

LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: CHFD 3-27-12

Proposal Title: Master of Arts in Teaching in Child and Family Studies:
Early Childhood Education (Birth-Kindergarten)

Originating Department: Department of 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
3-27-12	3-30-12	4-10-12	Approved	<u>DEPARTMENT CHAIR</u> Lee Sherry, Ph.D.
4-10-12	4-16-12 to 4-19-12	4-19-12	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> Kelly Anderson, Ph.D.
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u>
		4-27-12	Approved	<u>COLLEGE DEAN</u> Mary Lynne Calhoun, Ph.D.
			Approved	<u>GENERAL EDUCATION</u> (for General Education courses)
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
5-1-12	9-4-12	10-26-12	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses) Rob Kay McGregor
			Approved	<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

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UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: Kelly Anderson, Chairperson, College of Education, Graduate Curriculum Committee

From: Lee Sherry, Chair, Department of Special Education and Child Development

Date: April 5, 2012

Re: Master of Arts in Teaching in Child and Family Studies: Early Childhood Education (Birth-Kindergarten)

The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to 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.)

University of North Carolina at Charlotte

New Proposal: Graduate

Proposal from Department of Special Education and Child Development

Proposal Number CHFD 3-27-12

Title: *Addition of the Master of Arts in Teaching in Child and Family Studies: Early Childhood Education (Birth-Kindergarten)*

II. Content of Proposal

A. Proposal Summary and Catalog Copy

1. Summary. The Child and Family Development (CHFD) program offers a Graduate Certificate in Teaching: Birth-Kindergarten (B-K) which is the graduate level pathway to the initial B-K teaching license. The Graduate Certificate in Teaching: B-K is comprised of a 27 credit hour program that includes a student teaching internship (herein referred to as Phase One). It is proposed that qualified B-K candidates have the opportunity to build upon the Phase One coursework to earn a Master of Arts in Teaching in Child and Family Studies: Early Childhood Education (B-K) with the completion of an additional 12 credit hours (referred to as Phase Two). This M.A.T. program would be an additional concentration among the M.A.T. programs that have been approved for the College of Education, and as such does not require the typical approvals for new graduate programs. Eight other M.A.T. programs in the College of Education offer this two phase opportunity and the Child and Family Studies M.A.T. program would follow a similar format. The Department of Special Education and Child Development proposes to add two new courses to the graduate curriculum: CHFD 6300 and CHFD 6330.
2. Proposed Catalog Copy.
RSCH 6101 Research Methods (3)
Identification of logical, conceptual, and empirical research problems; application of methods and procedures, including conducting library research, interpreting research findings, and preparing reviews of related literature. (*Fall, Spring, Summer*)

CHFD 6300 Evidence-Based Practices in Child and Family Studies (3)
Investigates evidence-based practice guidelines, methods, and outcomes in assessment, intervention, instruction, and evaluation outcomes and/or policies that

support child development in the context of families and communities. Course culminates in a final project in which students identify a practice-relevant topic and conduct a literature review of the evidence pertaining to that topic. (Pre-requisite: Admission to the M.A.T. in Child and Family Studies: Early Childhood Education (B-K); RSCH 6101; co-requisite: CHFD 6330). (*Fall*)

CHFD 6330 Action Research (3)

Introduces students to action research in the context of self-reflective inquiry in students' own practice with strategies to improve practice. Fundamentals of the action research process including theoretical context, methods of collecting, analyzing, and describing data to prepare students to conduct action research independently. Graded Pass/No Credit only. (Co-requisite or pre-requisite: CHFD 6300). (*Fall*)

CHFD 7600. Seminar: Leadership in Education of Children and Families. (3)

Prerequisite: completion of at least 24 hours of graduate program. A synthesizing course of study focusing on review, compilation, analysis, and evaluation of the literature, research, and experiences relevant to the student's specialty area. Students will demonstrate leadership by conducting a program evaluation, creating innovative solutions to challenges, and initiating and creating collaboration among persons and across agencies. (*Spring*)

B. Justification

1. Need. From 1999-2010, the master's level program in the Child and Family Development program was a 39 credit hour M.Ed. in Child and Family Studies: Early Education. This degree program consisted of three tracks designed to meet an array of needs of graduate students entering the program who possessed a variety of educational and experiential backgrounds. Track A was for students who held an initial Birth-Kindergarten (B-K) license. Track B was for students who held initial licensure in special education or elementary education. Track C was for students holding a bachelors degree from fields other than education. This M.Ed. program consisted of initial Phase One coursework which resulted in teacher licensure as well as subsequent Phase Two coursework which focused on advanced competencies in research and leadership.

Starting in Fall, 2010, the Phase One plus Phase Two approach to the CHFD M.Ed. was divided into two stand-alone programs. The Phase One component was replaced with the Graduate Certificate in Teaching (B-K) which is the graduate level pathway to the initial B-K teaching license. The Graduate Certificate in Teaching: B-K is comprised of a 27 credit hour program that includes a student teaching internship. Candidates are eligible for the initial Standard Professional I teaching license. In Fall, 2011 a new 33 credit hour M.Ed. program in Child and Family Studies: Early Education was approved to offer advanced licensure opportunities for experienced practitioners to achieve competencies in (a) advanced CHFS coursework, (b) expertise in a specialized area of study, and (c) the development of research competencies which lead to the completion of a research thesis. Upon completion of

the M.Ed. candidates are eligible for the Standard Professional II teaching license. None of the Graduate Certificate in Teaching (B-K) courses is included in the new M.Ed. program.

