

# 2012-2013 LONG SIGNATURE SHEET



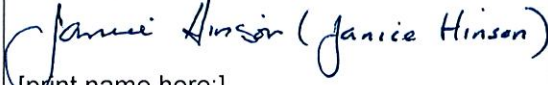

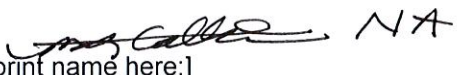

UNC CHARLOTTE

Proposal Number: REEL 11-16-12

Proposal Title: Establishment of a New Undergraduate Minor in Reading Education

Originating Department: Department of Reading and Elementary Education

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

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
11-28-12	11/28/12	11/28/12	Approved	<u>DEPARTMENT CHAIR</u>  [print name here:] Janice Hinson (Janice Hinson)
11-28-12	11-28-12	11-28-12	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>  [print name here:] Drew Pugh
		11-30-12	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u>  [print name here:] Mary Lynn Callahan NA
		11-30-12	Approved	<u>COLLEGE DEAN</u>  [print name here:] Mary Lynn Callahan
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses only)
			Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses only)
				<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: Dean Calhoun

From: Paola Pilonieta, Dept. of Reading and Elementary Education

Date: November 28, 2012

Re: Establishment of the Undergraduate Minor in Reading Education

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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.)

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.

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

University of North Carolina at Charlotte

New Undergraduate

Course and Curriculum Proposal from: Department of Reading and Elementary Education

Proposal Number: REEL 11-16-12

Title: Establishment of a New Undergraduate Minor in Reading Education

## **II. CONTENT OF PROPOSALS**

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

The Department of Reading and Elementary Education (REEL) proposes to establish an undergraduate minor in Reading Education that leads to an A Level teaching license in reading. In support of this minor, the REEL department proposes to add three new courses to the undergraduate curriculum: READ 4205 Reading and Writing Across Digital Spaces, READ 4161 Assessment, Design, and Implementation of Classroom Reading Instruction, and READ 4270 Investigating Reading Curriculum: Instructional Approaches, Materials, Methods and Management.

The proposed minor is intended for undergraduate teacher education students who are already pursuing licensure in another discipline (e.g. elementary education, special education, middle and secondary education), involves a total of 18 credit hours, and would fulfill the academic concentration or minor required of all elementary education students. The proposed minor aligns well with the licensure standards set forth by the North Carolina Department of Public Instruction. See attachment 4 for the proposed Academic Plan of Study.

### **B. JUSTIFICATION.**

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

Learning to read is not only a goal in and of itself, but it is also the cornerstone for future learning both in and out of school. Unfortunately, teaching students to read proficiently can often be a challenging task. As such, it is not surprising that the National Assessment of Educational Progress (NAEP, 2011) indicated that 34% of fourth graders and 31% of eighth graders in North Carolina scored at proficient or advanced levels in the reading portion. The data for North Carolina closely mirrors the national data. As a result, it is imperative that colleges of education prepare teachers to provide effective reading instruction to their students.

In 2010, UNC Charlotte recommended 624 new teachers for a North Carolina teaching license, the second highest number among North Carolina's 47 colleges and

universities. According to the *UNC Teacher Preparation Program Effectiveness Report* (2011), our teachers are ranked as average in terms of how effectively they teach reading when compared to teachers from other teacher preparation programs. Though the College of Education prepares highly qualified teachers, our teachers could make an even stronger impact on students' reading proficiency. Currently there are no pathways for developing expertise in reading education or obtaining a reading license for undergraduate students at UNC Charlotte. After informally surveying 25% of current elementary education majors, 79% indicated that they would be very likely or likely to select a minor in reading education if it led to licensure.

By offering a minor in Reading Education that leads to a state license in reading, we hope to provide a greater depth of knowledge for our teacher candidates in the areas of assessment, curriculum, and instruction. In return, we hope our teacher candidates will be better equipped to positively impact their students' reading proficiency.

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.

A student's declaration of a minor in Reading Education will be contingent upon admission to a teacher education program in the College of Education and will be approved by the Department of Reading and Elementary Education.

#### Prerequisites for entry into the minor

- Admission to a teacher education program
- GPA of at least 2.5 or higher
- Grade of C or better in EDUC 2100 An Introduction to Education and Diversity in Schools and SPED 2100 Introduction to Students with Special Needs
- Passing scores on the PRAXIS I exam or approved substituted score from the SAT or ACT

#### Prerequisites/Corequisites for courses

- READ 4161 Assessment, Design, and Implementation of Classroom Reading Instruction
  - Prerequisite – READ 3224 Teaching Reading to Primary Level Learners
  - Prerequisite **or** Corequisite – READ 3226 Teaching Reading to Intermediate Grade Learners **or** READ 3255 Integrating Reading and Writing Across Content Areas (READ 4161 cannot be taken before READ 3226 Teaching Reading to Intermediate Grade Learners or READ 3255 Integrating Reading and Writing Across Content Areas, but it can be taken concurrently.)
- READ 4270 Investigating Reading Curriculum: Instructional Approaches, Materials, Methods and Management

- Prerequisites – READ 3224 Teaching Reading to Primary Level Learners, and READ 3226 Teaching Reading to Intermediate Grade Learners or READ3255 Integrating Reading and Writing Across Content Areas
3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.
    - READ 4205, READ 4161, READ 4270 are 4000 level courses that are consistent with other offerings in the department for students who have completed required, prerequisite courses at the 3000 level.
  4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

Currently there are no pathways for developing expertise in reading education or obtaining a reading license for undergraduate students at UNC Charlotte. Our students graduate from our teacher education programs after taking one or two reading classes (depending on their major) which results in a breadth of knowledge of reading instructional methods. By offering a minor in Reading Education that leads to a state license in reading, we hope to provide a greater depth of knowledge for our teacher candidates in the areas of reading assessment, curriculum, and instruction. In return, our teacher candidates will be better equipped to positively impact their students' reading proficiency

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

This is a new minor with three new classes, none of which have been offered before.

- 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.

The proposed minor is intended for undergraduate education majors who are already pursuing licensure in another discipline. The license that students are eligible for is an A level add-on teaching license, which means this license is only applicable for teacher candidates who upon graduation have a bachelor's degree and a valid teaching license in another discipline.

Because two of the six courses for the minor are already required courses for a degree in Elementary Education, the majority of students interested in this minor will be elementary education majors. Additionally, an informal survey of 25% of current elementary education undergraduates indicated that 79% would be very likely or likely to select a minor in reading education if it led to licensure.

This minor is also available to undergraduates pursuing a teaching license in Special Education or Birth-Kindergarten (housed in the Department of Special Education and Child development). Special Education majors are not required to have a concentration or minor and the special education major has a “*very structured curriculum*” (SPED Academic Plan of Study, 2012). However, students in the special education major have 19-29 credit hours of electives. As such, this minor could be an attractive option for students in this major, though enrollment is expected to be less than the elementary education estimate because of their structured curriculum. Students with majors in Birth-Kindergarten only have four-eight elective hours, as such this minor may not be feasible for many of these students.

Students with majors in Middle Grades, or Secondary Education (housed in the department of Middle, Secondary, and K-12 Education) will be eligible for the Reading Education minor as well. However, after reviewing the academic plans of studies for these majors, enrollment from these departments is not expected to be high because:

- Middle Education majors must select two of four required concentrations, which would allow little room for additional credit hours.
- Secondary Education students are already required to have a major in the academic area they plan to teach and a minor in secondary education, which would allow little room for additional credit hours.

2. What effect will this proposal have on existing courses and curricula?

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

- For this minor, students will have to take a class that fulfills the Exploration of Traditional and New Literacies requirement. The majority of students will fulfill this requirement by taking a class in children’s literature. Most students will take the classes routinely offered in the fall and spring by the English department. For students who decide to enroll in this minor later in their program of study, or who wish to have a more manageable course load, READ 4205 Reading and Writing Across Digital Spaces will be offered in the summer to help students complete the minor in a timely manner.
- READ 4161 Assessment, Design, and Implementation of Classroom Reading Instruction will be offered in the fall and the spring. As the program grows, the class may also be offered in the summer.
- READ 4270 Investigating Reading Curriculum: Instructional Approaches, Materials, Methods and Management will be offered in the fall and the

spring. As the program grows, the class may also be offered in the summer.

- No courses in other programs will be dropped as a result of adding this new minor. The proposed minor is an elective.

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

The reading education minor should have no effect on course content for courses currently being offered. Because several options are provided for classes offered outside of the REEL department, course offerings should not be affected either.

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

Anticipated enrollment is approximately 10-15 students per semester the first year the minor is offered. After recruitment efforts, enrollment for subsequent years will be approximately 28 students per semester.

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

Students who enroll in this minor will need to take a class in Exploration of Traditional and New Literacies. The majority of students will fulfill this requirement by taking a children's literature class which will somewhat increase the number of students enrolled in the English department's children's literature courses. To mitigate this effect, we have provided students with six course options (see options below) that would fulfill this requirement. Additionally, READ 4205 Reading and Writing Across Digital Spaces, housed in the REEL department will also fulfill this requirement and will be offered in the summer.

- ENGL 3103 Children's Literature
- ENGL 2090 Disney and Children's Literature
- ENGL 3102 Literature for Young Children
- ENGL 3104 Literature for Adolescents
- ENGL 4102 Classics in British Children's Literature
- ENGL 4103 Classics in American Children's Literature
- ENGL 4104 Multiculturalism and Children's Literature

Students who enroll in the reading education minor will also be required to take a class in Meeting the Needs of Unique Readers. As a result, they will be required to take one of the following classes:

- SPED 4275 Teaching Reading to Elementary Learners with Special Needs
- SPED 4276 Teaching Reading to Middle and Secondary Learners with Special Needs
- TESL 4300 Second Language Development in K-12 Classrooms
- TESL 4600 Literacy Development for Second Language Learners.

These classes will experience slightly higher enrollment, though the demand should be alleviated by providing students several options that fulfill the requirement.

Because all students would be required to take READ 3224 Teaching Reading to Primary Level Learners (which is already a required class for Elementary Education majors) enrollment in this class might be affected. The anticipated effect will be small because few non-elementary education majors are expected to enroll in this minor.

READ 3226 Teaching Reading to Intermediate Grade Learners (which is a required class for Elementary Education majors) and READ 3255 Integrating Reading and Writing Across Content Areas (which is a required class for middle and secondary education majors) might be affected to an even lesser extent as Special Education majors who enroll in this minor could take either of those classes to fulfill the Foundations in Reading II requirement.

