

# COLLEGE OF EDUCATION

## APPROVALS

---

### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Administrative Assistant to Faculty Governance

DATE: May 6, 2009

RE: Request to renumber MDSK 3469 to MDSK 4469

The request to renumber MDSK 3469 to MDSK 4469 was approved by the Chair of the Undergraduate Course and Curriculum Committee on May 5, 2009. **It is approved for implementation Fall Semester 2009.**

Catalog copy:

### **MDSK ~~3469~~ 4469. Student Teaching/Seminar: K-12 Foreign Language. (15)**

Prerequisite: Approval of an Application for Student Teaching. A planned sequence of experiences in the student's area of language specialization (French, German, or Spanish) conducted in an approved school setting under the supervision and coordination of a University supervisor and a cooperating teacher. Students must demonstrate the competencies identified for their language field in two different grade level settings, initially at the elementary level and subsequently at either the middle or secondary school level. Approximately 35-40 hours per week in an assigned school setting and 10-12 on-campus seminars scheduled throughout the semester. (Fall, Spring)

---

### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Administrative Assistant to Faculty Governance

DATE: March 9, 2009

RE: Request to establish SPED 8675 (Special Education Doctoral Seminar in Applied Behavioral Analysis)

The request to establish SPED 8675 (Special Education Doctoral Seminar in Applied Behavioral Analysis) was approved by the Chair of the Graduate Council on March 3, 2009. **It is approved for implementation First Summer Session 2009.**

Catalog Copy

**SPED 8675. Special Education Doctoral Seminar in Applied Behavioral Analysis. (3)** Advanced study of concepts, principles, and strategies in applied behavioral analysis. Prepares students in the conceptual and technical skills necessary to change socially significant behavior. *(Fall)*

---

### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Administrative Assistant to Faculty Governance

DATE: March 9, 2009

RE: Request to change the title of SPED 8673 to Doctoral Seminar in Diversity and Collaboration

The request to change the title of SPED 8673 to Doctoral Seminar in Diversity and Collaboration was approved by the Chair of the Graduate Council on January 30, 2009. **It is approved for implementation First Summer Session 2009.**

Catalog Copy

**SPED 8673. Doctoral Seminar in ~~Innovation in Special Education~~ Diversity and Collaboration. (3)**  
~~An advanced study of innovation in special education and methods of systems change. Emphasizes~~

~~research on practitioner acceptance and collaboration/consultation skills. Prepares students to conduct program evaluations, data-based school quality enhancement plans, and offer technical assistance to schools, programs, and disability groups.~~ Advanced study of systems change related to educating students with disabilities who are culturally and linguistically diverse including understanding the meaning of diversity, appreciation of cultural values, principles for working with diverse families, and methods for collaboration. Addresses CEC Multicultural Standards and prepares students to develop culturally responsive instruction for schools, community, and college contexts. Enrollment limited to PhD students in Special Education. (Fall)

---

## MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Administrative Assistant to Faculty Governance

DATE: January 30, 2009

RE: Request to establish an Elementary Education Specialization in the Curriculum and Instruction Ph.D. Program

The request to establish an Elementary Education Specialization in the Curriculum and Instruction Ph.D. Program was approved by the Graduate Council on November 18, 2008 and by the Faculty Council on the January 9, 2009 Consent Calendar. **It is approved for implementation First Summer Session, 2009**

Catalog Copy

**Summary.** The Department of Reading and Elementary Education (REEL) proposes to add an Elementary Education specialization to the existing Ph.D. program in Curriculum and Instruction. This would add a fourth specialization to the three current specializations of Literacy Education, Mathematics Education, and Urban Education.

**Proposed Catalog Copy.**

**EDCI 8152. Varieties of Constructivism in Elementary Education. (3)** Examines Piaget's constructivism and various strands of constructivism that have arisen in the latter half of the 20<sup>th</sup> century. (*Alternate years*)

**EDCI 8153. Pro-seminar in Elementary Education. (3)** Introduces candidates to elementary education faculty and their research programs to allow doctoral students to connect early in their program with faculty who will chair or serve on their committees. (*Fall*)

**EDCI 8154. History of Education in America. (3)** In-depth study of the philosophic and historical events influencing the development of the contemporary school. Literature related to trends in curriculum, instruction, social justice, and school configuration will be emphasized. (*Spring*)

**EDCI 8155. Using Process and Outcome Data to Drive Continuous School Improvement. (3)** Prerequisite: RSCH 8110. Consideration and study of how successful elementary schools collect and use data to drive their reform activities, with a focus on providing culturally and individually responsive instructional programs. (*Alternate years*)

**EDCI 8156. Critical Issues in Elementary School Professional Development and Teacher Learning. (3)** Foundations of professional development, opportunities for teacher learning to improve practices in curriculum development, instructional leadership, and classroom management, and an understanding of the influence of socially responsive professional development in urban elementary schools. (*Alternate years*)

**EDCI 8157. Analysis of Inquiry Teaching and Learning in Elementary Schools. (3)** Prerequisite: RSCH 8111. Focus on topics associated with inquiry teaching and learning in an elementary school setting including historical background; underlying theoretical and philosophical frameworks; models of inquiry instruction; and curricular implications. (*Alternate years*)