This proposal is designed to build upon the current Graduate Certificate in Teaching (B-K) and add the Masters of Arts in Teaching in Child and Family Studies: Early Childhood Education (B-K) to the existing MAT concentrations in the College of Education. It is proposed that after the completion of the 27 credit hour Graduate Certificate in Teaching (B-K), qualified candidates have the opportunity to earn a Master of Arts in Teaching in Child and Family Studies: Early Childhood Education (B-K) by completing an additional 12 credit hours. Admission Requirements for all M.A.T. programs include: 1) Completion of the Graduate Certificate in Teaching, 2) A minimum graduate GPA of 3.5 in the Graduate Certificate in Teaching in Child and Family Development: Birth-Kindergarten, 3) One recommendation from a full-time faculty member who taught the student in the Graduate Certificate in Teaching program, 4) A statement of purpose, and 5) Apply online at graduateschool.uncc.edu. The admission process includes timely completion of the Admission to Candidacy form and the Application for Graduation from the Graduate Certificate program.

The addition of the Masters of Arts in Teaching in Child and Family Studies: Early Childhood Education (B-K) provides an emphasis on the development of advanced teacher competencies in (a) educational research and assessment, (b) advanced pedagogy, (c) advanced content knowledge, (d) professional growth and leadership, and (e) student learning. The advanced courses include two new course offerings (CHFD 6300 and CHFD 6330) and two current course offerings (RSCH 6101 and CHFD 7400). The total number of hours for completion of the Masters of Arts in Teaching in Child and Family Studies: Early Childhood Education (B-K) will be 39 credit hours (27 credit hours from the Graduate Certificate in Teaching and 12 credit hours from the advanced teacher competencies). The Masters of Arts in Teaching in Child and Family Studies: Early Childhood Education (B-K) will result in a recommendation for the Standard Professional II teacher license.

The changes are designed to be inclusive of the breadth of skills required of early interventionists, teachers, and child development specialists in the context of the 21st Century needs of children, families, and communities. The addition of the Masters of Arts in Teaching in Child and Family Studies: Early Childhood Education (B-K) aligns the CHFD program with other graduate program offerings in the College of Education by offering the M.A.T. option and also aligns with the newly developed Teacher Candidate Evaluation Rubric and the Birth to Kindergarten specialty area advanced standards established by the North Carolina Department of Public Instruction

2. Prerequisites / corequisites for courses and class standing

Existing Courses

RSCH 6101 Research Methods (3) Identification of logical, conceptual, and empirical research problems; application of methods and procedures, including conducting library research, interpreting research findings, and preparing reviews of related literature. (*Fall, Spring, Summer*)

CHFD 7600. Seminar: Leadership in Education of Children and Families. (3)
Prerequisite: completion of at least 18 hours of graduate program. A synthesizing course of study focusing on review, compilation, analysis, and evaluation of the literature, research, and experiences relevant to the student's specialty area. Students will demonstrate leadership by conducting a program evaluation, creating innovative solutions to challenges, and initiating and creating collaboration among persons and across agencies. (*Spring*)

New Courses

CHFD 6300 Evidence-Based Practices in Child and Family Studies (3)
Investigates evidence-based practice guidelines, methods, and outcomes in assessment, intervention, instruction, and evaluation outcomes and/or policies that support child development in the context of families and communities. Course culminates in a final project in which students identify a practice-relevant topic and conduct a literature review of the evidence pertaining to that topic. (Pre-requisite: Admission to the Masters of Arts in Teaching in Child and Family Studies: Early Childhood Education (B-K); RSCH 6101; co-requisite: CHFD 6330). (*Fall*)

CHFD 6330 Action Research (3)
Introduces students to action research in the context of self-reflective inquiry in students' own practice with strategies to improve practice. Fundamentals of the action research process including theoretical context, methods of collecting, analyzing, and describing data to prepare students to conduct action research independently. Graded Pass/No Credit only. (Co-requisite or pre-requisite: CHFD 6300). (*Fall*)

3. The course numbering and naming is consistent with the level of academic advancement of students as indicated in the course sequence and descriptions.
 4. This proposal will improve the scope and quality of the Child and Family Development program by providing students with (a) coursework for the acquisition of skills to identify evidence-based practices in early childhood education relevant to advanced pedagogy, advanced content knowledge, and student learning (b) skills to implement an action research project designed to enhance educational outcomes for young children, and (d) strategies to disseminate the results of their action research project to the professional community demonstrating professional growth and leadership.
- C. Impact
1. This program will serve post-baccalaureate students who have earned initial licensure in B-K and who wish to extend their Graduate Certificate in Teaching

(B-K) to include competencies allowing them to earn their masters degrees as well as to earn advanced licensure in Birth to Kindergarten.

2. This proposal will have a positive effect on the existing program by providing an added incentive for students to complete the Graduate Certificate in Teaching (B-K) coursework and apply those credits to a masters degree program and earn advanced licensure.

(a) When and how often will the added course(s) be taught?

