


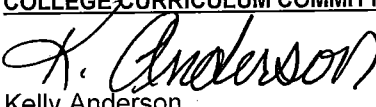
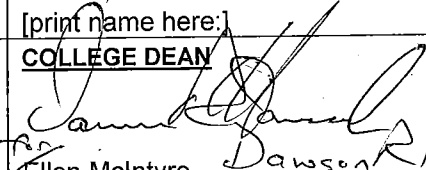

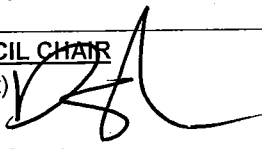
# 114-2015 LONG SIGNATURE SHEET

Proposal Number: CHFD 3-18-14

Proposal Title: Request to reinstate courses CHFD 6200 and CHFD 6230 for CHFD 5116

Originating Department: Special Education and Child Development

TYPE OF PROPOSAL: UNDERGRADUATE \_\_\_\_\_ GRADUATE X \_\_\_\_\_ UNDERGRADUATE & GRADUATE \_\_\_\_\_  
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
12/16/15		12/16/15	Approved	<u>DEPARTMENT CHAIR</u>  Belva Collins
12/16/15		2/7/16	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>  Kelly Anderson
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> N/A [print name here:]
2/18/16	2/18/16	2/18/16	Approved	<u>COLLEGE DEAN</u>  Ellen McIntyre  Dawson Hancock
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR</u> (for undergraduate content)
2/20/16	3/1/16		Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content)  Dennis Livesey
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



# UNC CHARLOTTE

## LONG FORM COURSE AND CURRICULUM PROPOSAL

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To: Graduate Council

From: Child and Family Development Program (Pamela Shue, Ed.D.)

Date: September 11, 2015

Re: Reinstate courses (CHFD 6200 and CHFD 6230)

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The Long Form is used for major curriculum changes. Examples of major changes can include:

**Undergraduate:** Major changes include new undergraduate degrees, minors, concentrations, certificates, and changes to more than 50% of an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

**Graduate:** Major changes include new graduate courses, major changes to an existing graduate course or major changes to an existing graduate program

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

\*Proposals for undergraduate courses and programs should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

## **I. HEADING AND PROPOSAL NUMBER**

- A. **HEADING.** Place a three line double-spaced heading containing the following information at the top of the first page of the proposal and beginning at the left margin:  
University of North Carolina at Charlotte  
Reinstate Graduate Courses (CHFD 6200 and CHFD 6230)  
Course and Curriculum Proposal from: Child and Family Development Program
- B. **PROPOSAL NUMBER.** Place the proposal number in the upper right corner of page one of the proposal. The proposal number will consist of the abbreviation of the originating unit and the date the proposal was approved by the unit, e.g., BIO 7-24-02. If more than one proposal is passed on a specific date, assign alpha suffixes to distinguish them (e.g., BIO 7-24-02a and BIO 7-24-02b). Submit multiple courses as a single proposal when possible.
- C. **TITLE.** Request to reinstate courses CHFD 6200 and CHFD 6230 to replace CHFD 5116

## **II. CONTENT OF PROPOSALS**

### **A. PROPOSAL SUMMARY.**

#### **1. SUMMARY.**

The Child and Family Development Program has an established graduate certificate program which leads to a candidate being recommended for the Birth-Kindergarten License. CHFD 5116 (6-credits) is currently a part of the plan of study. The program proposes to reinstate two courses, CHFD 6200(3-credits) and CHFD 6230 (3-credits) to replace CHFD 5116. The two 3-credit courses were previously a part of the candidate's plan of study, but during program revisions in 2010, they were replaced by the 6-credit course (CHFD 5116.) After several years of implementation, and with the addition of evidences such as the edTPA to that course, the program realizes that dividing the course content over two courses and two semesters allows for deeper coverage of content. The two 3-credit courses cover the same standards and objectives as the 6-credit course; however, they will be divided between the two reinstated courses. The two 3 credit courses will allow the instructor to focus specifically on standards and licensure requirements across the span of two semesters (CHFD 6200 and CHFD 6230) versus one semester as is the case with CHFD 5116.