**EDCI 8650. Critical Readings in Elementary Education Research. (3)** Critical review, analysis, and synthesis of current and historical literature having special significance for elementary education, with specific focus on research related to educational theory and practice and their implications for teaching at the elementary level. (*Alternate years*)

**EDCI 8850. Independent Study in Elementary Education. (3)**

Prerequisite: Permission of the student's advisor. Independent study of an elementary education problem or issue under the supervision of an appropriate faculty member. May be repeated for credit. (*On demand*)

---

**MEMORANDUM**

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Administrative Assistant to Faculty Governance

DATE: January 30, 2009

RE: Request to establish RSCH 8150: Structural Equation Modeling

The request to establish RSCH 8150: Structural Equation Modeling was approved by the Graduate Council on November 11, 2008 and by the Faculty Council on the January 9, 2009 Consent Calendar. **It is approved for implementation First Summer Session, 2009**

Catalog Copy

**RSCH 8150. Structural Equation Modeling. (3)** Prerequisite: RSCH 8110, 8120 or equivalent. This course is designed to apply general statistical modeling techniques to establish relationships among variables. Topics include regression models, path analysis models, exploratory and confirmatory factor analyses, latent variables, basic steps in structural equation modeling, multiple indicators and multiple causes (MIMIC) model, multi-group model, multilevel model, mixture model, structured mean model, second order factor model, latent variable growth model, and dynamic factor model. The course will be offered once a year

---

**MEMORANDUM**

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Administrative Assistant to Faculty Governance

DATE: January 6, 2009

RE: Request to clarify the prerequisites for the following RSCH courses: RSCH 6109, 6110, 6120, 7112/8112, 7140/8140, 8110, and 8120

The request to clarify the prerequisites for the following RSCH courses: RSCH 6109, 6110, 6120, 7112/8112, 7140/8140, 8110, and 8120 was approved by the chair of the Graduate Council on December 8, 2008. **It is approved for implementation First Summer Session, 2009**

The prerequisites are:

**RSCH 6109.** Assessment and Evaluation Methods. (3) Prerequisite: RSCH 6101 or equivalent

**RSCH 6110.** Descriptive and Inferential Statistics. (3) Prerequisite: RSCH 6101 or equivalent

**RSCH 6120.** Advanced Statistics. (3) Prerequisites: RSCH 6101 and RSCH 6110 or equivalent

**RSCH 7112/8112.** Survey Research Methods. (3) Prerequisite: RSCH 8210 or equivalent

**RSCH 7140/8140.** Multivariate Statistics. (3) Prerequisites: RSCH 8210, RSCH 8110, and RSCH 8120 or equivalent

**RSCH 8110.** Descriptive and Inferential Statistics. (3) Prerequisite: RSCH 8210 or equivalent

**RSCH 8120.** Advanced Statistics. (3) Prerequisites: RSCH 8210 and RSCH 8110 or equivalent

---

**MEMORANDUM**

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: November 21, 2008

RE: Request to change the prefix of FORL 5200 & FORL 4201 to MDSK 5200 & MDSK 5201

The request to change the prefix of FORL 5200 & FORL 4201 to MDSK 5200 & MDSK 5201 was approved by the Chair of the Graduate Council on November 10, 2008 for implementation First Summer Session 2009.

Catalog Copy:

**FORL MDSK 5200. Secondary Methods – Foreign Languages. (3)** Prerequisite: Admission to the Graduate Certificate in Teaching or the Master of Arts in Teaching ~~Post-baccalaureate status, B.A. in French, German or Spanish, or~~ and permission of the Department. Current trends and practices in teaching foreign and second languages in ~~the middle school and~~ high school, with emphasis on practical applications. Addresses state mandated competencies. Required for licensure in the teaching of ~~foreign language and recommended for licensure in teaching English as a Second Language~~ French, German, or Spanish (K-12). ~~(Fall)~~*(On demand)*

**FORL MDSK 5201. ~~Foreign Languages in the Elementary School Methods~~ Elementary Methods – Foreign Languages. (3)** Admission to the Graduate Certificate in Teaching or the Master of Arts in Teaching ~~Post-baccalaureate status, B.A. in French, German or Spanish, or~~ and permission of the Department. Current trends and practices in teaching foreign and second languages in the elementary school ~~and the middle school~~ (K-8), with emphasis on practical applications. Addresses state mandated competencies. Required for licensure in the teaching of ~~foreign language and recommended for licensure in teaching English as a Second Language~~ French, German, or Spanish (K-12). ~~(Spring)~~*(On demand)*

---

**MEMORANDUM**

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: October 27, 2008

RE: Request to change course names, course numbers, prerequisites, text and semesters offered for CSLG 7142/8142, 7143/8143, and 7644/8644

The request to change course names, course numbers, prerequisites, text and semesters offered for CSLG 7142/8142, 7143/8143, and 7644/8644 was approved by the Chair of the Graduate Council on October 8, 2008 for implementation Spring Semester 2009.