Fall, Spring or Summer

RSCH 6101 (3 credits)

Fall Semester

CHFD 6300 (3 credits)

CHFD 6330 (3 credits)

Spring Semester

CHFD 7600 (3 credits)

b. How will the content and/or frequency of offering other courses be affected? Because the program will admit students on a cohort basis during the spring semester, there is no anticipated effect of these new courses on other graduate courses.

c. What is the anticipated enrollment in courses added?

Anticipated enrollment is approximately 15-20 graduate students per course.

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

It is anticipated that enrollment in other courses will not be adversely affected. Students will be admitted each spring as cohort. Using the cohort approach assists the program manage/control enrollment across courses.

e. If courses have been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures. These courses have not been taught previously as special topics courses.

f. Identify other areas of the catalog copy that would be affected.

The catalog descriptions would need to include the new course names and numbers. Advising forms would need to be edited.

III. Resources Required to Support Proposal

A. Personnel

No additional personnel requirements are anticipated. The previous “three track” set of M.Ed. courses has been phased out and replaced by the current M.Ed.

program and the proposed M.A.T. program. In addition, students will be in cohorts to avoid multiple offerings of the courses annually. Several faculty members are qualified and interested in teaching the two new courses (e.g., Dr. Pamela Shue, Dr. Suzanne Lamorey, and Dr. Vivian Correa).

- B. Physical Facility
The existing physical facilities are adequate.
 - C. Equipment and Supplies
Existing equipment and supplies are adequate.
 - D. Computer
Existing computer lab facilities are adequate.
 - E. Audiovisual
Existing audiovisual equipment is adequate.
 - F. Other Resources
Existing resources are adequate.
 - G. Source of Funding
Existing resources are adequate.
- IV. Consultation with the Library and Other Departments
- A. Library Consultation is attached.
 - B. The RSCH 6101 course offered by the Department of Educational Leadership in the College of Education would see increased enrollment. The chair of the Department has been consulted and is in support of this proposal
- V. Initiation and consideration of this proposal
- A. Originating Unit
The Child and Family Development program within the Department of Special Education and Child Development originated and approved this proposal. The faculty of the Department of Special Education and Child Development approved this proposal.

Attachments

1. Library Consultation
2. Proposed course outlines.
3. Syllabus
4. Proposed Catalog Copy
5. Academic Plan of Study



COURSE NUMBER 6300

CREDIT HOURS 3

COURSE TITLE Evidence-Based Practices in Child and Family Studies

CATALOG DESCRIPTION

Investigates evidence-based practice guidelines, methods, and outcomes relative to assessment, intervention, instruction, evaluation outcomes and/or policies that support child development in the context of families and communities. Course culminates in a final project in which practitioners identify a practice-relevant topic and conduct an examination of the evidence pertaining to that topic.

COURSE PREREQUISITES Admission to the CHFS M.A.T. program; RSCH 6101

COURSE COREQUISITES CHFD 6330

COURSE RATIONALE

The purpose of this course is to introduce practitioners to the principles of evidence-based practice and policy guidelines in order to critically evaluate information available from research and professional consensus. Practitioners in the child and family development field must individualize services and make judgments about assessment, intervention, and instruction in collaboration with families representing diverse cultural and linguistic backgrounds. As such they must be able to interpret, evaluate, apply and modify research to the provision of services in a wide variety of settings.

This course is intended to introduce students to the fundamentals of evidence-based practice, policy, and guidelines. Students will expand their knowledge by learning about the components of evidence-based practices in order to refine their skills in identifying and organizing resources to improve instruction, intervention, and services. This course culminates in the development of student projects that focus on the investigation of the efficacy of a practice or policy. Students will go on to assume a collaborative leadership role in the area of child and family studies within the local early childhood community as well as the community of professional learners with the dissemination of the results of this final project in CHFD 7600.

This course will build on the content of core courses in the CHFD Graduate Certificate program as well as the M.A.T. program, specifically CHFD 5116, CHFD 5114, SPED 5112, and SPED 5210. Content from these courses will serve as topics of investigation when developing an understanding of evidence-based practices guidelines. Content also addresses advanced

personnel standards (e.g., Council for Exceptional Children (CEC) Advanced Common Core, Early Childhood Special Education/Early Intervention (birth to age 8) Specialist Standards as well as the National Association for the Education of Young children (NAEYC) Advanced Core Standards and Essential Professional Tools). This course also related to the College of Education conceptual framework as well as advanced competencies for the NC Department of Public Instruction Birth-Kindergarten licensure.

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. **This course seeks to develop the proficiencies that are highlighted below.**

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21st century
- K2: Specialty area knowledge
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness
- K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C2: Ethics
- C3: Leadership
- C4: Collaboration
- C5: Advocacy
- C6: Professional identity and continuous growth

The following professional and/or licensure standards are addressed in this course:

Birth-Kindergarten Teacher Education Specialty Area Standards (BK):

Standard 1: BK teacher candidates have a comprehensive knowledge of typical as well as atypical patterns of child development.

1.4 Articulate and apply theory and research to practice (e.g., articulate how children are learning what they need through play)

Standard 2: BK teacher candidates foster relationships with families that support children's development and learning.