**B. JUSTIFICATION.**

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

The two 3-credit courses meet the same standards and objectives that the 6-credit course currently covers. The 6-credit course has been a challenge for candidates and faculty, due to the high number of high-stakes evidences in the course. By reinstating the two 3-credit courses and having them replace the 6-credit course, the course content will be more evenly distributed. Distributing content and assessments across two courses would provide a better opportunity for candidates to become proficient in the necessary skills.

2. Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

The courses will be open to candidates admitted into the Graduate Certificate Program for Child and Family Development (B-K License.) CHFD 5100 is a prerequisite course to CHFD 6200 and is already in the plan of study for the program. CHFD 6200 will be a prerequisite course to CHFD 6230.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

The courses are numbered as CHFD 6200 and CHFD 6230 (as they had been previously) at the graduate level.

4. In **general**, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

Reinstating CHFD 6200 and CHFD 6230 to replace CHFD 5116 will provide adequate time for instruction, completion of assignments, assessments, as well as time to reflect, improve, and build candidates' competencies on the professional standards and objectives.

5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

Not applicable. Neither CHFD 6200 nor CHFD 6230 have been taught as special topics courses.

**C. IMPACT.** Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. What group(s) of students will be served by this proposal?  
(Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

Candidates who enroll in these courses are required to take the courses to earn credits towards their Graduate Certificate in CHFD and the Birth-Kindergarten license.

2. What effect will this proposal have on existing courses and curricula?
  - a. When and how often will added course(s) be taught?  
CHFD 6200 (Fall) and CHFD 6230 (Spring)

- b. How will the content and/or frequency of offering of other courses be affected?

No other courses in the CHFD Graduate Certificate Program will be impacted. It is aligned with the current planning schedule for the Graduate Certificate program

- c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

CHFD 6200 -- 20 students

CHFD 6230 -- 20 students

- d. How will enrollment in other courses be affected? How did you determine this?

Enrollment should not be impacted because students follow a course sequence and typically begin in a cohort.

- e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

The reinstatement of these two courses would affect changes to the planning sheet and list of courses for the degree requirements. See attached catalog copy and planning sheet.

### **III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.**

When added resources are not required, indicate "none". For items which require "none" explain how this determination was made.

- A. **PERSONNEL.** Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).  
The CHFD Program has several faculty who could teach either of the two courses:  
Vivian Correa, Ph.D.  
Cynthia Baughan, Ph.D.  
Jamie Brown, M.Ed.  
Deana Murphy, M.Ed.
- B. **PHYSICAL FACILITY.** Is adequate space available for this course?  
Adequate space is already available for the two courses.
- C. **EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed?  
None needed
- D. **COMPUTER.** Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).  
None needed
- E. **AUDIO-VISUAL.** If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.  
None needed
- F. **OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.  
None needed
- G. **SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal.  
None needed

#### IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of **Consultation on Library Holdings**).  
Library consultations were obtained from Judy Walker, education reference librarian, for CHFD 6200 and CHFD 6230 in March 2014. See attached library consultations.

**B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).  
Not applicable

**C. HONORS COUNCIL CONSULTATION.** In the case of Honors courses or Honors programs indicate written consultation with the Honors Council (if applicable).  
Not applicable.

#### **V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL**

**A. ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

Special Education and Child Development Department was consulted, voted on, and unanimously approved the proposed changes on 3/18/2014.

**B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**

Review statement and check box once completed:

☒ The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a 3 credit hour.

**C. ATTACHMENTS.**

**1. CONSULTATION:** Attach relevant documentation of consultations with other units.

Library consultation is attached

**2. COURSE OUTLINE/SYLLABUS:** For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses. See attached syllabi.

**3. PROPOSED CATALOG COPY:** Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word "track changes" feature (or use red text with "strikethrough")

formatting for text to be deleted, and adding blue text with  
 “underline” formatting for text to be added).

