELED 6311 (*Fall, Spring, Summer*).

ELED 6313: Algebraic Reasoning: K-5 Discourse & Questioning. (3). Focus on the early algebra concepts of functional thinking and generalized arithmetic in relationship to pedagogical practices centered on questioning in the mathematics classroom. Course Prerequisites: Completion of ELED 6311 (*Fall, Spring, Summer*).

ELED 6314: Rational Numbers & Operations: K-5 Learning Trajectories. (3). Focus on rational number concepts through learning trajectories at the K-5 level; attention also given to problem solving and content knowledge. Course Prerequisites: Completion of ELED 6311 (*Fall, Spring, Summer*).

ELED 6315: Data Analysis and Measurement: K-5 Classroom Interactions. (3). Focus on statistical literacy of elementary teachers and the teaching of data analysis and measurement to K-5 students; attention is also given to learning methods which facilitate appropriate classroom interactions. Course Prerequisites: Completion of ELED 6311 (*Fall, Spring, Summer*).

ELED 6316: Mathematical Modeling: K-5 Leadership. (3). Generating mathematical representations and making explicit connections between concepts. Pedagogy designed to equip elementary teachers to become mathematics teacher-leaders in school settings; Focus given to topics integrated within mathematical strands. Course Prerequisites: Completion of ELED 6311, 6312, 6313, 6314, and 6315 (*Fall, Spring, Summer*).

SPED 11-1-09a Revisioning of Special Education Graduate General Curriculum Initial Licensure Program

SPED 5276. Teaching Reading to Middle and Secondary Learners with Special Needs. (3)
Prerequisites: Admittance to M.A.T. (SPED), or M.Ed. (SPED); SPED 5100; SPED 5173; SPED 5175.
This course will provide effective remedial and intervention strategies for addressing the needs of middle and secondary students with disabilities and diverse learning needs. Assessment and application of instructional strategies are included in the course. Clinical field experience hours required. (*Fall*)

SPED 5279. Content-Area Instruction for Students with Special Needs. (3) Prerequisites: Admittance to M. A. T. (SPED), or M. Ed. (SPED); SPED 5100; SPED 5173; SPED 5175; SPED 5272; SPED 5275 or SPED 5276; SPED 5277. This course will provide strategies for collaborative instruction, instructionally relevant use of computer-based technology, and strategic instruction to improve access of students with disabilities in the general curriculum with an emphasis on content-area instruction at the middle and secondary levels: English, science, social studies, and mathematics. Application of instructional strategies are included in the course. Clinical field experience hours required. (*Fall, Spring*)

SPED 11-1-09b Revisioning of Special Education Adapted Curriculum Initial Licensure Program

SPED 5173. Diagnostic Assessment. (3) Prerequisites: Admission to SPED program; SPED 5100; SPED 5175. Provides an overview of the principles and practice of educational problem solving with an emphasis on formal/standardized assessment, including curriculum-based assessment and curriculum-based measurement; special education eligibility; linkages between assessment and instruction; and concepts in educational assessment of students with exceptional learning needs (ELN). Topical paper required. (*Fall, Spring*)

SPED 5279 Content-Area Instruction for Students with Special Needs. (3) Prerequisites for general curriculum license: SPED 5100; SPED 5173; SPED 5175; SPED 5272; SPED 5275; and SPED 5277. Prerequisites for adapted curriculum license: SPED 5100; SPED 5173; SPED 5175; SPED 5271; and SPED 5274. This course will provide strategies for collaborative instruction, instructionally relevant use of computer-based technology, and strategic instruction to improve access of students with disabilities in the general curriculum with an emphasis on content-area instruction at the middle and secondary levels: English, science, social studies, and mathematics. Application of instructional strategies are included in the course. Clinical field experience hours required. (*Fall, Spring*)