2.3 Apply evidence-based knowledge of family systems and human ecological theories and the stages of family and adult development

North Carolina Professional Teaching Standards for Graduate Teacher Candidates (NCPTS):

Standard 5: Teachers are Reflective

5.1. Promote an educational culture that values reflective practice

5.2. Model the development of meaningful professional goals.

5.3. Model personal and professional reflection to extend student learning and school improvement

National Association for the Education of Young Children (NAEYC) Advanced Core Standards and Essential Professional Tools:

Standard 5: Growing as a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

5c. Engaging in continuous, collaborative learning to inform practice.

5d. Integrating knowledgeable, reflective, and critical perspectives on early education.

5e. Engaging in informed advocacy for children and the profession.

Essential Professional Tools

4. Mastery of Relevant Theory and Research

Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.

6. Inquiry Skills and Knowledge of Research Methods

Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.

Early Childhood Special Education/Early Intervention (birth to age 8) Specialist Standards with CEC Advanced Common Core:

Standard #1: Leadership and Policy

ACC1K2. Evidence-based theories of organizational and educational leadership.

ACC1S3. Advocate for educational policy within the context of evidence-based practices.

AEC1K2. Policy and emerging trends that affect infants and young children, families, resources, and services.

AEC1S1. Advocate on behalf of infants and young children with exceptional needs and their families at local, state and national levels.

AEC1S2. Provide leadership to help others understand policy and research that guide recommended practices.

Standard #3: Research and Inquiry

AEC3S1. Create and/or disseminate new advances and evidence-based practices.

AEC3S4. Interpret and apply research to the provision of quality services and program practices to infants and young children, and their families, in a variety of educational and community settings.

Standard #4: Evaluation

AEC4K1. Policy and research implications that promote recommended practices in assessment and evaluation.

COURSE OBJECTIVES

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

- Articulate the components of evidence-based practices, policy, and guidelines relevant to child and family issues (BK 1.4, 2.3; NAEYC 5c, 5d; AEC3S1; ACC4S1; AEC4S3)
- Formulate practice and policy questions (NAEYC 5d, AAC1K2, AEC3S1, AEC1S2; ACC1S3)
- Identify and locate relevant data resources (AEC1K2, ACC4S3; ACC4S1; AEC4K1)
- Understand meta-analyses and reviews (ACC3S1; ACC3K1; AEC3S4, AEC4K1)
- Collect and organize data sources (BK 2.3; AEC3S1; ACC3S3)
- Evaluate evidences about the effectiveness of interventions (ACC3S2; ACC4S1; AQCC4S2; AEC2S1; AEC2S2; AEC3S4; BK 2.3, NAEYC PT 4, 5)
- Develop and present a review of a focused evidence-based practice or policy (NAEYC 53, PT 5, PT 6; BK 2.3, NCPTS 5.1, 5.2, 5.3; AEC1S1; AEC1S2)

INSTRUCTIONAL METHODS

This course will be taught using lecture and seminar formats. It relies on readings, discussions, small group activities, and individual presentations of information as well as presentations of original work.

COURSE CONTENT

- Components of evidence-based practices relevant to child and family issues
- Formulating policy and practices questions
- Understanding and evaluating meta-analyses and reviews
- Collecting and organizing data sources
- Evaluating evidences about effectiveness of assessments and interventions

ILLUSTRATIVE COURSE ACTIVITIES

- Required readings in texts and professionals journals with reflective questions
- Group discussions critiquing practices in the field
- Group work to apply concepts to practice
- Guided case studies
- All candidates must complete a literature review that focuses on the investigate of the efficacy of a practice or policy in the context of evidence-based practice guidelines

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMACE

- Individual and group projects
- Oral and written paper

AN ILLUSRATIVE CURRENT BIBLIOGRAPHY

Textbooks:

Buyse, V. & Wesley, P. (eds)(2006). *Evidence-based Practice in the early childhood field*. Washington, DC: Zero to Three Press.

References:

Cook, B. G., Tankersley M., & Landrum T. J. (2009). Determining evidence-based practices in special education. *Exceptional Children*, 75(3), 365-383.

Criteria for evidence-based practice in special education. (2005). Arlington, Va. : Council for Exceptional Children

Cutspec, P. (2004). Origins of evidence-based approaches to best practice. Research and Training Center on Early Childhood Development, Orelena Hawks Puckett Institute, North Carolina.

Dunst, C., Trivette, C. & Cutspec, P. (2002). An evidence-based approach to documenting the characteristics and consequences of early intervention practice. Research and Training Center on Early Childhood Development, Orelena Hawks Puckett Institute.

Gibbs, L. (2003). *Evidence-based practice for the helping professions: A practical guide with integrated multimedia*. Pacific Grove, CA: Brooks/Cole-Thompson Learning.