Child and Family Studies: Early Childhood Education (Birth-Kindergarten) Master of  
 Arts in Teaching (M.A.T.) Degree Requirements 39 Graduate Credit Hours  
 PHASE I. Graduate Certificate in Child and Family Development: Birth through  
 Kindergarten Requirements (27 hours)  
 All courses in PHASE I and acceptance to the M.A.T. program must be completed before  
 beginning PHASE II  
 CHFD 5100: Development: Prenatal to Pre-Adolescence (3)  
 SPED 5111: Issues in Early Intervention for Young Children with Disabilities (3)  
 CHFD 5114: Collaboration with Diverse Families: Prenatal to 36 Months (3)  
 SPED 5112: Authentic Approaches to the Assessment of Young Children with  
 Disabilities: Birth-Kindergarten (3)  
~~CHFD 5116: Responsive Approaches to Supporting Children’s Learning (Preschool  
 through Eight) (6)~~  
 CHFD 6200 .Curriculum and Learning Environments for Young Children. (3)  
 CHFD 6230. Emerging Literacy and Mathematical Understanding. (3)  
 SPED 5210: Developmental Interventions for Young Children with Disabilities: Birth  
 through Kindergarten (3)  
 CHFD 6110: Family-Professional Partnerships (3)  
 Final course in this phase: CHFD 6400: Student Teaching Seminar: B-K Child and  
 Family Development (3)  
 Application for Standard Professional 1 License filed in TEALR Office  
 \_\_\_\_\_ (date)

CHFD 6200. Curriculum and Learning Environments for Young Children. (3)  
Prerequisite: Admission to Teacher Education, and CHFD 5100. Examines theoretical  
and research foundations for designing, implementing, adapting, and evaluating  
curriculum that is responsive to the needs of young children who are culturally-,  
linguistically-, and ability-diverse. Observational strategies are used to assess both the  
child (individual, sociocultural, and developmental characteristics) and the environment  
in order to identify best practices. (Fall)

CHFD 6230. Emerging Literacy and Mathematical Understanding. (3) Prerequisite: Admission  
to Teacher Education, CHFD 5100, and CHFD 6200. This course examines the development of  
language, literacy, and mathematical thinking in children who are culturally-, linguistically-, and  
ability-diverse. Research, current educational practice, and instructional materials and strategies  
will be analyzed. Emphasis is on the design and assessment of integrated listening, speaking,  
reading, writing, and mathematical activities. (Spring)

~~CHFD 5116. Responsive Approaches to Supporting Children’s Learning (Preschool through~~  
~~Eight) (6) Prerequisites: Admission to Teacher Education, GPA of at least 2.5, CHFD 5100, and~~  
~~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. Provides opportunities to select, modify, present, and extend curriculum for young children who are culturally, linguistically, and ability diverse in a developmental framework. Examines relationships that support and facilitate learning in a variety of environments. (Fall)~~

- a. For a new course or revisions to an existing course, check all the statements that apply:
- ☐ This course will be cross listed with another course.
- ☒ There are prerequisites for this course.
- ☐ There are corequisites for this course.
- ☐ This course is repeatable for credit.
- ☐ This course will increase/decrease the number of credits hours currently offered by its program.
- ☐ This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.
- For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

- b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the [facultygovernance@uncc.edu](mailto:facultygovernance@uncc.edu) for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an existing Academic Plan of Study?
- ☐ Yes. If yes, please provide updated Academic Plan of Study in template format.

☒ No.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

☐ Yes. If yes, please provide updated SLOs in template format.

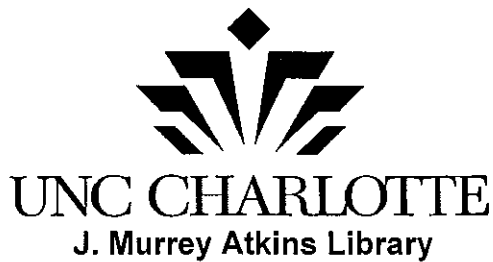
☒ No.

TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

☒ Yes. Briefly explain below.

☐ No. Briefly explain below.

Every effort has been made to select textbooks that are reasonably priced and can be bought back at the end of the semester and used in subsequent semesters.