Because elementary education majors (the population with the anticipated highest enrollment) choose concentrations and minors from over 20 different departments, the impact of students enrolling in the reading education minor will most likely not be detrimental to any single department.

See attached letters of support.

- 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.)

Curriculum outlines in the College of Education section, the list of minors, and undergraduate catalog course descriptions would be affected.

### 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).

Currently there are eleven faculty in the Department of Reading and Elementary Education who can adequately support offering the minor. However, as enrollment grows, additional faculty may need to be hired to support additional sections. Dr. Jennifer Hathaway, Mrs. Crystal Glover, Dr. Brian Kissel, Dr. Adriana Medina, Dr. Maryann Mraz, Dr. Paola Pilonieta, Dr. Bob Rickelman, Dr. Bruce Taylor, Dr. Jean Vintinner, Dr. Karen Wood, and a



soon to be hired tenure-track professor in language arts would be qualified to teach in the reading minor.

**B. PHYSICAL FACILITY.** Is adequate space available for this course?

There is adequate space existing on campus to support offering the minor in reading education.

**C. EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed?

No, special equipment or supplies are not necessary to offer the new classes (see attached course outlines).

**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 available for the course(s).

No special computers or software is necessary for the reading education minor.

**E. AUDIO-VISUAL.** If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

No special audio-visual equipment beyond classroom podiums is required.

**F. OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

Minimal resources for publicizing the new minor and recruiting students will be needed, but these costs will be absorbed by the department.

**G. SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal.

No additional funding or resources are required.

**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).

Contacted Judy Walker, see attached letters.

- 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).

Dr. Hinson met with the chairs from the departments impacted on November 16, 2012. She gave each chair a synopsis of the Reading Education Minor and explained how it would impact their department. We have emails and letters of support from: 1) Mark West, the Chair of the Departments of English (ENGL), 2) Warren DiBiase, the Chair of the Middle, Secondary, and K-12 Education (MDSK), and 3) Lee Sherry, the Chair of the Special Education (SPED). All of the emails indicate that they support the Reading Education minor and can accommodate our students in their classes.

## 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.

In the summer of 2012 Mrs. Glover, Dr. Hathaway, and Dr. Pilonieta discussed what the minor would entail. Informal discussions were then conducted with the Department of Reading and Elementary Education's Leadership Council on October 15, 2012 and during the Reading Education Program meeting on October 19, 2012. A consultation was later held with the Associate Dean of the College of Education, Melba Spooner and with Vicki Jaus, Special Assistant to the Dean. The reading education minor was presented to the combined elementary education and reading education faculty on November 16, 2012. After a thorough discussion a vote was held. The REEL faculty voted unanimously to support the Reading Education minor.

- B. CREDIT HOUR.** Review statement and check if applicable
- 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 credit hour.

The College of Education Undergraduate Course and Curriculum Committee has reviewed this proposal to ensure that assignments meet the university definition of a credit hour.

## C. ATTACHMENTS

### 1. CONSULTATION:

Attached are letters/emails from:

1. Judy Walker – the library
2. Mark West, the Chair of the Departments of English
3. Warren DiBiase, the Chair of the Middle, Secondary, and K-12 Education

## 4. Lee Sherry, the Chair of the Special Education

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.

Course outlines for READ 4205 Reading and Writing Across Digital Spaces, READ 4161 Assessment, Design, and Implementation of Classroom Reading Instruction, and READ 4270 Investigating Reading Curriculum: Instructional Approaches, Materials, Methods and Management are included.

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 "strikethrough" formatting in red text for text to be deleted, and adding and highlighting any new text in blue font).
- 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.

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: Please indicate whether the proposed change will impact an existing Academic Plan of Study and require changes to CAPP. If so, provide an updated Academic Plan of Study in template format (Academic Plan of Study templates can be found online at [provost.uncc.edu/resources-and-reports](http://provost.uncc.edu/resources-and-reports)).

The proposed minor will not impact an existing Academic Plan of Study. The new Academic Plan of Study is attached.

5. STUDENT LEARNING OUTCOMES: Please indicate what SLOs are supported by this course or courses or whether this curricular change requires a change in SLOs or assessment for the degree program.

Two SLOs are supported by this minor: SLO 1 (Content Knowledge) and SLO 2 (Pedagogical Content Knowledge). SLO 1 will be met when students take the PRAXIS II Teaching Reading exam after completing all Reading Education minor coursework. SLO 2 will be met through a research-based paper in the READ 4161 Assessment, Design, and Implementation of Classroom Reading Instruction class.

6. 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?

These options are an important consideration and when feasible will be adopted.

**IMPORTANT NOTE:** A Microsoft Word version of the final course and curriculum proposal should be sent to [facultygovernance@uncc.edu](mailto:facultygovernance@uncc.edu) upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.



UNC CHARLOTTE  
J. Murrey Atkins Library

Consultation on Library Holdings

To: Paola Pilonieta, Dept. Reading & Elementary Education

From: Judy Walker, Education/Psychology Librarian

Date: November 26, 2012

Subject: READ 4205 Reading and Writing Across Digital Spaces

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker Date: November 26, 2012

Please Check One:

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

Comments:

Multiliteracies is a relatively new area of study so there are not a lot of books out on the topic thus we don't have a lot of books on the topic. So we will need to continue to identify and current titles in this area. However, the journal literature on the topic is abundant and accessible via a variety of databases such as ERIC, Education Research Complete, PsycInfo and Academic Search Complete.

Evaluator's Signature

November 26, 2012  
Date



UNC CHARLOTTE  
J. Murrey Atkins Library

Consultation on Library Holdings

To: Paola Pilonieta, Dept. Reading & Elementary Education

From: Judy Walker, Education/Psychology Librarian

Date: November 26, 2012

Subject: READ 4161 Assessment, Design, and Implementation of Classroom Reading Instruction

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker Date: November 26, 2012

Please Check One:

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

Comments:

Books and journal literature will not be a problem for this course. And although we currently have a variety of formal reading assessment in the Library's test collection, the collection will probably need to be updated in the near future.

Evaluator's Signature

November 26, 2012  
Date



**UNC CHARLOTTE**  
**J. Murrey Atkins Library**

**Consultation on Library Holdings**

**To:** Paola Pilonieta, Dept. Reading & Elementary Education

**From:** Judy Walker, Education/Psychology Librarian

**Date:** November 26, 2012

**Subject:** READ 4270 Investigating Reading Curriculum: Instructional Approaches, Materials, Methods and Management

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

**Evaluator:** Judy Walker **Date:** November 26, 2012

**Please Check One:**

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

**Comments:**

The library's print holdings for the theory and practice of teaching reading is more than adequate. And students will have access to a wealth of information via a variety of databases such as ERIC and Education Research Complete. I am a little concerned about the K-5 reading materials in the CIMC though. With the suspension of the NC DPI textbook adoption program, which provided these materials at no cost, the library and department will need to figure out how we are going to update these materials in a timely and cost effective manner.

**Evaluator's Signature**

November 26, 2012  
**Date**

**Pilonieta, Paola**

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**From:** West, Mark  
**Sent:** Wednesday, November 21, 2012 11:09 AM  
**To:** Pilonieta, Paola  
**Subject:** Re: Reading Education Minor - letter of support

Dear Paola,

I have read your proposal to establish a Reading Education Minor, and the proposal has my full support. As I understand it, the students in this proposed minor would be taking one of our children's literature courses (ENGL 3103, 2090, 3102, 4102, 4103, and 4104). While some of these courses have limited capacity, we always teach ENGL 3103 as a lecture course, so I am sure that the students in this minor would be able to enroll in 3103. I also support your department's plan to teach READ 4205 during the summer. This course works well with our program in children's literature.

Sincerely yours,

Mark I. West, Ph.D.  
 Professor of English and Interim Chair  
 Director of the M.A. Program in Liberal Studies  
 Department of English  
 University of North Carolina at Charlotte  
 9201 University City Blvd.  
 Charlotte, NC 28223  
 (704) 687-4229  
[miwest@uncc.edu](mailto:miwest@uncc.edu)

**From:** <Pilonieta>, Paola <[Pilonieta@uncc.edu](mailto:Pilonieta@uncc.edu)>  
**Date:** Friday, November 16, 2012 3:00 PM  
**To:** "West, Mark" <[miwest@uncc.edu](mailto:miwest@uncc.edu)>  
**Cc:** "Hinson, Jan" <[JaniceHinson@uncc.edu](mailto:JaniceHinson@uncc.edu)>  
**Subject:** Reading Education Minor - letter of support

Hi Mark,

Thank you so much for meeting with us today regarding the Reading Education Minor. We are so happy to have your support and are excited for our departments to continue working together. As you asked, this is just a reminder that we need a letter of support or email to include with our long form for the Reading Education Minor. The letter should indicate:

- your support for the Reading Education minor.
- your support in offering ENGL 3103, 2090, 3102, 4102, 4103, and 4104 as options for fulfilling the Explorations of Traditional and New Literacies requirement. We are aware that though ENGL 2090, 3102, 4102, 4103, and 4104 are options, because ENGL 3103 has a large class size cap the majority of our students will be taking ENGL 3103.
- Your support of the REEEL department in offering READ 4205 Reading and Writing Across Digital Spaces during the summer.

If you could send us the letter or email next week, we would greatly appreciate it. Thank you so much! Happy Thanksgiving!





**UNC CHARLOTTE**  
**College of Education**

Department of Middle, Secondary and K-12 Education

9201 University City Blvd. Charlotte, NC 28223-0001

**MEMORANDUM**

TO: Dr. Jan Hinson, Chair REEL  
FROM: Dr. Warren J DiBiase, Chair MDSK  
RE: Undergraduate Minor in Reading Education  
Date: November 16, 2012

This memorandum is to confirm that MDSK fully supports the Department of Reading and Elementary Education's (REEL) new minor in Undergraduate Minor in Reading Education. MDSK will partner with REEL in this endeavor by offering TESL 4300 *Second Language Development in K-12 Classrooms* and TESL 4600 *Literacy Development for Second Language Learners*.



Middle Grades Education • Secondary Education • Teaching English as a Second Language  
Foreign Languages Education • Arts Education • Ph.D. in Curriculum and Instruction

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**UNC CHARLOTTE**  
**College of Education**

Department of Special Education and Child Development

9201 University City Blvd, Charlotte, NC 28223-0001  
 t/ 704.687.8828 f/ 704.687.2916 www.uncc.edu

November 16, 2012

Dr. Jan Hinson, Chair  
 Department of Reading and Elementary Education  
 College of Education  
 UNC Charlotte

Dear Dr. Hinson:

Thank you for sharing with me your plan to implement a new Undergraduate Minor in Reading Education. There is a need for a high quality program in Reading to meet the needs of teachers and children in North Carolina's 21<sup>st</sup> Century schools.