- Groark, C. J. (2007). *Evidence-based practices and programs for early childhood care and education / editors, Christina J. Groark ... [et al.]*. Thousand Oaks, Calif. : Corwin Press.
- Guralnick, M. (ed) (2004). *The developmental systems approach to early intervention*. Baltimore: Paul H. Brookes.
- Jones, M. L. (2009). A study of novice special educators' views of evidence-based practices. *Teacher Education & Special Education*, 32(2), 101-120.
- Kretlow, A., & Bartholomew, C. C. (2010). Using coaching to improve the fidelity of evidence-based practices: A review of studies. *Teacher Education & Special Education*, 33(4), 279-299.
- Law, M. (2000). Strategies for implementing evidence-based practice in early intervention . *Infants and Young Children*, 13(2), 32-40.
- Muhlenhaupt, M. (2004). Applying evidence-based practice approaches to support children's participation in home and community experiences. Child and Family Studies Research Programs, Philadelphia, PA: Thomas Jefferson University. (Pages 14-16).
- National Research Council and Institute of Medicine (2000). *From neurons to neighborhoods: The science of early childhood development*. Committee on Integrating the Science of Early Childhood Development. Jack P. Shonkoff and Deborah Phillips, eds. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. D.C.: National Academy Press.
- Odom, S. L., Collet-Klingenberg, L., Rogers, S. J., & Hatton, D. D. (2010). Evidence-based practices in interventions for children and youth with autism spectrum disorders. *Preventing School Failure*, 54(4), 275-282.
- Powers, J. D., Bowen, N. K., & Bowen, G. L. (2011). Supporting evidence-based practice in schools with an online database of best practices. *Children & Schools*, 33(2), 119.
- Shackelford, J. (2002). *Informed clinical opinion*. NECTAC Notes # 10). Chapel Hill: The University of North Carolina, FPG child Development Institute, National Early Childhood Technical Assistance Center.

SPECIFIC POLICIES THAT APPLY TO THE COURSE

Grading Policy: A (90% to 100%), B (80% to 89%), C (70% to 79%), U (less than 70%).

Student Behavior Policy

The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period. 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

Code of Student Academic Integrity

Students have the responsibility to know and observe the requirements of the UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submission of work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. <http://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.

College of Education Technology Statement

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st 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.

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>.

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

Beginning spring 2012 all courses in the College of Education will be evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, most likely in the final two weeks (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help us in continuing this commitment by participating in the course evaluation process.

Credit Hour Statement

This 3-credit course requires 3 hours of classroom or direct faculty instruction and 6 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, practica, and written assignments.

ATTACHMENTS

- Illustrative course calendar

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE (List the names of the faculty members who have developed this basic course outline.) Suzanne Lamorey, Ph.D.
APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:
Approved by the College of Education <i>Undergraduate</i> Curriculum Committee Chair: _____ Date: _____
Approved by the College of Education <i>Graduate</i> Curriculum Committee Chair: _____ Date: _____

CHFD 6300

Evidence-Based Practices in Child and Family Studies

Sample Course Calendar

Week 1	Introductions and course overview
Week 2	Introduction to evidence-based practice, policy, and guidelines
Week 3	Components of evidence-based practices relevant to child and family issues
Week 4	Formulating policy and practice questions (Part 1)
Week 5	Formulating policy and practices questions (Part 2)
Week 6	Identifying and locating relevant resources
Week 7	Understanding meta-analyses and reviews
Week 8	Evaluation of meta-analyses and reviews in child and family studies
Week 9	Collecting and organizing data sources
Week 10	Useful software in organizing data sources
Week 11	Evaluating evidences about effectiveness of interventions
Week 12	Evaluating assessment and risk studies
Week 13	Presentations
Week 14	Presentations



COURSE NUMBER 6330 **CREDIT HOURS** 3

COURSE TITLE Action Research in Child and Family Studies

CATALOG DESCRIPTION

Introduces principles of action research used by practitioners to reflect upon and improve their own practice. Using methods of systematic inquiry, students will identify a practice to examine, determine data to collect, and develop an action research proposal. Graded Pass/No Credit only. (Fall)

COURSE PREREQUISITES RSCH 6101; completion of at least 24 hours of graduate program

COURSE COREQUISITES CHFD 6300

COURSE RATIONALE

The discovery and dissemination of new ideas is essential in order to effectively serve young children and their families in an ever changing world. Action research is an important method for practitioners to utilize for improving practices in classrooms and agencies, understanding issues relating to communities, evaluating problem-solving strategies, and advocating for meaningful change in early childhood education. The end product will be an applied project that has professional relevance for the student and his/her field of endeavor. Students will be required to follow the College of Education's Master's Project Guidelines.

The action research project is a culminating experience in which the student has the opportunity to apply advanced theory, research, and evidence-based practices to a target question by examining the research literature, designing and implementing action research procedures, evaluating and interpreting results, and making recommendations for enhanced practices in the field. This course will build on content of the research core courses in the CHFS M.A.T. program, specifically RSCH 6101 and CHFD 6300. Content from these courses will be applied in order to enhance professional practices when working with young children and their families within and across professional disciplines. This course addresses advanced personnel standards (e.g., Early Childhood Special Education/Early Intervention (birth to age 8) Specialist Standards (DEC), Advanced Standards for the National Association for the Education of Young Children, as well as advanced competencies for the NC Department of Public Instruction Birth-Kindergarten licensure.

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. **This course seeks to develop the proficiencies that are highlighted below.**

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21st century
- K2: Specialty area knowledge
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness
- K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C2: Ethics
- C3: Leadership
- C4: Collaboration
- C5: Advocacy
- C6: Professional identity and continuous growth

The following professional and/or licensure standards are addressed in this course:

North Carolina Professional Teaching Standards

Candidates in advanced programs for teachers develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences.

Candidates use a variety of research-verified approaches to improve teaching and learning.

Candidates collect and interpret research, translate research findings into practice, demonstrate personal research skills, and implement applied research.

Candidates demonstrate a deeper understanding of a particular area of specialization related to an intended career goal (administration, supervision, family support and collaboration, coaching, mentoring, provision of direct services).