Catalog Copy:

**CSLG 7142/8142. Introduction to Play Therapy. (3)** ~~Examination of concepts of play therapy and the means for establishing~~ Enhancing the counseling relationship with children by using play media to establish facilitative relationships with children under the age of ten years. (*Spring, Summer*)

**CSLG 7143/8143. ~~Advanced Play Therapy: Extending the Skills~~ Filial Therapy. (3)** Prerequisite: CSLG 7142. This advanced level play therapy course focuses on concepts and skills for training parents/~~caretakers~~/teachers to be therapeutic agents in their children's lives through the utilization of ~~child centered~~ play therapy skills in regularly scheduled structured play sessions with children. (*Alternate fall semesters*)

**CSLG ~~7644/8644~~ 7144/8144. Theory and Practice of Play Therapy. (3)** Prerequisite: CSLG 7142. An advanced exploration of fundamental issues involved in play therapy, this seminar course will focus on an in-depth study of various theoretical approaches, ~~modalities, techniques, and applications of underlying the practice of~~ play therapy. Historical and theoretical foundations of play therapy are presented as are current issues in providing appropriate counseling services to children aged ~~two~~ three to ten years old. (*On-demand Alternate fall semesters*)

---

#### MEMORANDUM

TO: Dean Nancy Gutierrez, College of Liberal Arts & Sciences

Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: September 23, 2008

RE: Request to change the prefix from FORL to MDSK for FORL 4200 & 4201



The request to change the prefix from FORL to MDSK for FORL 4200 & 4201 was approved by the Chair of the Undergraduate Course and Curriculum Committee on September 11, 2008 for implementation Spring Semester 2009.

Catalog Copy:

**MDSK 4200. Secondary Methods – Foreign Languages. (3)** Prerequisite: Completion of at least two 3000-level courses or equivalent in the target language, or permission of the Department. Current trends and practices in teaching foreign and second languages in the high school, with emphasis on practical applications. Addresses state-mandated competencies. Required for licensure in the teaching of French, German, or Spanish (K-12). (*Fall*) (*Evenings*)

**MDSK 4201. Elementary Methods – Foreign Languages. (3)** Prerequisite: Completion of at least two 3000-level courses or equivalent in the target language, or permission of the Department. Current trends and practices in teaching foreign and second languages in the elementary school and middle school (K-8), with emphasis on practical applications. Addresses state-mandated competencies. Required for licensure in the teaching of French, German, or Spanish (K-12). (*Spring*) (*Evenings*)

---

## MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: August 28, 2008

RE: Request to change the wording of the catalog description for ADMN 6601 from, “May be repeated for credit with departmental approval,” to “May be repeated for credit.”

The request to change the wording of the catalog description for ADMN 6601 from, “May be repeated for credit with departmental approval,” to “May be repeated for credit” was approved by the Chair of the Graduate Council on August 21, 2008 for implementation retroactive to Spring Semester 2008.

Catalog Copy:

**ADMN 6601. Seminar in Administration and Supervision. (1-3)**

Prerequisite: Permission of the department. Examination of selected areas of interest in educational administration and supervision. May be repeated for credit ~~with departmental approval.~~

---

**MEMORANDUM**

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: August 26, 2008

RE: Request to establish EDUC 3789 (Seminar: Honors in Education) and EDUC 3790 (Honors Thesis in Education)

The request to EDUC 3789 (Seminar: Honors in Education) and EDUC 3790 (Honors Thesis in Education) was approved by the Chair of the Undergraduate Course and Curriculum Committee on August 22, 2008 for implementation Spring Semester 2009.

Catalog Copy:

**EDUC 3789. Seminar: Honors in Education. (3)** Prerequisite: admission to the Honors in Education program. The seminar prepares honors students for a successful thesis by introducing them to the Honors in Education program and by helping them identify an appropriate committee chair and reader. The seminar also covers guidelines for preparing a thesis and appropriate thesis designs and themes. The course culminates in the presentation and defense of an acceptable honors proposal. *(Spring)*

**EDUC 3790. Honors Thesis in Education. (3)** Prerequisite: completion of EDUC 3789 with a grade of "C" or better. In this course honors students conduct their research and data analysis, and they write and defend their thesis before their honors

committee. A grade of "A" is required for honors recognition from UNC Charlotte. The thesis must be approved and substantially completed (only minor, editorial revisions remain) prior to the student teaching seminar. *(Fall)*

---

## MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: June 17, 2008

RE: Request to revise course number, title, and catalog copy for MDSK 6161

The request to revise course number, title, and catalog copy for MDSK 6161 was approved by the Chair of the Graduate Council on June 10, 2008 for implementation Spring Semester 2009.

### Catalog Copy:

**MDSK ~~6161~~ 6470. ~~Research and Analysis of K-12 Teaching~~ Graduate Student Teaching and Internship. (3)** Prerequisite: completion of all coursework required for the "A" license ~~completion of an application for the course by the established deadline, and department approval of the department. Concepts, methods, and practices used by effective teachers in their daily classroom routines, including systematic observation skills, interpretation of observation data, and application of research-based findings.~~ Requires a full-time, ~~semester-long 10 to 15 week internship~~ graduate student teaching experience of teaching ~~(lateral entry employment or placement with a licensed teacher)~~ in the appropriate area of ~~for which you are seeking~~ licensure. Includes formal observations in the intern's classroom by university faculty and/or school-based supervisors. ~~Includes seminars.~~ *Application required.*

---

## MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance  
DATE: May 22, 2008  
RE: Request to establish CSLG 6153 to Replace PSYC 6153

The request to establish CSLG 6153 to Replace PSYC 6153 was approved by the Graduate Council on May 7, 2008 and by the Faculty Council on May 22, 2008 for implementation Spring Semester 2009.