As proposed, there are two courses from the Department of Special Education and Child Development that are part of your new Undergraduate Minor:

- SPED 4275: Teaching Reading to Students with Special Needs (3)
- SPED 4276 Teaching Reading to Middle and High School Students with Special Needs (3)

Including these courses in your Undergraduate Minor will assist candidates with knowledge and skills to assist a wide array of students with special needs in reading instruction. Both of these courses include instruction in research-validated strategies recommended by the National Reading Panel and the North Carolina Department of Public Instruction Reading Foundations curriculum.

I support your intention to establish the Undergraduate Minor in Reading Education at UNC Charlotte. It shows your commitment to preparing your students to meet the need for working with individuals with special needs. It also exemplifies UNC Charlotte's commitment to responding to the needs of its community.

Sincerely,

Lee Sherry, Ph.D., Chair

**NCATE**

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**Course Outline**  
**November 2012**

COURSE NUMBER   READ 4205  

CREDIT HOURS   3  

COURSE TITLE   Reading and Writing Across Digital Spaces  

**CATALOG DESCRIPTION**

**READ 4205: Reading and Writing Across Digital Spaces (3)** Prerequisite: Admission to Teacher Education and the Reading Education Minor.

Pedagogical techniques in reading and writing instruction using Web 2.0 technologies and digital computing devices. Includes 10 hours of field experience. (*Summer*)

- 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, library research, Web 2.0 projects, digital writing assignments, and studying for quizzes and/or exams.
- This course includes 10 hours per semester of field experience.

**COURSE PREREQUISITES and/or COREQUISITES**

- None

**COURSE RATIONALE**

In this era of information technology, citizens of the world have redefined what it means to be readers and writers. The 21<sup>st</sup> century technologies encourage teachers and students to rethink what it means to be literate today in a globally connected world. It takes literacy beyond a focus on traditional print-based literacy to multiple-form of knowing, including print, images, video, combinations of forms in digital contexts, which are represented in inter-related and complex ways.

This course examines multiliteracies situated within the literacy instruction of K-12 classrooms. The term multiliteracies was created by the New London Group (1996) to emphasize two related aspects of the increasing complexity of texts: 1) a major shift related to the increasing influence of cultural, linguistic diversity, affecting communications and labor markets, making language diversity an ever more critical local issue." 2) A major shift related to the influence of new communications technologies—a new multimodal literacy that is required in order to find our way around the emerging world of meaning.

The purpose of READ 4205 is to develop a pedagogy of multiliteracies, to propel literacy education into the present and future by creating literacy learners who are fluent in information technology. This will be done by immersing students in new literacies. The course is designed in concert with the other courses within the Reading Education Minor to satisfy all licensure requirements for a K-12 reading license in the state of North Carolina. Specifically, the courses within this minor address the North Carolina Professional Teaching Standards (NCPTS), the North Carolina Specialty Area Standards for Reading Teacher Candidates (NCSAS-RTC), and the Standards for Reading Professionals for Elementary Classroom Teachers (2010) of the International Reading Association (IRA). These courses are also aligned with the College of Education's Conceptual Framework for teacher education as seen in the course objectives.

***Professional Educators Transforming Lives*** (<http://education.uncc.edu/conceptual-framework>), 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 listed 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 21<sup>st</sup> century
- K2: Specialty area knowledge
- K3: Pedagogical knowledge

**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: 21<sup>st</sup> century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E7: Reflective 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
- C4: Collaboration
- C6: Professional identity and continuous growth

The core proficiencies of **knowledge**, **effectiveness**, and **commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards that are listed below.

**North Carolina Professional Teaching Standards (2007):** 1) Establish a respectful environment for a diverse population of students, 2) Know the content they teach, 3) Facilitate learning for their students, 4) Reflect on their practice.

## COURSE OBJECTIVES

The objectives listed below not only enhance the teacher candidates' conceptual knowledge, but will also help them become more strategic and reflective in their learning and teaching. The objectives are organized according to the core proficiencies of the Conceptual Framework of the College of Education. They reflect the North Carolina Professional Teaching Standards (NCPTS), the North Carolina Specialty Area Standards for Reading Teacher Candidates (NCSAS-RTC), and the International Reading Association's Standards for Reading Professionals (2010) for Elementary Classroom Teachers (IRA). Upon completion of the course, the successful teacher candidate will be able to do the following:

### *Knowledge*

- Articulate a theory of multiliteracies that takes into account multiple ways of knowing and incorporates multiple textual formats including digital texts. (NCPTS 3; NCSAS-RTC 1; IRA 1.1)
- Read and understand seminal scholarship surrounding multiliteracies (NCPTS 3; NCSAS-RTC 1; IRA 1.2)
- Understand how globalization and information communication technologies have created a more globally connected society. (NCPTS 3; NCSAS-RTC 4; IRA 4.1)

### *Effectiveness*

- Create instructional approaches that anticipate, accept, and incorporate a theory of multiliteracies. These will include a primary focus on digital and new information and communications technologies (ICTs). (NCPTS 4; NCSAS-RTC 3, 4; IRA 2.2, 6.2)
- Become competent in the use of ICTs including but not limited to digital video and photography, blogging, web design, social networking, wikis, and podcasting. (NCPTS 4; NCSAS-RTC 4; IRA 2.2, 6.2)

### *Commitment*

- Work with K-12 students and teachers locally to create and enact instruction that incorporates ICTs in meaningful, engaging, and educative ways, and incorporate service learning and civic engagement into this instruction. (NCPTS 1, 2; NCSAS-RTC 3; IRA 1.3, 2.1, 2.2, 4.2, 6.2)
- Know how and where to look for resources that will foster professional self-development and continued growth. (NCPTS 1, 5; IRA 6.2, 6.3)

**INSTRUCTIONAL METHODS**

A variety of methods and strategies will be used to help students accomplish the above objectives including:

- Lectures
- Interactive reading and writing exercises
- Interactive Web 2.0 activities and projects
- Reading responses
- Technology support groups
- Socratic Seminars

**COURSE CONTENT**

This course addresses the following topics:

- What are the Multiliteracies?
- Literacy and learning in a shrinking world
- Researching our world (classroom use of Google, YouTube, Webquests, Dipity, Search engines)
- Researching using Web 2.0 tools (practical application)
- Communicating within our world (classroom use of Skype, iMessage, texting, Facebook, Twitter)
- Communicating using Web 2.0 tools (practical application)
- Collaborating within our world (classroom use of Google Docs, Dropbox, wikis, blogs)
- Collaborating using Web 2.0 tools (practical application)
- Exploring within our world (classroom use of Google Earth, Google Maps, Mapquest, Webquests)
- Exploring using Web 2.0 tools (practical application)
- Creating our world (classroom use of iMovie, MovieMaker, Audacity, Gimp, Storybird, Animoto)
- Creating our world using Web 2.0 tools (practical application)
- Sharing within our world (classroom use of YouTube, podcasting, blogging, Flickr)
- Sharing using Web 2.0 tools (practical application)
- Reflecting on our learning (digital portfolios)

**Tentative Course Calendar**

	<b>Topic</b>
Week 1	What are the Multiliteracies?
Week 2	Literacy and Learning in a Shrinking World
Week 3	Researching our World
Week 4	Researching our World using Web 2.0 tools—practical applications
Week 5	Communicating within our World
Week 6	Communicating within our World using Web 2.0 tools—practical applications
Week 7	Collaborating within our World
Week 8	Collaborating within our World using Web 2.0 tools—practical applications
Week 9	Exploring within our World
Week 10	Exploring within our World using Web 2.0 tools—practical applications
Week 11	Creating our World
Week 12	Creating our World using Web 2.0 tools—practical applications
Week 13	Sharing within our World
Week 14	Sharing within our World using Web 2.0 tools—practical applications
Week 15	Reflecting on our Learning

**ILLUSTRATIVE COURSE ACTIVITIES**

- Presentations by the course instructor related to multiliteracies and practical application in the K-12 classroom
- Discussions of course readings
- Hands-on practical experience applying Web 2.0 applications
- Portfolio development
- Discussions of field clinical experiences
- Digital Literacy LiveBinders Portfolio: Students will create several practical Web 2.0 projects they will upload to a LiveBinders portfolio. For each entry, students will reflect on their learning and suggest ways to apply this knowledge within K-12 classrooms.
- During the field experience hours, the reading teacher candidates will work within a classroom to implement one Web 2.0 application. Reading teacher candidates will work within a classroom and explore digital technologies being applied within a classroom. Teacher candidates will then, along with the teacher, develop and implement a

Web 2.0 literacy project to implement with the whole class or small group and reflect on its effectiveness within the classroom.

## ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

- **Forum Discussions and Dialogue (25%):** Reading teacher candidates will be asked to participate in online discussions and activities. These will cover "big ideas" in the course that include readings and discussion topics assigned by the instructor. Online discussions will "travel" electronically as part of Moodle Forums and may take place over one to two weeks. Each discussion entry will typically have several required responses including original postings based on the assigned readings or activities and responses to other students' entries. These are in-depth conversations about important topics regarding teaching and learning. As such, each student will contribute their own ideas and respond to the ideas of others. These Discussion Forums will be introduced in the Course Moodle weekly calendar blocks with directions to students for participating in each. These are an important and required part of the course and cannot be made up after-the-fact. Discussion Forums are graded holistically using a rubric.
- **Web 2.0 Practicum Project (20%):** Reading teacher candidates will participate in a 10 hour practicum experience in a school. During this time teacher candidates will: 1) analyze the technology already used within the classroom and 2) plan, implement, and reflect upon a Web 2.0 digital project that the teacher candidate will design and implement within the classroom.
- **Web 2.0 Toolkit Portfolio (45%):** The Web 2.0 Toolkit Portfolio provides K-12 teachers an opportunity to gather a broad range of texts and technologies for teaching and learning including digital and Web 2.0 tools as well as more traditional literacy tools to support students' reading, writing and learning. The LiveBinders format fosters collaboration and provides students with a resource that can exist beyond this class. Throughout the semester students will use, create, and share several Web 2.0 tools. For this assignment, teacher candidates will create a portfolio of these tools and begin to think about how these tools might be used in their professional and personal lives. They will show their attempts at applying several of these tools by creating links within their own LiveBinder portfolio.
- **Web 2.0 Reflective Presentation (10%):** Teacher candidates will present a brief explanation of what they have learned as Web 2.0 literacy learners and how they intend to apply these tools within their future classrooms.
- The grading scale for the course is A=93%-100%, B=85%-92%, C=78%-84%, D=70%-77%, F=69% or lower

## AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

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

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class, by written or email notice, or by changes to this syllabus posted on Moodle.