Candidates apply theoretical and research knowledge to practice in early childhood settings.

Birth-Kindergarten Teacher Education Specialty Area Standards (BK):

Guideline 6

Programs should provide for the development of skills and knowledge in data collection and application as characterized by the following emphasis:

- Designing and conducting applied research in the field of early intervention.

Guideline 7

Programs should provide for an opportunity to synthesize skills and competencies through a supervised and evaluated internship which places the student in a leadership position and allows for individual application of skills and knowledge based on an assessment of the needs of the student, for example:

- The development of a long-term project within the classroom that includes research, documentation, implementation, and evaluation.

National Association for the Education of Young Children (NAEYC) Advanced Core Standards and Essential Professional Tools:

Standard 6. Engage in reflective inquiry and demonstrate self-knowledge, for example, by collecting data about one's own practice and articulating a personal code of professional ethics.

Standard 11. Collect and interpret research; translate research findings into practice, demonstrate personal research skills, implement applied research.

Standard 12. Demonstrate deeper knowledge in a particular area of specialization

Standard 13. Apply theoretical and research knowledge to practice in early childhood settings

Council for Exceptional Children's Common Core (CC) Standards and Division for Early Childhood Early Childhood Special Education/Early Intervention (birth to age 8) Professional Standards for Advanced Preparation:

Standard 3: Research and Inquiry

ACC3S1 Identify and use the research literature to resolve issues of professional practice

ACC3S2 Evaluate and modify instructional practices in response to ongoing assessment data

ACC3S3 Use educational research to improve instruction, intervention strategies, and curricular materials

AEC3S1 Create and/or disseminate new advances and evidence-based practices

AEC3S2 Apply interdisciplinary knowledge from the social sciences and the allied health Fields

AEC3S3 Help others understand early development and its impact across the life span

AEC3S4 Interpret and apply research to the provision of quality services and program practices to infants and young children, and their families, in a variety of educational and community settings

COURSE OBJECTIVES

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

- Formulate and write a clearly-stated problem and purpose that establish the need for the proposed master's project. (*reflective teachers*)
- Develop an appreciation for safeguarding the rights of human subjects. (*reflective teachers*)
- Organize and prepare a literature review that illustrates previous work in the area of study and documents the need for the study. (*reflective teachers*)
- Develop and conduct a master's project related to the appropriate specialty area that includes research, documentation, implementation, and evaluation. (*leaders in the profession*)
- Interpret the data in the context of a body of literature related to the subject of the master's project. (*reflective teachers*)
- Explain and defend the design, procedures, findings, and interpretations of the master's project before the members of his/her graduate committee. (*leaders in the profession*)

COURSE CONTENT

Course content is focused upon an analysis of collaborative and spectator forms of research, ways to identify problems to investigate, the selection of appropriate research methods, collecting and analyzing data, and ways to draw conclusions from the research. The major assignment for the course will be the completion of a mini-research project undertaken in an educational setting in which the student is engaged in professional practice. The master's project is coordinated with a graduate advisor and committee with which the student meets for guidance, feedback, discussion, and presentation of their project proposal and final results.

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 and completion of assignments.

ILLUSTRATIVE COURSE ACTIVITIES

- Action research in which students conduct a project demonstrating the ability to design, implement, evaluate, interpret, and present an applied research project
- Reading of child and family research and theory in professional journals and writing a literature review in a particular field of study
- Reading of ethical guidelines and the rights of human subjects in the field of child and family studies; completion of research with Human Subjects approved form as appropriate
- Assessing and interpreting data from the applied master's project

ILLUSTRATIVE METHODS FOR EVALUATING STUDENT PERFORMANCE

- Ability to plan, conduct, implement, and evaluate research in the specialty area
- Written feedback and evaluation from the advisor and graduate committee
- Self-evaluation by the student
- Verbal feedback from professionals with whom students have collaborated, teamed, or consulted on the applied project
- Ability to defend and explain the applied master's project

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

Required text:

Stringer, E.T. (2004). *Action Research in Education*. Upper Saddle River, NJ: Pearson Education, Inc.

Selected references:

Coughlan, D. & Brannick, T (2004). *Doing action research in your own organization* (2nd ed). Thousand Oaks: Sage.

Greenwood, D. & Levin, M (2006). *Introduction to action research: Social research for social change*. (2nd ed). Thousand Oaks, CA: Sage.

Holly, M. Arhar, J. & Kasten, W. (2004) *Action research for teachers: Travelling the yellow brick road* (2nd ed). Upper Saddle River: NJ: Prentice Hall.

Mills, G. (2006). *Action research: A guide for the teacher researcher* (3rd ed). Columbus: OH: Merrill/Prentice Hall.

NcNiff, J & Whitehead, J. (2006). *Action research for teachers: A practical guide*. Abingdon, UK: David Fulton

Reason, P., & Bradbury, H (Eds). (2001). *Handbook of action research*. Thousand Oaks, CA: Sage

Schmuck, R. (2006). *Practical action research for change*. (2nd ed). Boston: Allyn & Bacon.

SPECIFIC POLICIES THAT APPLY TO THIS COURSE

Grading Policy

Grading is Pass/Fail, and is dependent upon the student developing and defending a research proposal that is approved by committee members.

Student Behavior Policy

The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period. 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.