Catalog Copy:

**CSLG 6153. Diagnosis and Treatment in Counseling. (3)** Prerequisite: Graduate status in MA program in Counseling. Focus is on development of diagnostic skills using the *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR)* multi-axial classification system for mental and emotional disorders. The course provides an overview of theory, research, and practice related to diagnosis and treatment. Diagnostic criteria will be studied with a sensitivity to cultural and ethnic issues. (*Spring, Summer*)

**CSLG 8153. Diagnosis and Treatment in Counseling. (3)** Graduate status in Ph.D. program in Counseling. Focus is on development of diagnostic skills using the *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR)* multi-axial classification system for mental and emotional disorders. The course provides an overview of theory, research, and practice related to diagnosis and treatment. Diagnostic criteria will be studied with a sensitivity to cultural and ethnic issues. (*Spring, Summer*)

---

**MEMORANDUM**

TO: Dean Mary Lynne Calhoun, College of Education  
FROM: Julie Putnam, Secretary to Faculty Governance  
DATE: May 14, 2008

RE: Request to change EDCI 8999 (Dissertation Research) to Pass/Fail grading

The request to change EDCI 8999 (Dissertation Research) to Pass/Fail grading was approved by the Chair of the Graduate Council on May 11, 2008 for implementation Spring Semester 2009.

Catalog Copy:

**EDCI 8999. Dissertation Research. (3)** Prerequisite: Committee approval of the dissertation proposal. Execution of original research study that addresses the solution to an urban educational problem in curriculum, teaching, learning, or leadership. **Pass/Fail.** (May be repeated for credit.) (*Fall, Spring, Summer*)

---

#### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: February 27, 2008

RE: Request to establish EDCI 8312: Urban Schooling, Curriculum, and Pedagogy and EDCI 8314: Urban Educational Reform

The request to establish EDCI 8312: Urban Schooling, Curriculum, and Pedagogy and EDCI 8314: Urban Educational Reform was approved by the Graduate Council on February 5, 2008 and by the Faculty Council on the February 8, 2008 Consent Calendar for implementation Fall Semester 2008.

Catalog Copy:

**EDCI 8312. Urban Schooling, Curriculum, and Pedagogy. (3)** At the heart of 'Urban Schooling' are curriculum and pedagogy. This course explores the literature on successful teachers, principals, and educational reformers who have developed curriculum and/or pedagogy that have proven effective in urban schools. It critically examines current practices such as managed curriculum and teaching to the test in urban classrooms and proposes education for democracy, that is culturally relevant and emancipatory. *(Spring)*

**EDCI 8314. Urban Educational Reform. (3)** This course will explore the educational reform movements since 1954, the landmark Brown v. Board of Education Supreme Court case. The major focus will be on the current federal legislation, No Child Left Behind, as well as state and local reform as they impact urban schooling.

---

### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: February 20, 2008

RE: Request to reinstate MDSK 3150 (with a revised title)

The request to reinstate MDSK 3150 (with a revised title) was approved by the Chair of the Undergraduate Course and Curriculum Committee on February 19, 2008 for implementation Fall Semester 2008.

Catalog Copy:

**MDSK 3150. Research and Analysis of Teaching Middle School Learners. (3)**  
**(W)** Should be taken in the semester prior to student teaching. Concepts, methods, and practices used by effective teachers in their daily classroom routines, including systematic observation skills, interpretation of observation data, and application of research-based findings. Includes 20 hours of field experiences. *(Fall, Spring)*

---

## MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: January 29, 2008

RE: Request to make changes to the courses in the Ph.D. in Special Education

The request to make changes to the courses in the Ph.D. in Special Education was approved by the Chair of the Graduate Council on January 22, 2008 for implementation Fall Semester 2008.

### Catalog Copy:

**SPED 8474. Supervision of Student Teachers in Special Education. (5) (3)** An internship experience. The course includes seminar sessions and concentrated practice in supervision of special education student teachers under direct faculty supervision. *(Spring)*

**SPED 8699. Dissertation Proposal Seminar in Special Education. (3)** (2) Identification and definition of a research area and development of a proposal draft for an original research study appropriate for dissertation requirement. *(Summer)*

**SPED 8999. Dissertation Credits. (3, 6, or 9)** Development, implementation, and evaluation of an original research study that addresses the needs of exceptional learners. *(Fall, Spring, Summer)*

---

## MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: January 29, 2008

RE: Request to establish a Comprehensive Secondary Social Studies Licensure (9-12) track for Geography majors (BA)

The request to establish a Comprehensive Secondary Social Studies Licensure (9-12) track for Geography majors (BA) was approved by the Chair of the Undergraduate Course and Curriculum Committee on January 9, 2008 for implementation Fall Semester 2008.