#### **Reading Education Minor Undergraduate Regulations:**

- A grade of C or higher is required in all professional education coursework.
- Any candidate who does not earn a C or higher in a professional education course may repeat the course only once.

#### **Attendance Policy:**

Attendance is expected for all class meetings.

#### **Student Behavior Policy:**

Students should demonstrate the dispositions expected of professional educators as noted in the College of Education's Conceptual Framework and the Department's Undergraduate Teacher Education Handbook. The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom. Students are permitted to use computers during class for note-taking and other class-related work only.

All students are required to abide by the UNC Charlotte [Sexual Harassment Policy](#) and the policy on [Responsible Use of University Computing and Electronic Communication Resources](#). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

#### **Inclement Weather Policy:**

In the case of inclement weather, please call the Inclement Weather Hotline at 704-687-2877, visit UNC Charlotte's website, or watch local news media to determine whether classes are cancelled.

#### **Policy on Grade of Incomplete:**

To earn a grade status of Incomplete (I), the instructor will follow the policy: "The grade of "I" is assigned as the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all work in the course." (<http://provost.uncc.edu/policies/grading>) A contract must be developed and signed by the student and instructor before a grade of I can be posted.

#### **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, **(this includes multiple submissions of lesson plans and counting clinical hours for other classes)** 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>. Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

#### **The College of Education Diversity Commitment:**

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. [Approved by the College of Education Faculty 1/11/05] [http://education.uncc.edu/coe/diversity\\_statement.htm](http://education.uncc.edu/coe/diversity_statement.htm)

**The 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 Policy:**

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 Policy:**

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 Course Evaluation:**

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, during the final two week (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 in continuing this commitment by participating in the course evaluation process.

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**APPROVAL FOR NEW COURSES  
OR SUBSTANTIALLY REVISED COURSES**

**Faculty Responsible for Developing This Course Outline**  
Dr. Brian Kissel, Course Mentor

**APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:**

Approved on 11/28/12 by the College Undergraduate Curriculum Committee  
Date Chair: [Signature] (Drew Polly)

Approved on \_\_\_\_\_ by the College Graduate Curriculum Committee  
Date Chair: \_\_\_\_\_

**APPROVAL OF MINOR REVISIONS  
OR UPDATES TO COURSE OUTLINES**

**Faculty Responsible for Revising This Course Outline**  
(List the names of the faculty members who have developed this revised course outline.)

Approved on 11-28-12 by Program Coordinator or Chair: Janice Hinson (Janice Hinson)  
Date

**If changes affect more than one program, approval by the appropriate COED Curriculum Committee is required:**

Approved on \_\_\_\_\_ by the College Undergraduate Curriculum Committee  
Date Chair: \_\_\_\_\_

Approved on \_\_\_\_\_ by the College Graduate Curriculum Committee  
Date Chair: \_\_\_\_\_



UNC CHARLOTTE  
College of Education

**Course Outline**  
**November 2012**

COURSE NUMBER READ 4161

CREDIT HOURS 3

COURSE TITLE Assessment, Design, and Implementation of Classroom Reading Instruction

**CATALOG DESCRIPTION**

**READ 4161: Assessment, Design, and Implementation of Classroom Reading Instruction. (3)** Prerequisite: Admission to Teacher Education and the Reading Education Minor; READ 3224. Pre- or corequisite: READ 3226 or READ 3255  
Techniques for assessing reading development and using assessment data to design and implement responsive reading instruction. Includes a minimum of 10-15 hours of field experience. *(Fall, Spring)*

- 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, library research, written assignments, and studying for quizzes and/or exams.
- This course includes a minimum of 10-15 hours per semester of field experience.

**COURSE PREREQUISITES and/or COREQUISITES**

- Prerequisite: READ 3224
- Pre- or Corequisite: READ 3226 Teaching Reading to Intermediate Grade Learners or READ 3255 Integrating Reading and Writing Across Content Areas

**COURSE RATIONALE**

K-12 reading teachers must be prepared to use a wide range of reading assessments and the data they generate to inform their instructional decisions. These decisions include addressing individual students' needs and the needs of groups of students within a classroom. This course provides reading teacher candidates with a depth of knowledge about reading assessment. A variety of reading assessments will be explored and used in small group teaching settings to determine K-12 students' strengths as readers and areas of needs. Instruction responsive to students' needs will be planned, implemented, and evaluated.

READ 4161 is designed in concert with the other courses within the Reading Education Minor to satisfy all licensure requirements for a K-12 reading license in the state of North Carolina. Specifically, the courses within this minor address the North Carolina Professional Teaching Standards (NCPTS), the North Carolina Specialty Area Standards for Reading Teacher Candidates (NCSAS-RTC), and the Standards for Reading Professionals for Elementary Classroom Teachers (2010) of the International Reading Association (IRA). These courses are also aligned with the College of Education's Conceptual Framework for teacher education as seen in the course objectives.

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**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 21<sup>st</sup> 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: 21<sup>st</sup> century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective 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
- C4: Collaboration
- C6: Professional identity and continuous growth

The core proficiencies of **knowledge**, **effectiveness**, and **commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards that are listed below.

**North Carolina Professional Teaching Standards (2007):** 1) Demonstrate leadership, 2) Establish a respectful environment for a diverse population of students, 3) Know the content they teach, 4) Facilitate learning for their students, 5) Reflect on their practice.

## COURSE OBJECTIVES

The objectives listed below not only enhance the teacher candidates' conceptual knowledge, but will also help them become more strategic and reflective in their learning and teaching. The objectives are organized according to the core proficiencies of the Conceptual Framework of the College of Education. They reflect the North Carolina Professional Teaching Standards (NCPTS), the North Carolina Specialty Area Standards for Reading Teacher Candidates (NCSAS-RTC), and the International Reading Association's Standards for Reading Professionals (2010) for Elementary Classroom Teachers (IRA). Upon completion of the course, the successful teacher candidate will be able to do the following:

### *Knowledge*

- Explain the purposes, strengths, and limitations of a variety of reading assessments. (NCPTS 3; NCSAS-RTC 2; IRA 3.1)
- Identify differences among learners (i.e., cultural, social, cognitive, etc.) and how those differences may impact literacy learning. (NCPTS 2; NCSAS-RTC 1; IRA 4.1)
- Match appropriate instructional strategies to assessment results. (NCPTS 2, 4; NCSAS-RTC 2, 4; IRA 3.3)
- Explain the role of assessment in addressing policies and laws related to reading instruction (e.g., Response to Intervention). (NCPTS 1; NCSAS-RTC 2; IRA 6.4)

### *Effectiveness*

- Administer a variety of reading assessments, including cognitive and affective measures. (NCPTS 1, 4; NCSAS-RTC 2, 4; IRA 3.2)
- Interpret data from a variety of reading assessments in order to identify readers' strengths and areas of need for instruction. (NCPTS 1, 4; NCSAS-RTC 2, 4; IRA 3.2, 3.3, 3.4)
- Use assessment data to identify materials for instruction that address learners' strengths and needs. (NCPTS 1, 4; NCSAS-RTC 4; IRA 2.3, 3.3)
- Use assessment data to plan instruction responsive to students' needs. (NCPTS 1, 4, 5; NCSAS-RTC 2, 4; IRA 1.3, 2.2, 3.3, 4.1; 4.2)
- Use assessment data and other evidence to justify instructional decisions. (NCPTS 4, 5; NCSAS-RTC 3; IRA 2.2)
- Use technology to support students' literacy learning. (NCPTS 4; NCSAS-RTC 4; IRA 2.2, 6.2)

### *Commitment*

- Collaborate with school professionals and/or families to design reading instruction that is responsive to students' needs. (NCPTS 1, 2; NCSAS-RTC 2; IRA 1.3, 3.2, 3.3, 6.2)
- Know how and where to look for resources that will foster professional self-development and continued growth. (NCPTS 1, 5; IRA 6.2, 6.3)

**INSTRUCTIONAL METHODS**

- This course is offered in a lecture format with a minimum of 10-15 hour field experience.

**COURSE CONTENT**

This course addresses topics pertinent to reading assessment and data-based instruction including:

- general concepts of assessment (i.e., validity, reliability, formal vs. informal assessment, norm-referenced vs. criterion-referenced)
- the purposes of specific reading assessment instruments (e.g., miscue analysis, running records, informal reading inventories, motivation to read profile, concept of self as reader, attitude toward reading, Slosson Oral Reading Test, DIBELS, retelling, Z-test, etc.)
- the role of assessment in policy
- factors contributing to learners' struggles with reading
- how to administer a battery of reading assessments
- using assessment data to determine readers' strengths and needs
- developing a reader profile/case study
- best practices for meeting students' needs in reading
- data-based grouping practices
- matching readers to texts and instructional materials
- designing instruction based on assessment results
- implementing responsive literacy instruction and reflecting on your practice
- using technology to support data-driven instruction

Tentative Course Calendar

	Topic
Week 1	An Overview of Differentiated Reading Instruction
Week 2	Exploration of Individual Differences in Reading
Week 3	General Concepts of Assessment
Week 4	Creating a Reading Profile
Week 5	Responsive Decision Making
Week 6	Assessing Motivation and Interest; Providing Responsive Instruction
Week 7	Assessing Phonological Awareness; Providing Responsive Instruction
Week 8	Assessing Phonics Knowledge; Providing Responsive Instruction
Week 9	Assessing Word Recognition; Providing Responsive Instruction
Week 10	Assessing Fluency; Providing Responsive Instruction
Week 11	Assessing Vocabulary Knowledge; Providing Responsive Instruction
Week 12	Assessing Comprehension of Narrative Text; Providing Responsive Instruction
Week 13	Assessing Comprehension of Expository Text; Providing Responsive Instruction
Week 14	Classroom & School-wide Intervention Programs
Week 15	Case Study Presentations

**ILLUSTRATIVE COURSE ACTIVITIES**

- presentations by the course instructor related to principles of reading assessment and intervention
- discussions of course readings
- hands on practice assessing students' reading abilities
- hands on practice interpreting reading assessment data and making data-based instructional decisions
- discussions of field clinical experiences
- Assessment Report and Instructional Plan: Reading teacher candidates will conduct informal assessment measures with a small group of students to document the interests, strengths, and needs of each student. They will synthesize the results to create a group profile for the readers. Reading teacher candidates will then identify instructional goals, materials, and strategies appropriate for the group of readers. This assignment serves as an electronic evidence for the Reading Education Minor.