### Consultation on Library Holdings

**To:** Pamela Shue, Child & Family Development  
**From:** Judy Walker, Education/Psychology Librarian  
**Date:** March 13, 2014  
**Subject:** Request to reinstate CHFD 6200 course in Graduate Certificate: Birth - Kindergarten Program in Child and Family Development

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#### Summary of Librarian's Evaluation of Holdings:

**Evaluator:** Judy Walker **Date:** March 11, 2014

#### Please Check One:

Holdings are superior	<u>          </u>
Holdings are adequate	<u>      X      </u>
Holdings are adequate only if Dept. purchases additional items.	<u>          </u>
Holdings are inadequate	<u>          </u>

#### Comments:

Since this course was previously approved, the library has a solid base of core resources. We will work this year on updating the resources.

*Judy Walker*

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**Evaluator's Signature**

March 13, 2014

**Date**

**The University of North Carolina at Charlotte**  
**College of Education**

*Approved Course Outline*

**COURSE NUMBER:** CHFD 6200    **CREDIT HOURS:** 3

**COURSE TITLE:** Curriculum and Learning Environments for Young Children

**CATALOG DESCRIPTION**

Examines theoretical and research foundations for designing, implementing, adapting, and evaluating curriculum that is responsive to the needs of young children who are culturally-, linguistically- and ability-diverse. Observational strategies are used to assess both the child (individual, sociocultural, and developmental characteristics) and the environment in order to identify best practices. *(Fall)*

**COURSE PREREQUISITE:** Admission to Teacher Education; CHFD 5100

**COURSE COREQUISITES:** None

**COURSE RATIONALE AND RELATIONSHIP TO CURRENT PROGRAMS AND PROFESSIONAL STANDARDS**

This course is designed to acquaint prospective professionals with advanced knowledge in curriculum design, development, implementation, and evaluation. Students gain expertise in identifying developmental and sociocultural characteristics of young children and study guidelines for best practices in the education of young children. Students will gain insight into the use of observational skills as a tool for curriculum design.

This course addresses the following guideline from Birth-Kindergarten Graduate Level Programs (NC Department of Public Instruction):

Guideline 4

Programs should provide advanced skills and knowledge in designing, adapting and evaluating curriculum to promote integrating infants, toddlers, and preschoolers of various developmental levels and abilities.

**COURSE OBJECTIVES**

Upon completion of the course, the candidate will be able to:

1. Integrate knowledge of child development with curriculum planning for children in the early years, which includes unique patterns of children developing typically and atypically (*BK5.1,5.2; CC7k1; NAEYC 1.c*)
2. Use and explain foundations for the early childhood teaching profession that are essential to the development and design of curriculum (*CC7k5*)
3. Use strategies for an anti-biased approach to curriculum development (*CC9k1; CC5C13*)
4. Use strategies that facilitate learning for children. Some of these strategies include play, individual- and small- and large-group interactions, and question-asking (*BK5.1,5.2,5.3*)
5. Develop and use strategies to effectively guide children's behavior and develop their social competence (*BK5.12, CC5K2, CC5K4, CC5S10*)
6. Develop, implement, and evaluate various curriculum approaches which are responsive to and inclusive of the developmental, cultural, and individual needs of young children, their families, and communities (*EC3K1, EC4S8, EC7K3; CC3K6, NAEYC3; BK4.4, 4.5*)
7. Construct developmentally appropriate curricula that respond to children's needs and interests (*EC7S2, BK4.5, 4.6*)
8. Analyze theoretically-based program models used in early childhood programs (*EC7K1*)
9. Demonstrate knowledge of professional associations and continuing professional development opportunities related to young children's development and learning (*NAEYC5b, CC9K3*)

## **INSTRUCTIONAL METHODS**

- This course is taught in a seminar format. It relies on readings, discussion, and small group activities. Application of content is facilitated through discussion of seminar activities which includes curriculum planning as well as several curriculum activities and learning experiences.