Code of Student Academic Integrity

Students have the responsibility to know and observe the requirements of the UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submission of work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. <http://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.

College of Education Technology Statement

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st 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.

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>.

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

Beginning spring 2012 all courses in the College of Education will be evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, most likely in the final two weeks (prior

to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help us in continuing this commitment by participating in the course evaluation process.

Credit Hour Statement

This 3-credit course requires 3 hours of classroom or direct faculty instruction and 6 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, practica, and written assignments.

ATTACHMENTS

- Illustrative course calendar

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

Suzanne Lamorey, Ph.D.

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE

Approved on _____ by the College Graduate Curriculum Committee

Chair: _____

CHFD 6330

Illustrative Course Calendar

Week 1: Course overview, review of the syllabus and conceptual framework.

Week 2: Understanding action research (defining, origins, theoretical foundations, goals and rationale, process)

Week 3: Finding a starting point for research; finding an area of focus; developing a research question. The research notebook

Week 4: Informed Consent; Ethics (Informed consent materials including Human Subjects Review and Informed Consent)

Week 5: Complete Human Subjects Training

Week 6: Searching online resources, evaluating sources

Week 7: Developing action research questions; developing strategies and putting them into action

Week 8: Data collection (participant observations, fieldnotes, interviews, questionnaires)

Week 9: Data collection (focus groups, archival documents, videotapes)

Week 10: Data analysis and reflection

Week 11: Interpretation (techniques, identifying themes, coding, creating meaning)

Week 12: Issues of validity, reliability, and generalization.

Week 13 Translating action research into applied practice; sharing and critiquing action research

Week 14: PRESENTATIONS OF RESEARCH PROJECTS.

Week 15: PRESENTATIONS OF RESEARCH PROJECTS.

Master of Arts in Teaching in Child and Family Studies: Early Childhood Education (Birth-Kindergarten)

Description of Program

The Master of Arts in Teaching (M.A.T.) program is designed for individuals who have completed a bachelor's degree but who do not hold a professional teaching license in Birth-Kindergarten. The M.A.T. program is a 39-hour program composed of two phases, the Graduate Certificate phase (Phase I) and the Master's degree completion phase (Phase II). Completion of Phase I of the M.A.T. leads to the initial Standard Professional I teaching license in Birth-Kindergarten. Phase I requires 27 semester hours of coursework, including the graduate student teaching experience. Upon completion of Phase I, qualified candidates may **apply** for Phase II to work towards the Master's degree and qualify for the advanced Standard Professional II teaching license. For more information on the M.A.T., please visit the [Pathway to Teaching site](#).

All courses for both phases of the M.A.T. must be completed within six years. Coursework within Phase I/Graduate Certificate must be completed within four years.

General Requirements for Admission to the Graduate School

Please refer to general information provided in [The Graduate School section](#) of the *Graduate Catalog*.

Admission Requirements for M.A.T. Programs

1. Completion of the Graduate Certificate in Teaching
2. A minimum graduate GPA of 3.5 in the Graduate Certificate in Teaching
3. One recommendation from a full-time faculty member who has taught you in the Graduate Certificate in Teaching program
4. A statement of purpose
5. Apply online at graduateschool.uncc.edu

The admission process includes timely completion of the Admission to Candidacy form and the Application for Graduation from the Graduate Certificate program.

Students with a GPA below 3.5 in the Graduate Certificate phase may be considered for admission to the M.A.T. program with scores above the 30th percentile on either the Graduate Record Exam or Miller Analogies Test.

Degree Requirements:

Phase I/ Graduate Certificate Required Courses (27 hours)

- CHFD 6110: Parenting Education (3)
- CHFD 5100: Development: Prenatal to Pre-Adolescence (3)
- SPED 5111: Issues in Early Intervention for Young Children with Disabilities: Birth-Kindergarten (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 Age 8) (6)
- SPED 5210: Developmental Interventions for Young Children with Disabilities: Birth - Kindergarten (3)
- CHFD 6400: Student Teaching/Seminar: B-K Child and Family Development (3)

Phase II/ Completion of the M.A.T. Required Courses (12 hours)

- RSCH 6101: Research Methods (3)
- CHFD 6300: Evidence-Based Practices in Child and Family Development (3)
- CHFD 6330: Action Research (3)
- CHFD 7600: Seminar: Leadership in Education of Children and Families (3)

Committees

Students should consult with their academic program advisor in the selection of the committee. The committee chair should be selected for content knowledge of the subject area that is selected for the culminating experience. This person should hold a graduate faculty appointment in the CHFD program. Two additional committee members should be selected for knowledge and expertise in your subject area. One of the additional members may be external to your department.

Admission to Candidacy

The Candidacy form supplied by the Graduate School must be received no later than the eighth instructional day of the semester in which completion of all degree requirements is expected.

Application for Degree

The Application for Degree/Graduation form supplied by the Graduate School must be received early in the last semester of the student's program.

Student Teaching

The graduate-level student teaching semester is the culminating experience in Phase I of the M.A.T., offering students the opportunity to demonstrate their readiness for the initial Standard

Professional I teaching license. Students are assigned to an appropriate classroom for a full-time, semester-long experience under the supervision of the classroom teacher and university faculty. Lateral entry teachers and teacher assistants must contact the Office of Field Experiences to determine the appropriateness of their classroom for the student teaching experience and licensure requirements. This contact should take place at least one semester before student teaching.