- During the field experience hours, the reading teacher candidates will work with a small group of students. Reading teacher candidates will administer a variety of reading assessments, use the data gathered to determine the students' overall strengths and needs as readers, and plan and implement instruction for those students.

#### ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

- **Reading Quizzes (15%)**
- **Case Study (50%):** The case study will be made up of three components: 1) Assessment Report and Instructional Plan, 2) Lesson Implementation, and 3) Final Case Report. For the Assessment Report and Instructional Plan, the reading teacher candidates will conduct informal assessment measures with a small group of students to document the interests, strengths, and needs of each student. They will synthesize the results to create a group profile for the readers. For the Lesson Implementation portion, the reading teacher candidates will then identify instructional goals, materials, and strategies appropriate for the group of readers. The reading teacher candidates will plan approximately 10 small group lessons to address the instructional goals developed in the Assessment Report and Instructional Plan. The lesson plans will serve as a record of their instruction. At the end of each lesson, reading teacher candidates will analyze the instructional session and the data they collected during it in order to make adjustments for their future lessons. For the Final Case Report, the reading teacher candidates will compile a final case report based on their completed field experiences which will provide a report of their instructional goals, the instruction they used to meet those goals, and the results of their instruction.
- **Factors Affecting Literacy Difficulties and Disabilities Paper (35%):** The reading teacher candidates will write a five page research-based paper exploring a factor contributing to literacy difficulties or exploring a reading disability. Reading teacher candidates must use research articles to support their findings.
  - This assignment is a required assessment within the College's Comprehensive Candidate Assessment Plan, serves as an electronic evidence, and is required for the electronic licensure portfolio. It will be assessed using a rubric that will measure rigor and depth of understanding of reading assessment and instruction.
- The grading scale for the course is A=93%-100%, B=85%-92%, C=78%-84%, D=70%-77%, F=69% or lower

#### AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

##### Probable textbook(s):

- DeVries, B. A. (2011). *Literacy assessment and intervention for classroom teachers* (3<sup>rd</sup> ed.). Scottsdale, AZ: Holcomb Hathaway.
- McKenna, M. C., & Dougherty Stahl, K. A. (2009). *Assessment for reading instruction* (2<sup>nd</sup> ed.). New York, NY: Guilford.

##### Other resources:

- Afflerbach, P. (Ed.) (2010). *Essential readings on assessment*. Newark, DE: International Reading Association.
- Afflerbach, P. (2012). *Understanding and using reading assessment, K-12* (2<sup>nd</sup> ed.). Newark, DE: International Reading Association.
- Barr, R., Blachowicz, C., Bates, A., Katz, C., & Kaufman, B. (2013). *Reading diagnosis for teachers: An instructional approach* (6<sup>th</sup> ed.). Boston, MA: Pearson.
- Caldwell, J. S., & Leslie, L. (2013). *Intervention strategies to follow informal reading inventory assessment: So what do I do now?* (3<sup>rd</sup> ed.). Boston, MA: Pearson.
- Cockrum, W. A., & Shanker, J. L. (2013). *Locating and correcting reading difficulties* (10<sup>th</sup> ed.). Boston, MA: Pearson.
- Dougherty Stahl, K. A., & McKenna, M. C. (2012). *Reading assessment in an RTI framework*. New York, NY: Guilford.
- Fountas, I., & Pinnell, G. S. (2010). *The continuum of literacy learning, grades PreK-2* (2<sup>nd</sup> ed.). Portsmouth, NH: Heinemann.
- Gillet, J. A., Temple, C. A., Temple, C. N., & Crawford, A. N. (2012). *Understanding reading problems: Assessment and instruction* (8<sup>th</sup> ed.). Boston, MA: Pearson.
- Gipe, J. P. (2010). *Multiple paths to literacy: Assessment and differentiated instruction for diverse learners, K-12* (7<sup>th</sup> ed.). Boston, MA: Pearson.
- Johnston, P. H. (Ed.) (2010). *RTI in literacy—Responsive and comprehensive*. Newark, DE: International Reading Association.
- Lipson, M. Y., & Wixson, K. K. (2013). *Assessment of reading and writing difficulties: An interactive approach* (5<sup>th</sup> ed.). Boston, MA: Pearson.
- Opitz, M., Rubin, D., & Erikson, J. (2011). *Reading diagnosis and improvement: Assessment and instruction* (6<sup>th</sup> ed.). Boston, MA: Pearson.
- Opitz, M. F., Ford, M. P., & Erikson, J. (2011). *Accessible assessment: How 9 sensible techniques can power data-driven reading instruction*. Portsmouth, NH: Heinemann.

- Paratore, J. R., & McCormack, R. L. (2007). *Classroom literacy assessment: Making sense of what students know and do*. New York, NY: Guilford.
- Schumm, J. S. (2006). *Reading assessment and instruction for all learners*. New York, NY: Guilford.
- Strickland, K. (2005). *What's after assessment? Follow-up instruction for phonics, fluency, and comprehension*. Portsmouth, NH: Heinemann.
- Walker, B. J. (2012). *Diagnostic teaching of reading: Techniques for instruction and assessment* (7<sup>th</sup> ed.). Boston, MA: Pearson.

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work free from bias and harassment, thereby improving the growth and development of each member of the community. [Approved by the College of Education Faculty 1/11/05] [http://education.uncc.edu/coe/diversity\\_statement.htm](http://education.uncc.edu/coe/diversity_statement.htm)

**The 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 Policy:**

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 Policy:**

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 Course Evaluation:**

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, during the final two week (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 in continuing this commitment by participating in the course evaluation process.

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**APPROVAL FOR NEW COURSES  
OR SUBSTANTIALLY REVISED COURSES**

**Faculty Responsible for Developing This Course Outline**  
Dr. Jennifer I. Hathaway, Course Mentor

**APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:**

Approved on 11/28/12 by the College Undergraduate Curriculum Committee  
Date Chair: [Signature] (Drew Polly)

Approved on \_\_\_\_\_ by the College Graduate Curriculum Committee  
Date Chair: \_\_\_\_\_

**APPROVAL OF MINOR REVISIONS  
OR UPDATES TO COURSE OUTLINES**

**Faculty Responsible for Revising This Course Outline**  
(List the names of the faculty members who have developed this revised course outline.)

Approved on 11-28-12 by Program Coordinator or Chair: Janice Hinson (Janice Hinson)  
Date

**If changes affect more than one program, approval by the appropriate COED Curriculum Committee is required:**

Approved on \_\_\_\_\_ by the College Undergraduate Curriculum Committee  
Date Chair: \_\_\_\_\_

Approved on \_\_\_\_\_ by the College Graduate Curriculum Committee  
Date Chair: \_\_\_\_\_





UNC CHARLOTTE  
College of Education

**Course Outline**  
**November 2012**

COURSE NUMBER READ 4270

CREDIT HOURS 3

COURSE TITLE Investigating Reading Curriculum: Instructional Approaches, Materials, Methods and Management

**CATALOG DESCRIPTION**

**READ 4270: Investigating Reading Curriculum: (3)** Prerequisite: Admission to Teacher Education and the Reading Education Minor; READ 3224 and READ 3226 or READ 3255 Integrating Reading and Writing Across Content Areas

Examination of the current models and theories for teaching reading; the best practices for literacy growth and development; the instructional tools and techniques available to the teacher of literacy; and the materials for use in teaching reading. Emphasis is on teaching through a balanced literacy approach.

Includes 10 hours of field experience. *(Fall, Spring)*

- 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, library research, written assignments, and studying for quizzes and/or exams.
- This course includes 10 hours per semester of field experience.

**COURSE PREREQUISITES and/or COREQUISITES**

- Prerequisite: READ 3224 Teaching Reading to Primary Level Learners and READ 3226 Teaching Reading to Intermediate Grade Learners or READ 3255 Integrating Reading and Writing Across Content Areas

**COURSE RATIONALE**

There is ample research to suggest that reading acquisition and development are unique processes for individual learners. While leading literacy researchers have identified key components of effective literacy instruction, there is consensus on the need for the integration of multiple methods to optimize students' reading performance. Classroom teachers are expected to understand, dissect, synthesize, and implement a variety of curricular approaches as they design and differentiate reading instruction for students with a range of reading abilities and deficiencies. It is imperative that teacher candidates develop a working knowledge of various approaches to reading instruction as they prepare to instruct and improve the reading performance of the students they teach.

READ 4270 seeks to provide further study into the varying types of reading curriculum, theories, instructional methods, and materials frequently used in the teaching of reading. Students will expand and extend their knowledge base from READ 3224 and READ 3226/READ 3255 to explore, evaluate, apply, and assimilate new learning about effective reading instruction appropriate to the development of early childhood, elementary, and adolescent learners. The course is designed in concert with the other courses within the Reading Education Minor to satisfy all licensure requirements for a K-12 reading license in the state of North Carolina. Specifically, the courses within this minor address the North Carolina Professional Teaching Standards (NCPTS), the North Carolina Specialty Area Standards for Reading Teacher Candidates (NCSAS-RTC), and the Standards for Reading Professionals for Elementary Classroom Teachers (2010) of the International Reading Association (IRA). These courses are also aligned with the College of Education's Conceptual Framework for teacher education as seen in the course objectives.

*Professional Educators Transforming Lives* (<http://education.uncc.edu/conceptual-framework>), 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 listed 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 21<sup>st</sup> 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: 21<sup>st</sup> century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective 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
- C3: Leadership
- C4: Collaboration

The core proficiencies of **knowledge, effectiveness, and commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the North Carolina standards that are listed below.

**North Carolina Professional Teaching Standards (2007):** 1) Establish a respectful environment for a diverse population of students, 2) Know the content they teach, 3) Facilitate learning for their students, 4) Reflect on their practice.