Catalog Copy:

### **MINOR IN SECONDARY EDUCATION**

A minor in Secondary Education requires 33 hours, including a 3-hour introductory course and 15 hours for the student teaching semester. Students wishing to minor in Secondary Education 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 and Licensure (TEAL) in the College of Education. The criteria for admission include 45 earned credit hours, a GPA of 2.5 or higher, a major in a subject area for which there is teacher licensure (English, math, biology, chemistry, earth sciences, physics, history, and geography), a grade of C or better in MDSK 2100, passing scores on the SAT, ACT, or Praxis I tests, and the recommendation of their major advisor. After admission to the minor, advising is offered through the Department of Middle, Secondary, and K-12 Education in collaboration with advising in the student's major department. The minor is designed to be coordinated with junior and senior level coursework in the major, with the final semester being full-time student teaching. Successful completion of the minor will lead to a recommendation for the initial teaching license in the high school subject area associated with the student's major.

### **LICENSURE IN SECONDARY EDUCATION:**

### **BACHELOR OF ARTS OR BACHELOR OF SCIENCE**

*Coordinator:* Tina Heafner



The undergraduate program in Secondary Education qualifies graduates for an entry-level (Standard Professional I) license to teach in one of the following subject areas in grades 9-12: English, History, Comprehensive Social Studies, Mathematics, Biology, Chemistry, Earth Sciences, Physics, or Comprehensive Science. Students major in an appropriate Arts and Sciences discipline, complete a three semester sequence of courses which includes a yearlong internship incorporating student teaching. The Comprehensive Social Studies license builds on a major in History [or Geography](#); the Comprehensive Science license builds on a major in one of the Sciences listed above.

## **College of Arts and Sciences**

### **Department of Geography and Earth Sciences**

#### **Geography**

#### **Catalog Copy:**

### **BACHELOR OF ARTS IN GEOGRAPHY**

A major leading to a B.A. degree consists of 29 hours in geography and earth sciences and will include GEOG 1101, 1105, 2100, 2101, 2110 and ESCI 1101 with the lab. Except for required courses, all work offered for the major must be numbered 2100 or above. Students are encouraged to take additional coursework in related disciplines or to select a second major. Consult the Department of Geography and Earth Sciences for a suggested schedule to complete the B.A. degree with a major in Geography.

### **TEACHER LICENSURE**

The department, in collaboration with the College of Education and the Department of Middle, Secondary, and K-12 Education, offers a program of geography and professional education courses to prepare students for a North Carolina (9-12) teaching license. Students interested in teaching social studies in the public schools should declare this interest during the first semester of the sophomore year to obtain appropriate advising and prepare for formal admission to the Minor in Secondary Education. Students should contact the advisor for teacher education within the Department, as well as the Office of Teacher Education Advising and Licensure in the College of Education, for information about the requirements for admission to teacher education, coursework, and the culminating student teaching experience. Additional information about teacher education may be found in the [College of Education](#) section of this *Catalog*.

Students seeking teacher licensure in Comprehensive Social Studies must complete the requirements for the BA in Geography, including seventeen hours in required

coursework and 12 elective hours. Licensure in Comprehensive Social Studies requires an additional 18 hours consisting of: HIST 1160 and 1161, HIST 1121, HIST 2000 or above (one Topics Course: Africa, Asia, or Latin America), POLS 1110 and POLS 1130 or POLS 1150.

In addition to requirements set by the College of Education, students must have earned a GPA of 2.5 or better in all social studies classes for admission to student teaching and ultimately for licensure.

**Proposed Program of Study:**

**Comprehensive Secondary Social Studies Licensure Track for UNC Charlotte Undergraduate Geography Majors (BA in Geography)**

**BA in Geography**

- Requires 29 hours
  - 17 hours required coursework
  - 12 elective hours

**Additional 18 hours in history and political science required for social studies licensure; Minor in History is recommended.**

**Required Geography Courses for Degree with Secondary Social Studies Licensure**

17 Required Hours for BA in Geography		
Required Geography Courses	Course Title	Credit Hours
GEOG 1101 or LBST 2102* (Geography)	World Regional Geography  or  Global and Intercultural Connections	3
GEOG 1105*	The Location of Human Activity	3

GEOG 2103	Elements of GIScience and Technologies	4
GEOG 2110	Introduction to Geographic Research	3
ESCI 1101*	Earth Science – Geography	3
ESCI 1101*	Earth Sciences/Geography Laboratory	1
<b>12 Elective Hours for BA in Geography</b>		
<b>Required Geography Electives for Social Studies Licensure</b>	<b>Course Title</b>	<b>Credit Hours</b>
GEOG 2105  or  GEOG 3105	Introduction to Economic Geography or Geography of the Global Economy	3
GEOG 2165	Patterns of World Urbanization	3
GEOG 3110	Urban Political Geography	3
<b>Required Geography Elective for Social Studies Licensure  (Choose 1 of 4)</b>	<b>Course Title</b>	<b>Credit Hours</b>
GEOG 2140	Geography of North Carolina	3
GEOG 2160	The South	3
GEOG 3265	Behavioral Geography	3
GEOG 4310	Urban Social Geography	3