## **COURSE CONTENT**

- Historical perspectives
- Value of play
- Group settings for infants and preschoolers
- The teacher's role
- Anti-bias curriculum
- Curriculum planning
- Curriculum strategies and methods
- Working with families
- Assessment and evaluation
- Learning environments
- Organizing children's learning

- Curriculum development
- Meeting the needs of individual children
- Guiding children's behavior

## **ILLUSTRATIVE COURSE ACTIVITIES**

- Development of a research project and presentation
- Read about and report on curricula in early childhood education
- Design an infant/toddler and preschool environment
- Read extensively in the text and become familiar with early education curriculum guides
- Students will engage in curriculum planning; several curriculum activities and learning experiences will be presented and evaluated.

## **ILLUSTRATIVE METHODS FOR EVALUATING STUDENT PERFORMANCE**

### **Candidate Assessment:**

edTPA Practice Task 1: Candidates will design a learning segment in order to demonstrate effective design of classroom instruction based on research-verified practice.

Evidence 6, Part A: Candidates will analyze a School Improvement Plan.

### **Additional Methods of Assessment**

Observe and analyze community-based programs for young children (20%)

Use data to create, implement, and evaluate lesson plans for young children using a variety of sources (20%)

Designing, implementing, and evaluating curriculum from birth-five years developmental domains (45%)

Present curriculum unit to class (15%)

## **SPECIFIC POLICIES THAT APPLY TO THE COURSE**

**Grading Policy:** A (90% to 100%), B (80% to 89%), C (70% to 79%), D (60% to 69%), F (less than 60%)

## AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

### *Illustrative Textbooks:*

Branscombe, A., Castle, K., Dorsey, A. Surbeck, E., Taylor, J. (2003). *Early childhood curriculum: A constructivist perspective*. Boston, MA: Houghton Mifflin Company.

Charlesworth, R., & Lind, K. (1999). *Math and science for young children*. Albany, NY: Delmar.

Helm, J., & Katz, L. (2001). *Young investigators: The project approach in the early years*. NY: Teachers College Press.

### *Illustrative References:*

Chaille, C., & Britain, L. (1997). *The young child as scientist*. NY: Longman.

Henniger, M. (2009). *Teaching young children* (4<sup>th</sup> ed). Upper Saddle River, NY: Merrill.

Hill-Clark, K. (2005). Families as educators: Supporting literacy development. *Childhood Education*, 82(1), 46.

Hull, K., Goldhaber, J., & Capone, A. (2002). *Opening doors: An introduction to inclusive early childhood education*. Boston: Houghton Mifflin Company.

Katz, L., & Chard, S. (2000). *Engaging children's minds: The project approach* (2<sup>nd</sup> ed.). Norwood, NJ: Ablex.

LaRocque, M. & Darling, S. (2008). *Blended curriculum in the inclusive K-3 classroom: Teaching all young children*. NY: Pearson.

Maple, T. (2005). Beyond community helpers: The Project approach in the early childhood social studies curriculum. *Childhood Education*, 81(3), 133.

Ordonez-Jasis, R. & Ortiz, R. (2006). Reading their worlds: Working with diverse families to enhance children's literacy development. *Young Children*, 61(1), 42-48.

### Additional References:

[www.projectapproach.org](http://www.projectapproach.org)

[www.naeyc.org](http://www.naeyc.org)

[www.dec-sped.org](http://www.dec-sped.org)

NC Foundations for Early Learning and Development. Available online:  
[http://ncchildcare.nc.gov/pdf/forms/NC\\_foundations.pdf](http://ncchildcare.nc.gov/pdf/forms/NC_foundations.pdf)