## COURSE OBJECTIVES

The objectives listed below not only enhance the teacher candidates' conceptual knowledge, but will also help them become more strategic and reflective in their learning and teaching. The objectives are organized according to the core proficiencies of the Conceptual Framework of the College of Education. They reflect the North Carolina Professional Teaching Standards (NCPTS), the North Carolina Specialty Area Standards for Reading Teacher Candidates (NCSAS-RTC), and the International Reading Association's Standards for Reading Professionals (2010) for Elementary Classroom Teachers (IRA). Upon completion of the course, the successful teacher candidate will be able to do the following:

### *Knowledge*

- Identify reading theories and current models. (NCPTS 3; NCSAS-RTC 1; IRA 1.1)
- Identify reading programs for specific learning styles, differentiated levels, curriculum needs, and diverse student interests. (NCPTS 2, 3, 4; NCSAS-RTC 3; IRA 2.2, 5.4)
- Identify effective instructional materials for promoting reading growth and development. (NCPTS 2, 3, 4; NCSAS-RTC 3, 4; IRA 2.1, 2.2, 2.3)
- Know and understand principles of scientifically-based reading instruction that addresses key components including phonemic awareness, phonics, fluency, vocabulary, and comprehension. (NCPTS 3, 4; NCSAS-RTC 1, 3, IRA 1.1)
- Define the components of a balanced literacy program including a print rich environment, shared reading, small group (e.g. guided) reading, independent reading. (NCPTS 3, 4; NCSAS-RTC 3, 4; IRA 5.1, 5.3, 5.4)

### *Effectiveness*

- Compare and contrast instructional approaches to teaching reading. (NCPTS 3; NCSAS-RTC 3, IRA 1.1, 4.2, 5.4)
- Investigate the role of basal reading programs. (NCPTS 3, 4; NCSAS-RTC 3, IRA 2.1, 2.2)
- Explore key theories of using a workshop approach to teaching reading. (NCPTS 3; NCSAS-RTC 3, IRA 2.1, 2.2)
- Demonstrate competence in organizing the elementary classroom to support the development of emergent, novice, transitional and expert readers. (NCPTS 2, 3, 4; NCSAS-RTC 3, 4; IRA 2.2, 5.1, 5.2, 5.3, 5.4)

- Explore current reading technologies (Kindle, e-readers, digital textbooks, audio books, etc.) and discuss how these technologies impact reading instruction. (NCPTS 3, 4; NCSAS-RTC 4; IRA 2.2, 2.3)
- Implement various methods of classroom management and grouping strategies for reading instruction to support differentiation of instruction. (NCPTS 2, 3, 4; NCSAS-RTC 3, 4; IRA 5.4)

*Commitment*

- Recognize the influence of current political influences and education policy as related to the teaching of reading. (NCPTS 1; IRA 6.4)
- Evaluate resources and curriculum materials for appropriateness to the needs of diverse learners. (NCPTS 2, 4, 5 ; NCSAS-RTC 1, 3; IRA 4.2)
- Communicate the importance of culturally responsive literacy instruction within the reading curriculum. (NCPTS 2, 4; NCSAS-RTC 4; IRA 4.1, 4.2, 4.3)

**INSTRUCTIONAL METHODS**

- This course is offered in a lecture format with a 10 hour field experience.

**COURSE CONTENT**

This course addresses topics pertinent to reading curriculum and instruction including:

- Reading Theories and Instructional Approaches
- Components, materials, management and organization of
  - Basal Reading Programs
  - Scripted Reading Programs
  - Balanced Literacy Approach
  - Reading Workshop Approach
  - Computer Assisted Reading Program (Accelerated Reader, My Reading Coach, Open Book to Literacy, etc.)
  - Instructional Process Programs
- Instructional content, instructional design, and empirical evidence related to:
  - Basal Reading Programs
  - Scripted Reading Programs
  - Balanced Literacy Approach
  - Reading Workshop Approach
  - Computer Assisted Reading Program (Accelerated Reader, My Reading Coach, Open Book to Literacy, etc.)
  - Instructional Process Programs
- Advantages/disadvantages, representation of diversity, and accommodations for diverse learners in:
  - Basal Reading Programs
  - Scripted Reading Programs
  - Balanced Literacy Approach
  - Reading Workshop Approach
  - Computer Assisted Reading Program (Accelerated Reader, My Reading Coach, Open Book to Literacy, etc.)
  - Instructional Process Programs
- Grouping Strategies for the teaching of reading:
  - Homogeneous and heterogeneous (ability) groups
  - Intra-class and inter-class groups
  - Interest groups
  - Skills-based groups
  - Cross age groups
- Culturally Responsive Literacy Instruction
- Instructional Strategies for Teaching Reading
- Instructional Reading Materials

Tentative Course Calendar

	Topic
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Week 1	Reading Theories
Week 2	Instructional Reading Materials: Trade Books, Leveled Texts, Digital Texts, Informational Texts , Narrative Texts
Week 3	Instructional Approaches to the Teaching of Reading
Week 4	Commercial Reading Programs: Basal Reading Textbooks
Week 5	Commercial Reading Programs: Scripted Reading Programs
Week 6	Commercial Reading Programs: Computer Assisted Programs
Week 7	The Reading Workshop Approach
Week 8	Instructional Process Programs
Week 9	Grouping Strategies: Independent Reading, Partner Reading, Shared Reading, Guided Reading
Week 10	Instructional Strategies
Week 11	Instructional Strategies
Week 12	Strategies for Children with Special Needs
Week 13	Reading Intervention Programs
Week 14	Creating a Culturally Responsive Reading Curriculum
Week 15	Taping of Video Podcasts

### ILLUSTRATIVE COURSE ACTIVITIES

- Presentations by the course instructor related to reading theories, instructional approaches, and commercial reading programs
- Discussions of course readings
- Hands-on examination of basal reading program materials located in the education curriculum library in Atkins Library.
- Weekly online posts
- Discussions of field clinical experiences
- Commercial Reading Program Review: Reading teacher candidates will be asked to review a commercially produced reading program and evaluate key components of the program
- Instructional Approach Video Podcast: Reading teacher candidates will work in small groups to design a research-based presentation on an instructional approach to teaching reading. The presentations will be recorded as video podcasts to be viewed by other teacher candidates enrolled in the College of Education

### ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

- **Commercial Reading Program Review (15%):** Reading teacher candidates will be asked to review a commercially produced reading program and evaluate the following areas: literature/reading material used in the program, genre and mode of text, representation of diversity: race, culture, gender, values/morals, family structure, physical environment (urban, rural), (dis)ability, instruction in: reading comprehension strategies, in word study, vocabulary, technology based resources, resources for English Language Learners, resources for above grade-level expectation readers, resources for below grade-level expectation readers, types of instructional activity (assess these for engagement; how well they build children's self-efficacy, agency and independence; for effectiveness in building children's skill and understanding), research base, ease in use by teachers (if possible, interview teachers who use the program), and assessments.
- **Instructional Approach Video Podcasts: (30%)** Reading teacher candidates will work in small groups to design a research-based presentation on an instructional approach to teaching reading. The presentations will be recorded as video podcasts to be viewed by other teacher candidates enrolled in the College of Education. The podcasts will include a critical analysis and evaluation of an instructional approach to reading selected by the small group. Teacher candidates will be required to support their findings with research-based evidence on how the instructional approach affects student performance in the classroom. Podcasts must also include data related to practicing teachers' responses to/reflections on the instructional approach.
- **Small Group Discussion Leader (10%):** Reading teacher candidates will be responsible for leading a small group discussion once during the semester. As the discussion leader, students are responsible for facilitating a 20-minute discussion on a course topic of study with a small group of their peers. Discussion leaders will create questions and plan an activity for their small group. Students will also prepare a handout to be distributed to the members of the group. The handout should include the main idea and key points from the discussion topic. It should also include discussion questions and/or activities that involve other members of the group.
- **Quizzes, Mid-term, and Final Exam (25%)**
- **Response to assigned readings/online posts (20%):** Each week, reading teacher candidates will create a one-page reflection on the assigned weekly readings and post their responses in the Moodle discussion forum.

- The grading scale for the course is A=93%-100%, B=85%-92%, C=78%-84%, D=70%-77%, F=69% or lower

### AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

- Booth, D. (2000). *Literacy techniques*. Markham, ON: Pembroke.
- Boushey, G. & Moser, J. (2006). *The daily 5: Fostering literacy independence in the elementary grades*. Portland, ME: Stenhouse.
- Burns, P. C., Roe, B. & Smith, S. (2002). *Teaching reading in today's elementary schools*, (8th ed.), Belmont, CA: Wadsworth Cengage Learning.
- Calkins, L. M. (2001). *The Art of reading and teaching*. New York: Longman.
- Cheung, A., & Slavin, R.E. (2005). Effective reading programs for English language learners and other language minority students. *Bilingual Research Journal*, 29(2), 241-267.
- Farstrup, A.E., & Samuels, S.J. (2002). *What research has to say about reading instruction*. Newark, DE: International Reading Association.
- Graves, M. (2006). *Teaching reading in the 21st century*, (4th ed.), Boston: Allyn & Beacon Publishing Company.
- Gunning, T. G. (2010). *Creating literacy instruction for all students*. Boston, MA: Allyn-Bacon Publishing Company. 7<sup>th</sup> edition.
- Heilman, A. W., Blair, T. R., & Rupley, W. H. (2002). *Principles and practices of teaching reading*. Upper Saddle River, NJ: Prentice-Hall.
- Reutzel, D., & Cooter, R (2012). *Teaching children to read: The teacher makes the difference*. Boston, MA: Pearson.
- Slavin, R. E., Lake, C., Chambers, B., Cheung, A., & Davis, S.(2009). *Effective beginning reading programs: A Best evidence synthesis*. Baltimore, MD: Johns Hopkins University, Center for Data--Driven Reform In Education.
- Snow, C.E., Griffin, P., & Burns, M.S. (2005). *Knowledge to support the teaching of reading*. Hoboken, NJ: John Wiley & Sons.
- Weaver, C. (1997). *Creating support for effective literacy education*. Portsmouth, NH: Heinemann.

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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. [Approved by the College of Education Faculty 1/11/05] [http://education.uncc.edu/coe/diversity\\_statement.htm](http://education.uncc.edu/coe/diversity_statement.htm)

#### **The 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 Policy:**

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 Policy:**

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 Course Evaluation:**

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, during the final two week (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 in continuing this commitment by participating in the course evaluation process.

**APPROVAL FOR NEW COURSES  
OR SUBSTANTIALLY REVISED COURSES**

**Faculty Responsible for Developing This Course Outline**  
Crystal Glover, Course Mentor

**APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:**

Approved on 11/28/12 by the College Undergraduate Curriculum Committee  
Date Chair: [Signature] (Drew Pally)

Approved on \_\_\_\_\_ by the College Graduate Curriculum Committee  
Date Chair: \_\_\_\_\_

**APPROVAL OF MINOR REVISIONS  
OR UPDATES TO COURSE OUTLINES**

**Faculty Responsible for Revising This Course Outline**  
(List the names of the faculty members who have developed this revised course outline.)