*\*Denotes courses that satisfy GenEd requirements.*

**Additional History/Political Science Coursework Required for Comprehensive Social Studies Licensure\*\***

<b>Required History and Political Science Courses</b>	<b>Course Title</b>	<b>Credit Hours</b>
HIST 1160	US History I	3
HIST 1161	US History II	3
HIST 1121	European History since 1660	3
HIST 2000 or above	Topics course in 1 of 3 areas:  Africa, Asia or Latin America	3
POLS 1110	Introduction to American Government	3

POLS 1130	Introduction to Comparative Politics	3
or	or	
POLS 1150	Introduction to International Politics	

*\*Denotes courses that satisfy GenEd requirements.*

*\*\*Students seeking secondary social studies licensure are strongly urged to take 2 additional topics courses in History at the 3000 or 4000 level to complete a minor in History. Recommended courses include non-western world history topics as well as U.S. History topics courses.*

### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: January 28, 2008

RE: Request to designate courses as “May be Repeated for Credit”

The request to designate courses as “May be Repeated for Credit” was approved by the Chair of the Graduate Council on January 4, 2008 for implementation Fall Semester 2008.

Catalog Copy:

**Please allow the following courses to be repeated for credit:**

- EDCI 8004 Topics in Analysis (3)
- EDCI 8008 Topics in Geometry and Topology (3)
- EDCI 8114 Advanced Topics in Mathematics Education (3)
- EDCI 8020 Topics in English Education (3)
- EDCI 8040 Topics in Reading Education (3)

- EDCI 8070 Topics in Urban Educational Research (3)
- EDCI 8070 Topics in Urban Educational Leadership (3)
- EDCI 8075 Topics in Urban-Regional Education (3)
- EDCI 8699 Dissertation Proposal Seminar (3)
- EDCI 8999 Dissertation Research (3)
- EDCI 8880 Independent Study in Urban Education (3)
- EDCI 8840 Independent Study in Reading, Language, and Literacy (3)

---

### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: January 28, 2008

RE: Request to combine number of credit hours for TESL 6691

The request to combine number of credit hours for TESL 6691 was approved by the Chair of the Graduate Council on January 4, 2008 for implementation Fall Semester 2008.

Catalog Copy:

**TESL 6691. Seminar in Professional Development. (3)** Seminar focused on self-direction and professional development of English as Second Language Specialists (ESL), with an increasing emphasis on becoming instructional leaders, as students plan to meet their own learning needs in instructional expertise; expand their awareness of the role of the ESL specialist; plan their program; use technology in presentations; and develop their Master's Research Project or Comprehensive Portfolio.

---

**MEMORANDUM**

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Program Assistant to Faculty Governance

DATE: November 9, 2007

RE: Request to approve MDSK 3150 (Research and Analysis of Teaching Middle and Secondary School Learners) as a "W" course

The request to approve MDSK 3150 (Research and Analysis of Teaching Middle and Secondary School Learners) as a "W" course was approved by the Dean of the University College (Dr. John Smail) and Senior Associate Provost of Academic Affairs (Dr. Wayne Walcott) on November 9, 2007. It is approved for implementation Spring Semester 2008.

---

**MEMORANDUM**

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: October 10, 2007

RE: Request to establish MDSK 6464 (Primary and Secondary Source Analysis)

The request to establish MDSK 6464 (Primary and Secondary Source Analysis) was approved by the Graduate Council on September 18, 2007 and by the Faculty Council on the September 26, 2007 Consent Calendar for implementation Spring Semester 2008.

Catalog Copy:

**MDSK 6464. Primary and Secondary Source Analysis. (3)** This course is a 3-hour advanced content course for middle and secondary social studies teachers seeking advanced social studies licensure. The course provides a focused study of primary and secondary sources that effectively support middle and secondary student understanding of social studies content. Emphases include increased content knowledge of social studies, extensive content research and reading, development of content resources, application of advanced instructional methods through the integration of content resources to support student learning of social studies content, and experience in curriculum evaluation.

---

#### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: September 14, 2007

RE: Request to revise ELED 6691 to Pass/No Credit

The request to revise ELED 6691 to Pass/No Credit was approved by the Chair of the Graduate Council on August 9, 2007 for implementation Spring Semester 2008.

Catalog Copy:

**ELED 6691. Seminar in Professional and Leadership Development. (1)** Seminar focused on the self-direction and collaboration of teachers as they design, develop, and present their individual program plans, ~~their basic program portfolio~~, and their capstone experience of the Master's Research Project or the Comprehensive Portfolio. [Pass/No Credit grading only](#). (May be repeated once per program phase, for a total of 3 credit hours.) *(Fall, Spring)*

---

#### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: August 3, 2007

RE: Request to repeat CSLG 7435 for credit

The request to repeat CSLG 7435 for credit was approved by the Chair of the Graduate Council on July 27, 2007 for implementation Spring Semester 2008.

Catalog Copy:

**CSLG 7435. Internship in Counseling. (3)** Prerequisite: CSLG 7430 and 7142 if working in an elementary school setting. Students will participate in delivering counseling services in a field setting and receive supervision of their work in weekly seminars. A minimum of 20 hours per week in field placement. Offered on a pass/no credit basis. **May be repeated for credit.** (*Fall, Spring*)

---

#### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: July 6, 2007

RE: Request to edit credit hours for ADMN 6410 and ADMN 6420

The request to edit credit hours for ADMN 6410 and ADMN 6420 was approved by the Chair of the Graduate Council on June 27, 2007 for implementation Fall Semester 2007.