### **SPECIFIC POLICIES THAT APPLY TO THE COURSE**

- Attendance Policy
  - Attendance and participation are required. Participation includes preparation (readings), assignments, and discussion of class topics. Non-participation in class discussions will adversely affect your grade. If you miss more than two classes, documentation of those absences is required in order to not have your grade negatively affected. If you miss no more than two classes, you will receive 5 points for attendance. Otherwise, zero points will be given. A student will not be penalized for absences due to religious observations, a death in the family, a serious illness, jury duty, approved university activities, etc., provided acceptable documentation is presented to the instructor immediately before or after the absence occurs. You can keep up with your grades via the gradebook on Moodle.
- Student Behavior Policy (cell phones, laptops, etc.)
  - The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, and by permission of the instructor, cell phones should be kept out of sight. Students are permitted to use computers during class for note-taking and other class-related work **only**. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.
- Inclement Weather Policy
  - The UNC Charlotte Weather Hotline is (704) 687-2877. If students feel that travel during *inclement weather* would be hazardous, then they must try to inform the instructor as soon as safely possible. Students will be given the opportunity to make up any work missed or due on that day. As always, each student is responsible for any work missed and will be expected to get the notes from another student or the web.
- UNC Charlotte Code of Student Academic Integrity.
  - All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>
- College of Education Commitment to Diversity.
  - The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and

world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.  
[http://education.uncc.edu/coe/diversity\\_statement.htm](http://education.uncc.edu/coe/diversity_statement.htm)

- College of Education Technology Statement
  - Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21<sup>st</sup> century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.
- UNC Charlotte Religious Accommodations
  - UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester (typically the 10<sup>th</sup> day of enrollment).
- UNC Charlotte Disability Accommodations
  - If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-687-4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.



- Online Student Course Evaluation Process and Confidentiality
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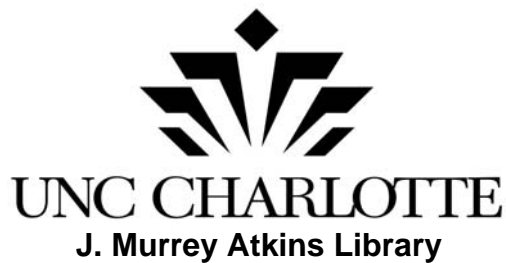
**FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE**

Pamela Shue

**DATE OF APPROVAL OF THIS COURSE OUTLINE BY THE APPROPRIATE  
COLLEGE CURRICULUM COMMITTEE**

Approved on 2/7/14 by the College Graduate Curriculum Committee  
Date

Chair: H. Anderson



### Consultation on Library Holdings

**To:** Pamela Shue, Child & Family Development  
**From:** Judy Walker, Education/Psychology Librarian  
**Date:** March 13, 2014  
**Subject:** Request to reinstate CHFD 6230 course in Graduate Certificate: Birth - Kindergarten Program in Child and Family Development

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#### Summary of Librarian's Evaluation of Holdings:

**Evaluator:** Judy Walker **Date:** March 11, 2014

#### Please Check One:

Holdings are superior	<u>          </u>
Holdings are adequate	<u>      X      </u>
Holdings are adequate only if Dept. purchases additional items.	<u>          </u>
Holdings are inadequate	<u>          </u>

#### Comments:

Since this course was previously approved, the library has a solid base of core resources. We will work this year on updating the resources.

A handwritten signature in cursive script that reads "Judy Walker".

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**Evaluator's Signature**

March 13, 2014

**Date**

**The University of North Carolina at Charlotte  
College of Education**

***Approved Course Outline***

**COURSE NUMBER:** CHFD 6230

**CREDIT HOURS:** 3

**COURSE TITLE:** Emergent Literacy and Mathematical Understanding

**CATALOG DESCRIPTION**

This course examines the development of language, literacy, and mathematical thinking in young children who are culturally-, linguistically- and ability-diverse. Research, current educational practice, and instructional materials and strategies will be analyzed. Emphasis is on the design and assessment of integrated listening, speaking, reading, writing, and mathematical activities.  
*(Spring)*

**COURSE PREREQUISITE OR COREQUISITE**

Admittance to Teacher Education; CHFD 6200

**COURSE RATIONALE AND RELATIONSHIP TO CURRENT PROGRAMS AND PROFESSIONAL STANDARDS**

Professionals in the field of child and family development must be prepared to facilitate optimal outcomes for children ages birth – kindergarten in the areas of language, literacy, and mathematical thinking. This course is designed to build upon the candidate's growing understanding of development and learning in order to plan, implement, adapt, evaluate, and reflect on activities designed to increase children's understanding and concepts related to language, literacy, and math. Candidates will engage in direct experiences with children in order to gather and evaluate data to make informed decisions about teaching children who are culturally-, linguistically-, and ability-diverse.