Approved on 11-28-12 by Program Coordinator or Chair: Janice Hinson (Janice Hinson)  
Date

**If changes affect more than one program, approval by the appropriate COED Curriculum Committee is required:**

Approved on \_\_\_\_\_ by the College Undergraduate Curriculum Committee  
Date Chair: \_\_\_\_\_

Approved on \_\_\_\_\_ by the College Graduate Curriculum Committee  
Date Chair: \_\_\_\_\_

## Proposed Catalog Copy

# 2012-2013 Undergraduate Catalog: College of Education

## UNDERGRADUATE PROGRAMS

### MAJOR PROGRAMS

- Child and Family Development: (Birth-Kindergarten)
- Elementary Education (grades K-6)
- Middle Grades Education (grades 6-9)
- Special Education: General Curriculum (grades K-12)
- Special Education: Adapted Curriculum (grades K-12)
- Special Education and Elementary Education (grades K-6) (*Dual Major*)

### MINOR PROGRAMS

- Child and Family Development
- Foreign Language Education
- [Reading Education](#)
- Secondary Education
- Teaching English as a Second Language
- Urban Youth and Communities

The Minor in Secondary Education, offered in collaboration with appropriate departments in the College of Liberal Arts & Sciences, can lead to licensure to teach in the following areas of Secondary Education (grades 9-12):

- Comprehensive Science
- Comprehensive Social Studies
- English
- Mathematics

The Minor in Foreign Language Education, offered in collaboration with the Department of Languages and Culture Studies in the College of Liberal Arts & Sciences, leads to teacher licensure in the following areas (grades K-12):

- French
- German
- Spanish

In collaboration with the College of Arts + Architecture, the College of Education offers professional education coursework that can lead to licensure to teach in the following



areas of K-12 Education:

- Art
- Dance
- Music
- Theatre

All professional education programs in the College of Education are approved by the North Carolina State Board of Education, and they have continuing accreditation from the National Council for Accreditation of Teacher Education (NCATE).

## **BACHELOR OF ARTS: ELEMENTARY EDUCATION**

The B.A. program in Elementary Education qualifies graduates for an entry-level ("A") license to teach grades K-6.

### **PROGRAM OBJECTIVES**

Graduates of the program are prepared to meet the 10 INTASC standards for new teachers in Content Pedagogy, Student Development, Diverse Learners, Multiple Instructional Strategies, Motivation and Management, Communication and Technology, Planning, Assessment, Reflective Practice, School and Community Involvement.

### **DEGREE REQUIREMENTS**

The major in Elementary Education leading to the B.A. degree requires at least 120 semester hours as follows:

#### **GENERAL EDUCATION (35-48 hours)**

Course options are listed on the program's Academic Planning Worksheet. Course selections must be initially approved by the student's Pre-Education advisor in the Teacher Education Advising and Licensure (TEAL) Office and finally approved by the student's major advisor after admission to the Teacher Education Program in Elementary Education. General Education requirements may also be met through the "Articulation Agreement" with North Carolina Community Colleges.

#### **ACADEMIC CONCENTRATION**

Students must complete a concentration of 18 semester hours in an area of study to obtain North Carolina licensure in K-6 grades. The academic concentration includes

both required courses and optional course selections in order to complete the concentration. An approved minor will also meet this requirement.

The required and elective courses in each Academic Concentration are listed on the program's Academic Planning Worksheet. Course selections must be initially approved by the student's Pre-Education advisor in the Teacher Education Advising and Licensure Office and finally approved by the student's major advisor after admission to the Teacher Education Program in Elementary Education. With advisor approval, a full second major or a bona fide minor in an Arts and Sciences discipline may be substituted for the academic concentration.

### **RELATED LICENSURE COURSES (3 hours)**

Three hours of a creative arts activity course, with a different area of emphasis from the LBST Arts and Society course (e.g., ARTB 1206, ARTE 2121, MUSC 2191, THEA 1100, THEA 1160, and others approved by the advisor.

### **PROFESSIONAL EDUCATION COURSES (57 hours)**

- EDUC 2100 An Introduction to Education and Diversity in Schools (3)\*
  - SPED 2100 Introduction to Students with Special Needs (3)\*
- Admission to Teacher Education and advisor's approval are required in order to register for any of the following courses:

#### **SEMESTER 1**

- ELED 3111 Instructional Design and the Use of Technology with Elementary School Learner (2)
- ELED 3120 The Elementary School Child (3)
- READ 3224 Teaching Reading to Primary Level Learners (3)
- EXER 3228 Integrating Physical Activity and Movement in Elementary Schools (2)
- EXER 3229 Teaching Health and Safety to Elementary School Learners (2)
- MAED 3222 Teaching Mathematics in the Elementary School, K-2 (3)

#### **SEMESTER 2 (METHODS SEMESTER)**

- ELED 3221 Teaching Science to Elementary School Learners (3)\*\*
- ELED 3223 Teaching Social Studies to Elementary School Learners (3)\*\*
- ELED 3226 Teaching Language Arts to Elementary School Learners (3)\*\*
- MAED 3224 Teaching Mathematics in the Elementary School, 3-6 (3)\*\*
- READ 3226 Teaching Reading to Intermediate Grade Learners (3)\*\*

#### **SEMESTER 3 (YEAR-LONG INTERNSHIP)**

- ELED 4111 Instructional Design and the Use of Technology with Elementary School Learners (1)\*\*\*
- ELED 4121 Measuring and Evaluating Learning in the Elementary School Curriculum (3)\*\*\*
- ELED 4122 Research and Analysis of Teaching Elementary School Learners (3)\*\*\*
- ELED 4220 Integrating Curriculum for Elementary School Learners (3)\*\*\*

- EDUC 4290 Modifying Instruction for Learners with Diverse Needs (3)\*\*
- EDUC 4292 Multicultural Education: Modifying Instruction for Urban Learners (3)\*\*

#### **SEMESTER 4 (STUDENT TEACHING)**

- ELED 4420 Student Teaching/Seminar: K-6 Elementary Education (15)\*\*\*\*

*\*Corequisite courses EDUC 2100 and SPED 2100 may be taken during a student's Freshman or Sophomore year; both must be completed with a grade of C or above to qualify for admission to the Teacher Education Program. □ \*\*All Methods Courses must be taken during Semester 2 □ \*\*All 4000-level courses must be taken in the last semester of coursework (Yearlong Internship). □ \*\*\*Enrollment in ELED 4420 requires admission to student teaching through the College's Office of Field Experiences.*

#### **ELECTIVES**

The number of free electives will vary depending upon how General Education and related licensure requirements are fulfilled. Students must complete at least 120 hours to meet the University graduation requirement.

#### **ADDITIONAL REQUIREMENTS**

The successful completion of a degree in Elementary Education includes meeting the North Carolina Department of Public Instruction's licensure requirements for K-6 certification. Consequently, additional requirements must be completed during the student's program and are listed below. Since state licensure requirements often change, additional work may be required to complete the program with a teaching license.

#### **DISPOSITIONS**

Dispositions are consistent patterns of behavior or habits that may impact teaching effectiveness. At the time of entry to the program, all elementary education majors are asked to sign a dispositions statement that fully identifies and describes behavior patterns that are appropriate and inappropriate in professional conduct. Elementary education students are expected to demonstrate professional dispositions in all of their university activities (courses, clinicals, etc.).

#### **PLANNING SHEET**

All elementary education students are tracked through their program with a Program Planning Sheet. The original planning sheet is kept in the student's folder and lists all courses taken, transfer hours, General Education and concentration requirements met, and courses remaining in the program. Note that the university requires that the minimum number of credits in a degree program is 120 credit hours.

#### **CLINICALS**

All courses in the professional program include a clinical requirement where students complete specific activities or designated hours in an elementary school. Clinicals are designed to expose students to diverse school demographics, locations, and programs.

## YEAR-LONG INTERNSHIP

Teacher education candidates participate in the yearlong internship during their final year of the program. During the first semester, students spend one day per week in an assigned classroom while completing coursework on campus. During the second semester of the internship, students complete full-time student teaching in the same classroom. Applications for this year-long internship are due two semesters before student teaching.

## TECHNOLOGY REQUIREMENTS

Students admitted to the College of Education in Fall 2010 or later are required to complete the licensure portfolio (consisting of six (6) Evidences in TaskStream. Student begin this licensure portfolio while completing their coursework and finish the licensure portfolio during the student teaching semester. **Candidates WILL NOT be allowed to proceed with the student teaching experience if the Evidences are not completed before the student teaching semester.**

## ACADEMIC ADVISING

Freshmen and Sophomores who intend to major in Elementary Education are classified as Pre-Education students in Elementary Education. They are assigned an advisor in the College's Office of Teacher Education Advising and Licensure (TEAL), who helps them select appropriate General Education and Academic Concentration courses, and also helps them meet the requirements for admission to teacher education. Upon admission to the Teacher Education Program in Elementary Education, which typically occurs at the end of the Sophomore year, students will be advised in the Elementary Education Advising Center.

*Note: Elementary education courses are available on a very limited basis in the summer.*

### Minor in Reading Education

A minor in Reading Education requires the completion of 18 hours of specialized coursework. This program is designed for students already seeking initial license in another content area who wish to gain expertise in reading methods in the K-12 public school setting. Students interested in pursuing a Reading Education minor must be approved for admission to the minor by meeting statewide teacher education program admission requirements. Advising and admission to the minor are administered through

the Office of Teacher Education, Advising, Licensure, and Recruiting (TEALR) in the College of Education.

The criteria for admission includes:

- Admission to a teacher education program
- GPA of at least 2.5 or higher
- Grade of C or better in EDUC 2100 An Introduction to Education and Diversity in Schools and SPED 2100 Introduction to Students with Special Needs
- Passing scores on the PRAXIS I exam or approved substituted score from the SAT or ACT

After admission into the minor, advising is offered through the Department of Reading and Elementary Education in collaboration with advising in the student's major department. The minor is designated to be coordinated with Junior and Senior level coursework in the major. Successful completion of the minor will lead to a recommendation for North Carolina add-on K-12 license in Reading.

## REQUIRED COURSES

READ 3224 Teaching Reading to Primary Level Learners

READ 4161 Assessment, Design, and Implementation of Classroom Reading

Read 4270 Investigating Reading Curriculum: Instructional Approaches, Materials, Methods, and Management

## ELECTIVE COURSES

**Explorations of Traditional and New Literacies** (choose one 3 credit class)

- ENGL 3103 Children's Literature
- ENGL 2090 Disney and Children's Literature
- ENGL 3102 Literature for Young Children
- ENGL 3104 Literature for Adolescents
- ENGL 4102 Classics in British Children's Literature
- ENGL 4103 Classics in American Children's Literature
- ENGL 4104 Multiculturalism and Children's Literature
- READ 4205 Reading and Writing Across Digital Spaces (offered in summer only)

**Meeting the Needs of Unique Readers** (choose one 3 credit class)

- SPED 4275 Teaching Reading to Elementary Learners with Special Needs
- SPED 4276 Teaching Reading to Middle and Secondary Learners with Special Needs
- TESL 4300 Second Language Development in K-12 Classrooms
- TESL 4600 Literacy Development for Second Language Learners.