Capstone Experiences

The capstone experience for the M.A.T. will be fulfilled by completing the CHFD 7600 (Seminar: Leadership in Education of Children and Families) action research project.

Advising

Upon acceptance into the program, all students are assigned an advisor. Students are expected to meet with their advisor each semester to discuss their coursework.

Assistantships

The Program sometimes has a limited number of graduate assistantships with salaries starting at \$8,000/academic year. Students may apply for a Graduate Assistantship by using the form available [online](#). Students should return the completed form to the Department of Special Education and Child Development.

Licensure

Upon successful completion of the Phase I/Graduate Certificate, students will be recommended for the North Carolina initial Standard Professional I teaching license. For this initial license, students are required to complete an electronic licensure portfolio that is created during coursework and the internship. Upon successful completion of Phase II, students will be recommended for the North Carolina advanced Standard Professional II teaching license. For the advanced license, students are required to complete an advanced electronic licensure portfolio during coursework.

Tuition Waivers

A person may qualify for in-state tuition if he/she is paid on the teacher salary schedule, has established legal residence in North Carolina, and is employed full-time by a North Carolina public school, but only for "courses relevant to teacher certification or to professional development as a teacher." For more information on the Teacher Tuition Benefit Application, please visit resdetermination.uncc.edu.

Financial Aid/Financial Assistance

Information is available from the Office of Teacher Education, Advising, Licensure, and Recruitment, located in Room 119, College of Education. Additional information is available from the Office of Student Financial Aid.

Masters of Arts in Teaching
Child and Family Studies: Early Childhood Education (Birth-Kindergarten)
(37 credit hours)
(Effective Fall 2012)

Name _____ ID # _____ Advisor _____

PHASE ONE

Course requirements

		<u>Credits</u>	<u>Semester</u>	<u>Grade</u>
CHFD 6110	Parenting Education (<i>Spring</i>)	3	_____	_____
CHFD 5100	Development: Prenatal to Pre-Adolescence (<i>Fall</i>)	3	_____	_____
SPED 5111	Issues in Early Intervention for Children with Disabilities (<i>Fall, Summer</i>)	3	_____	_____
CHFD 5114	Collaboration with Diverse Families: Prenatal to 36 Months (<i>Spring</i>)	3	_____	_____
SPED 5112	Authentic Approaches to Assessment of Young Children with Disabilities: Birth-Kindergarten (<i>Spring</i>)	3	_____	_____
CHFD 5116	Responsive Approaches to Supporting Children's Learning (Preschool through Age 8) (<i>Fall</i>)	6	_____	_____
SPED 5210	Developmental Interventions for Young Children with Disabilities: Birth through Kindergarten (<i>Fall</i>)	3	_____	_____
CHFD 6400	Student Teaching/Seminar: B-K Child and Family Development (<i>Fall, Spring</i>)	3	_____	_____

Upon successful complete of the Graduate Certificate in Birth-Kindergarten, students may apply to Phase Two of the M.A.T. Program

PHASE TWO

Course requirements

RSCH 6101	Research Methods (<i>Fall, Spring, Summer</i>)	3	_____	_____
CHFD 6300	Evidence-Based Practices in Child and Family Studies (<i>Fall</i>)	3	_____	_____
CHFD 6330	Action Research (<i>Fall</i>)	3	_____	_____
CHFD 7600	Seminar: Leadership in Education of Children and Families (<i>Spring</i>)	3	_____	_____

To: Suzanne Lamorey, Child & Family Development
From: Judy Walker, Education/Curriculum Materials Librarian
Date: March 13, 2012
RE: Consultation on Library Holdings

Course/Program: CHFD 6300: Evidence-Based Practices in Child and Family Studies

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** March 13, 2012

Please Check One:

- Holdings are superior _____
- Holdings are adequate _____ **X**
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

There were a couple of current book titles in the bibliography that the library does not own. We will purchase them in our next budget cycle. Otherwise the resources look good.

To: Suzanne Lamorey, Child and Family Development
From: Judy Walker, Education/Curriculum Materials Librarian
Date: 4/9/12
RE: Consultation on Library Holdings

Course/Program: CHFD 6330: Action Research in Child and Family Studies

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** 4/9/12

Please Check One:

- Holdings are superior _____
- Holdings are adequate _____ **X**
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

There were a couple of book titles in the bibliography that the library does not own and/or newer editions are available. We will purchase them in our next budget cycle. Otherwise the resources look good.



UNC CHARLOTTE

College of Education

Department of Educational Leadership
9201 University City Blvd., Charlotte, NC 28223-0001
(704) 687-8857, www.uncc.edu

March 1, 2012

Suzanne Lamorey, Ph.D.
Program Coordinator, Child and Family Development
The University of North Carolina at Charlotte
Charlotte, North Charlotte 28223

Dr. Lamorey:

The purpose of this letter is to confirm that students enrolled in UNC Charlotte's Child and Family Development Master of Arts in Teaching program would be allowed to enroll in RSCH 6101 (Research Methods). Each semester, we offer approximately three sections of RSCH 6101. We have the capacity to teach additional sections, if necessary. We would be pleased to enroll your students in this course.

Please contact me if you have any questions.

A handwritten signature in black ink, appearing to read "Dawson R. Hancock".

Dawson R. Hancock, Ph.D.
Chair