This course addresses the following guidelines from Birth-Kindergarten Graduate Level Programs (NC Department of Public Instruction):

Guideline 2

Programs should provide advanced understanding and application of the research base for designing and adapting appropriate inclusive learning environments.

### Guideline 3

Programs should provide advanced skills and knowledge in designing, adapting, and evaluating curriculum.

Similarly, the course address Guideline 2, Guidelines for All Advanced Degree Candidates (NCATE/National Association for the Education of Young Children).

### Guideline 2

Extend and further develop knowledge and understanding of theories and content of curriculum and instruction and alternative models and methodologies.

## **COURSE OBJECTIVES**

Upon completion of the course, the successful student will be able to:

- Describe major theories and research on the cognitive, linguistic, sociocultural foundations of the development of literacy and mathematical thinking (Conceptual Framework: K1, K2, E3; NCPTS: 3; NAEYC: 5a, 5b; CEC/DEC: ECSE2K7, ECSE2S1)
- Describe the processes of the development of early literacy (listening, speaking, reading, writing) and mathematical thinking (Conceptual Framework: K2, K4; NCPTS: 3; NCDPIBK: 5; NAEYC: 5a; CEC/DEC: ECSE2K7, ECSE2S1)
- Use foundational knowledge to design and implement and reflect on developmentally appropriate and integrated language/literacy/mathematical learning segments (Conceptual Framework: K3, K4, K6, E1, E2, E3, E5, E6, E7, C1, C2; NCPTS: 1, 2, 3, 4, 5; NCDPIBK: 4, 5; NAEYC: 4a-d, 5a-c; CEC/DEC: ECSE3S1, ECSE3S2, ECSE4K1, ECSE4S1, ECSE4S2, ECSE4S3, ECSE7S8)
- Describe and design learning segments that incorporate both content and process standards recommended by the National Council of Teachers of Mathematics, the International Reading Association, and the National Association of the Education of Young Children (Conceptual Framework: K2, K6; NCDPIBK: 5; NAEYC: 5a, 5c)
- Use appropriate and varied instructional strategies to positively impact the learning of children who are culturally-, linguistically-, and ability-diverse (Conceptual Framework: K4, E6, C1; NCPTS: 1, 2, 4; NCDPIBK: 4; CEC/DEC: ECSE3S1, ECSE3S2, ECSE4S3, ECSE4S1, ECSE6S1, ECSE7S8)
- Identify and implement appropriate informal and formal assessment tools to gather data on individuals and groups of learners (Conceptual Framework: K4; NCPTS: 4; NCDPIBK: 4, 5; CEC/DEC: ECSE8S5)
- Use data on learners to design learning segments, monitor progress, and evaluate instruction (Conceptual Framework: K4, E7; NCPTS: 1, 4, 5; NCDPIBK: 4, 5; CEC/DEC: ECSE8S5)
- Use academic language as it relates to language/literacy and math (Conceptual Framework: K2, K3; NCPTS: 3; NCDPIBK: 5; NAEYC: 5)
- ♦ Identify public policy issues in emergent literacy/numeracy development

## **INSTRUCTIONAL METHODS**

This course is taught in a combination of lecture/seminar format with a practicum component, and relies on readings, discussions, presentations, individual and group interpretation of concepts, and application of concepts through activities, observations, discussions, and practice, some of which will take place face-to-face in class and others in a clinical setting.