**Foundations in Reading II** (choose one 3 credit class)

- READ 3226 Teaching Reading to Intermediate Grade Learners

- READ 3255 Integrating Reading and Writing Across Content Areas

### Course Catalog Descriptions

**READ 4205: Reading and Writing Across Digital Spaces (3)** Prerequisite: Admission to Teacher Education and the Reading Education Minor.

Pedagogical techniques in reading and writing instruction using Web 2.0 technologies and digital computing devices. Includes 10 hours of field experience. *(Fall, Spring)*

**READ 4161: Assessment, Design, and Implementation of Classroom Reading Instruction. (3)** Prerequisite: Admission to Teacher Education and the Reading Education Minor; READ 3224. Pre- or corequisite: READ 3226 or READ 3255

Techniques for assessing reading development and using assessment data to design and implement responsive reading instruction. Includes a minimum of 10-15 hours of field experience. *(Fall, Spring)*

**READ 4270: Investigating Reading Curriculum: (3)** Prerequisite: Admission to Teacher Education and the Reading Education Minor; READ 3224 and READ 3226

Examination of the current models and theories for teaching reading; the best practices for literacy growth and development; the instructional tools and techniques available to the teacher of literacy; and the materials for use in teaching reading in grades K-8. Emphasis is on teaching through a balanced literacy approach. Includes 10 hours of field experience. *(Fall, Spring)*

**Department of Reading and Elementary Education**  
**Minor in Reading Education**  
**18 credit hours required**  
**College of Education**  
<http://education.uncc.edu/reel>

**Academic Plan of Study**

**Program Summary Information:**

- Declaring the Major: Students applying for admission to the Minor in Reading Education program must have: completed EDUC 2100, An Introduction to Education and Diversity in Schools, and SPED 2100, Introduction to Students with Special Needs, with a grade of C or higher, a GPA of at least 2.5 or higher, passing scores on all three areas of PRAXIS I or approved substitutes from the SAT or ACT, and been admitted into a teacher education program in the College of Education.
- Advising (major): NA
- Advising (minor): Required immediately on admission to the minor and at each registration period by the REEL Advising Center or other departmental representative. Course permits may be required, and these can be obtained through the department.
- Advising (General Education): NA
- Minimum Grades/GPA: overall GPA of 2.5 or higher must be maintained; C or better in all professional education courses; GPA of 2.75 to advance to student teaching; and a minimum of proficient scores for all electronic evidences
- Teacher Licensure: YES, K-12 Reading
- Night Classes Available: NO, some classes are offered at night but the entire minor cannot be completed at night. Additionally, clinical coursework must be completed during the school day.
- Weekend Classes Available: NO
- Other information: N/A
- Contact Person (for advising/new major sign-up): Before admission, advising is conducted by TEAL-R (704-687-8895; [education.uncc.edu/tealr](http://education.uncc.edu/tealr)). After admission to minor, for elementary education majors, advising is conducted by the Elementary Education Advising Center Coordinator (Mrs. Crystal Glover). For all other majors, advising is conducted by Dr. Paola Pilonieta, Undergraduate Reading Coordinator.

**Program Requirements (visual presentation):**

The Reading Education Minor is intended for undergraduate teacher education students who are already pursuing licensure in another discipline (e.g. elementary education, special education, birth-kindergarten, or middle and secondary education). Students applying for admission to the Reading Education Minor program must have: completed EDUC 2100, An Introduction to Education and Diversity in Schools, and SPED 2100, Introduction to Students with Special Needs, with a grade of C or higher, an overall GPA of at least 2.5 or higher, passing scores on all three areas of PRAXIS I or approved substitutes from the SAT or ACT, and been admitted into a teacher education program in the College of Education. The Reading Education minor is *very structured* and involves a total of 18 credit hours, taken over four semesters.

Rev. November 2012

**Professional Education Courses and Required Sequence**

<b>Semester 1</b>	<b>Date:</b>
<b>Explorations of Traditional and New Literacies</b> (choose one)	
<ul style="list-style-type: none"> <li>• ENGL 3103 Children’s Literature</li> <li>• ENGL 2090 Disney and Children’s Literature</li> <li>• ENGL 3102 Literature for Young Children</li> <li>• ENGL 3104 Literature for Adolescents</li> <li>• ENGL 4102 Classics in British Children’s Literature</li> <li>• ENGL 4103 Classics in American Children’s Literature</li> <li>• ENGL 4104 Multiculturalism and Children’s Literature</li> <li>• READ 4205 Reading and Writing Across Digital Spaces (offered in summer only)</li> </ul>	
<b>Semester 2</b>	<b>Date:</b>
<b>Foundations in Reading I</b>	
<ul style="list-style-type: none"> <li>• READ 3224 Teaching Reading to Primary Level Learners</li> </ul>	
<b>Meeting the Needs of Unique Readers</b> (choose one)	
<ul style="list-style-type: none"> <li>• SPED 4275 Teaching Reading to Elementary Learners with Special Needs</li> <li>• SPED 4276 Teaching Reading to Middle and Secondary Learners with Special Needs</li> <li>• TESL 4300 Second Language Development in K-12 Classrooms</li> <li>• TESL 4600 Literacy Development for Second Language Learners.</li> </ul>	
<b>Semester 3</b>	<b>Date:</b>
<b>Foundations in Reading II</b> (choose one)	
<ul style="list-style-type: none"> <li>• READ 3226 Teaching Reading to Intermediate Grade Learners</li> <li>• READ 3255 Integrating Reading and Writing Across Content Areas</li> </ul>	
<b>Data-Driven Decision Making</b>	
<ul style="list-style-type: none"> <li>• READ 4161 Assessment, Design, and Implementation of Classroom Reading               <ul style="list-style-type: none"> <li>○ Instruction Prerequisite – READ 3224, Prerequisite or Corequisite – READ 3226/READ 3255</li> </ul> </li> </ul>	
<b>Semester 4</b>	<b>Date:</b>
<b>Creating a Literate Environment</b>	
<ul style="list-style-type: none"> <li>• Read 4270 Investigating Reading Curriculum: Instructional Approaches, Materials, Methods, and Management               <ul style="list-style-type: none"> <li>○ Prerequisite – READ 3224 and READ 3226/READ 3255</li> </ul> </li> </ul>	

**ADVISING RESOURCES:**

- <http://gened.uncc.edu> is the definitive source for General Education requirements for ALL students
- <http://advising.uncc.edu> is the central University source of information on advising
- <http://catalog.uncc.edu> is the official Undergraduate Catalog
- <http://education.uncc.edu/tealr> is the advising web page for the College of Education (pre-education majors)
- <http://coedpages.uncc.edu/cglove10/ELEDAadvising/> is the advising web page for the College of Education elementary education major
- <http://advisingcenter.uncc.edu> is the web page for the University Advising Center



## Undergraduate Minor in Reading Education Planning Sheet

Department of Reading and Elementary Education  
College of Education, UNC Charlotte

Name \_\_\_\_\_ ID \_\_\_\_\_

Major/Licensure Area \_\_\_\_\_ Major Advisor \_\_\_\_\_

### Pre-Teacher Education Requirements

*Seek advising in the Office of Teacher Education, Advising, Licensure, and Recruiting (TEALR)*

- Grade of C or higher in EDUC 2100 \_\_\_\_\_
- Grade of C or higher in SPED 2100 \_\_\_\_\_
- Passing scores on the PRAXIS I, SAT or ACT \_\_\_\_\_
- Overall GPA of at least 2.5 or higher \_\_\_\_\_

**Admission to Teacher Education is required before being admitted into the Reading Education minor.**

Date admitted into Teacher Education \_\_\_\_\_ GPA on admittance \_\_\_\_\_

### Professional Education Courses and Required Sequence

Semester 1	Date:	Grade
<b>Explorations of Traditional and New Literacies</b> (choose one)		
<ul style="list-style-type: none"> <li>• ENGL 3103 Children’s Literature</li> <li>• ENGL 2090 Disney and Children’s Literature</li> <li>• ENGL 3102 Literature for Young Children</li> <li>• ENGL 3104 Literature for Adolescents</li> <li>• ENGL 4102 Classics in British Children’s Literature</li> <li>• ENGL 4103 Classics in American Children’s Literature</li> <li>• ENGL 4104 Multiculturalism and Children’s Literature</li> <li>• READ 4205 Reading and Writing Across Digital Spaces (offered in summer only)</li> </ul>		
<b>Semester 2</b>		
<b>Foundations in Reading I</b>		
<ul style="list-style-type: none"> <li>• READ 3224 Teaching Reading to Primary Level Learners</li> </ul>		
<b>Meeting the Needs of Unique Readers</b> (choose one)		
<ul style="list-style-type: none"> <li>• SPED 4275 Teaching Reading to Elementary Learners with Special Needs</li> <li>• SPED 4276 Teaching Reading to Middle and Secondary Learners with Special Needs</li> <li>• TESL 4300 Second Language Development in K-12 Classrooms</li> <li>• TESL 4600 Literacy Development for Second Language Learners.</li> </ul>		
<b>Semester 3</b>		
<b>Foundations in Reading II</b> (choose one)		
<ul style="list-style-type: none"> <li>• READ 3226 Teaching Reading to Intermediate Grade Learners</li> <li>• READ 3255 Integrating Reading and Writing Across Content Areas</li> </ul>		
<b>Data-Driven Decision Making</b>		
<ul style="list-style-type: none"> <li>• READ 4161 Assessment, Design, and Implementation of Classroom Reading Instruction                             <ul style="list-style-type: none"> <li>○ Prerequisite – READ 3224, Prerequisite or Corequisite – READ 3226/READ 3255</li> </ul> </li> </ul>		
<b>Semester 4</b>		
<b>Creating a Literate Environment</b>		
<ul style="list-style-type: none"> <li>• Read 4270 Investigating Reading Curriculum: Instructional Approaches, Materials, Methods, and Management                             <ul style="list-style-type: none"> <li>○ Prerequisite – READ 3224 and READ 3226/READ 3255</li> </ul> </li> </ul>		