Catalog Copy:



ADMN 6410. Internship and Seminar, Part 1 ( 3 1-9)

ADMN 6420. Internship and Seminar, Part II ( 3 1-9)

---

### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: June 8, 2007

RE: Request to establish EDCI 8182, 8184, 8186, 8300, 8310, 8311, 8320, & 8330

The request to establish EDCI 8182, 8184, 8186, 8300, 8310, 8311, 8320, & 8330 was approved by the Graduate Council on May 16, 2007 and by the Faculty Council on the May 25, 2007 Consent Calendar for implementation Spring Semester 2008.

#### Catalog Copy:

**EDCI 8182. Power, Privilege and Education. (3)** This course addresses the critical interconnections of race, class, gender, sexuality and power and privilege in education and beyond. It investigates how these intersections influence individual and group level outcomes. The course decodes issues of power and privilege in schools and society, and explores how this awareness can help create an entirely new social landscape. *(Fall)*

**EDCI 8184. Social Theory and Education. (3)** This course provides an overview of classical and contemporary developments and debates in social theory, as well as their influences in educational research. It emphasizes the principles and processes of theory development and the application of theory in research. The course seeks to enhance understanding of theoretical models and analyses and how they form social lens for the examination of school processes. *(Spring)*

**EDCI 8186. Globalization, Urbanization, and Urban Schools.** This course explores globalization locally and internationally, with special emphasis on how global development processes are affecting urban communities and urban schools. The course explores issues of global governance, global inequality, low-wage economics, and the transnationalization of the globe. It investigates conceptual and theoretical issues underlying globalization, and their impacts on the production of knowledge, educational policy, and school curricula. *(Fall, Every other year)*

**EDCI 8300. Social Stratification and Urban Schools and Communities.**

**(3)** Prerequisite: EDCI 8184. This course investigates social stratification in schools and society. It uses school-society integration framework to explore socially reproducing aspects of the social and economic systems. Through examination of current and past patterns of social organizations and power structures, it produces knowledge about education and mobility opportunities. The course emphasizes the socioeconomic implications of school stratification and how this impacts students' life chances. *(Fall or Spring)*

**EDCI 8310. Transformative Black Education. (3)** This course is designed to engage students in an in-depth study of the philosophical, psychological, cultural and historical bases for Black education and the theoretical perspectives underlying a transformative approach to the education of students of African descent in America. The issues covered will include the education debt, resilience, psychological effects of racism, education in the Diaspora, African-centered education, culturally nurturing curriculum and pedagogy, and African students in America. *(Fall)*

**EDCI 8311. Critical Readings in Urban Education**

**Research. (3)** Prerequisites: RSCH 8111 and RSCH 8121. This course is designed to further students' understanding and practice of Urban Education research studies conducted primarily through qualitative research. The methods presented and the studies covered will be of particular importance to anyone conducting qualitative research in urban schools and communities. One critical component of this course is the study of a variety of standpoints and anti-racist methodologies in Urban Education. *(Upon sufficient enrollment)*

**EDCI 8320. Social Deviance, Delinquency and Education. (3)** This course critically examines social deviance and delinquency and their influence on education and

beyond. It examines how violence against children is sustained through public policies and social structures and institutions. It explores contemporary forms of deviance, and how they affect student outcomes. Particular consideration is given to the causes of crime, as well as the punishment and treatment of offenders. In addition, special attention is given to deterrence and crime prevention. *(Spring or Summer)*

**EDCI 8330. History of Urbanization and Its Impact on Schooling. (3)** This course focuses on a historical contextualization of urban developments and their impacts on schools. It examines the American educational system as it relates to politics, economic, cultural practices and public policies. The course explores the shift in the American educational system from rural to urban schools, and it investigates how urbanization shaped schools and created the framework for current issues in urban schools. The course concludes with an analysis of urbanization in Charlotte, North Carolina and how Charlotte schools have been impacted. *(Fall or Spring, every other year)*

---

## MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: June 8, 2007

RE: Request to establish a Graduate Certificate in Instructional Systems Technology

The request to establish a Graduate Certificate in Instructional Systems Technology was approved by the Graduate Council on May 16, 2007 and by the Faculty Council on the May 25, 2007 Consent Calendar for implementation Spring Semester 2008.

### Catalog Copy:

The Graduate Certificate in Instructional Systems Technology is designed for school system personnel who currently hold a valid "A" or "M" level teaching license and who are seeking the Special Endorsement in Computer Education by the North Carolina Department of Public Instruction.

Others seeking the graduate certificate would include non-school personnel who are working in the area of Training and Development. These professionals in training and development would receive the

Graduate Certificate only (i.e., without the Special Endorsement in Computer Education by the North Carolina Department of Public Instruction).

The Graduate Certificate program requires admission through the Graduate School with completed applications filed no later than June 30<sup>th</sup> of each year for admission during the fall semester of that year.