## **COURSE CONTENT**

- Theories and research on the development of language, literacy, and mathematical thinking
- Developmental continuum of language/literacy/mathematical skills
- Developmentally appropriate activities and learning segment design
- Content and process standards
- Curriculum Standards in Language and Math
- English-Language Learners and other diverse learners
- Assessment of language/literacy/mathematical thinking
- Academic language

## **ILLUSTRATIVE COURSE ACTIVITIES**

- Required Readings
- Field-based Activities
- Learning Segment Design and Implementation
- Reflections

## **ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE**

- edTPA Practice Tasks 2 and 3: Candidates will design, implement, and videotape an interdisciplinary learning segment with a literacy focus and will collect assessment data on focus children.
- Learning segment design and implementation for individuals, small groups, and large group instruction
- Case Study on a child to conduct assessments and learning segments
- Collaborative Learning Groups for readings and presentations
- Literacy Centers Activity
- Math Centers Activity
- Demonstration Lessons
- Curriculum Alignment Activity

**Grading Policy:** A (90% to 100%), B (80% to 89%), C (70% to 79%), D (60% to 69%), F (less than 60%).

## **AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY**

### Textbooks:

Copley, J. V. (2010). *The young child and mathematics*. Washington, DC: National Association for the Education of Young Children.

Morrow, L. M. (2012). *Literacy development in the early years: Helping children read and write*. Boston, MA: Pearson Education.

### References:

Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, DC: The National Association for the Education of Young Children.

Enz, B. J., & Morrow, L. M. (2009). *Assessing preschool literacy development: Informal and formal measures to guide instruction*. Washington, DC: The National Association for the Education of Young Children.

Roskos, K. A., Tabors, P. O., & Lenhart, L. A. (2009). *Oral language and early literacy in preschool: Talking, reading, and writing*. International Reading Association.

Schickedanz, J. A. (2008). *Increasing the power of instruction: Integration of language, literacy, and math across the preschool day*. Washington, DC: The National Association for the Education of Young Children.

Schickedanz, J.A., & Collins, M. F. (2013). *So much more than the ABCs: The early phases of reading and writing*. Washington, DC: The National Association for the Education of Young Children.

Smith, S. S. (2013). *Early childhood mathematics*. Upper Saddle River, NJ: Pearson.

Weitzman, E., & Greenberg, J. (2010). *ABC and beyond: Building emergent literacy in early childhood settings*. Washington, DC: National Association for the Education of Young Children.

### Resources:

- [www.nctm.org](http://www.nctm.org)
- [www.naeyc.org](http://www.naeyc.org)
- [www.reading.org](http://www.reading.org)
- <http://www.dpi.state.nc.us/curriculum/>
- [http://ncchildcare.nc.gov/pdf\\_forms/NC\\_foundations.pdf](http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf)

## SPECIFIC POLICIES THAT APPLY TO THE COURSE

- Attendance Policy
  - Attendance and participation are required. Participation includes preparation (readings), assignments, and discussion of class topics. Non-participation in class discussions will adversely affect your grade. If you miss more than two classes, documentation of those absences is required in order to not have your grade negatively affected. If you miss no more than two classes, you will receive 5 points for attendance. Otherwise, zero points will be given. A student will not be penalized for absences due to religious observations, a death in the family, a serious illness, jury duty, approved university activities, etc., provided acceptable documentation is presented to the instructor immediately before or after the absence occurs. You can keep up with your grades via the gradebook on Moodle.
- Student Behavior Policy (cell phones, laptops, etc.)
  - The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, and by permission of the instructor, cell phones should be kept out of sight. Students are permitted to use computers during class for note-taking and other class-related work **only**. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.
- Inclement Weather Policy
  - The UNC Charlotte Weather Hotline is (704) 687-2877. If students feel that travel during *inclement weather* would be hazardous, then they must try to inform the instructor as soon as safely possible. Students will be given the opportunity to make up any work missed or due on that day. As always, each student is responsible for any work missed and will be expected to get the notes from another student or the web.
- UNC Charlotte Code of Student Academic Integrity.
  - All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>
- College of Education Commitment to Diversity.
  - The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's

learning environments, thereby enriching the community and improving opportunities for human understanding. While the term “diversity” is often used to refer to differences, the College’s intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.  
[http://education.uncc.edu/coe/diversity\\_statement.htm](http://education.uncc.edu/coe/diversity_statement.htm)

- College of Education Technology Statement
  - Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21<sup>st</sup> century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.
- UNC Charlotte Religious Accommodations
  - UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student’s religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester (typically the 10<sup>th</sup> day of enrollment).
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Pamela Shue

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Date

Chair: K. Anderson