**1. Program Description** – requirements for completion of the program.

EIST 5100 Computer Applications in Education (3)

EIST 6100 Readings in Instructional Systems Technology (3)

EIST 6110 Instructional Design (3)

EDUC 6135 Learning, Media, Resources and Technology (3)

EIST 6120 Current Trends in Instructional System Technology (3)

EIST 6130 Instructional Development - Part I (3)

**2. Admission Requirements Admission Criteria include:**

(These are the same admission requirements used for the Master of Education Degree Program in Instructional Systems Technology and will allow the candidate to move into the Masters' Degree program after successful completion of the Graduate Certificate if desired.)

- B.A. or B.S. degree in an appropriate field of study from a nationally and regionally accredited institution
- An overall undergraduate GPA of 2.50 or better
- An undergraduate GPA of 2.75 or higher for the last two years of coursework
- Acceptable GRE or MAT scores that meet or exceed the 45<sup>th</sup> percentile
- Three recommendations from professionals in the field who are able to judge the quality of the applicant as a future student in the degree program
- A valid North Carolina teachers license (For those seeking the 079 license)
- Evidence of strong written and oral communication skills
- A minimum of 2 to 3 years teaching or other professional experience for those seeking admission to the program to gain the 079 license

**Documents reviewed in the admissions process:**

- Undergraduate transcripts
- GRE or MAT scores
- Letters of recommendation
- Written statement of future goals
- A written statement explaining how the candidate will help the College reach its Diversity Goal
- Copies of North Carolina teaching license

- Interview with the Instructional Systems Technology program faculty

(The assessment is holistic in that the above components all have the same weight and help to determine rankings of candidates for possible admission. Admission is competitive.)

**Instructional Systems Technology Statement of Purpose Guidelines:**

Write a narrative essay of no more than 750 words, 12 point font and double-spaced, that responds to the following prompts:

- How will this program help you to achieve your professional goals?
- What skills and knowledge do you hope to acquire and what dispositions do you hope to develop as a result of this program?
- Characterize what you would contribute to the collective learning experiences of your cohort.

Develop your narrative so that it clearly responds to the prompts and provides the reader with definitive, coherent, and thoughtful expression.

<b>Standard</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
Format	Did not follow the prescribed format	Follows the prescribed format in most instances.	Consistently follows prescribed format.
Quality of Content	Response shows limited or no connection to the given prompts.	Response specifically and coherently addresses the given prompts.	Response is specific, coherent, and includes theory and/or research to support ideas.
Mechanics	Response has numerous mechanical and/or grammatical errors.	Response has very few mechanical and/or grammatical errors	Response has no mechanical and/or grammatical errors.

**MEMORANDUM**

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: June 7, 2007

RE: Request to establish a minor in secondary education; establish 3 new courses (MDSK 2100, EDUC 4291, & SECD 4140); change the title & course # for MDSK 3150; change credit hours for SECD 444x; change title for EDUC 4290

The request to establish a minor in secondary education; establish 3 new courses (MDSK 2100, EDUC 4291, & SECD 4140); change the title & course # for MDSK 3150; change credit hours for DECD 444x; change title for EDUC 4290 was approved by the Chair of the Undergraduate Course and Curriculum Committee on June 6, 2007 for implementation Spring Semester 2008.

### Catalog Copy:

A minor in Secondary Education requires 33 hours, including a 3-hour introductory course and 15 hours for the student teaching semester. Students wishing to minor in Secondary Education 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 and Licensure (TEAL) in the College of Education. The criteria for admission include 45 earned credit hours, a GPA of 2.5 or higher, a major in a subject area for which there is teacher licensure (English, math, biology, chemistry, earth sciences, physics, history, and geography), a grade of C or better in MDSK 2100, passing scores on the SAT, ACT, or Praxis I tests, and the recommendation of their major advisor. After admission to the minor, advising is offered through the Department of Middle, Secondary, and K-12 Education in collaboration with advising in the student's major department. The minor is designed to be coordinated with junior and senior level coursework in the major, with the final semester being full-time student teaching. Successful completion of the minor will lead to a recommendation for the initial teaching license in the high school subject area associated with the student's major.

### **New courses:**

**MDSK 2100. Diversity and Inclusion in Secondary Schools. (3)** Introduction to the contexts, challenges, and changes in U.S. secondary education; emphasis on diversity in student populations including special needs students; examination of diversity in schools, including school organizations, approaches to teaching, purposes and expectations for public education, and communities. 10 hours of observations and participation in school settings required. *(Fall, Spring, Summer)*

**EDUC 4291. Modifying Instruction for Learners with Diverse Needs in Middle/Secondary Schools. (3)** Prerequisites: MDSK 2100, MDSK 3151, and SECD 4140. Corequisites: READ 3255 and one of the following: MDSK 4251, MDSK 4253, ENGL 4254, or MAED 4252. Strategies for adapting standard instruction to meet the

learning needs of all members of middle or secondary classrooms, including students at risk for school failure, individuals from culturally and linguistically diverse backgrounds, gifted learners, and students with disabilities. *(Fall, Spring, Summer)*

**SECD 4140. Adolescence and Secondary Schools. (3)** Prerequisites: MDSK 2100 and admission to teacher education. Corequisite: MDSK 3151. overview of secondary education, including the foundational components and instructional programs appropriate for contemporary adolescents in a diverse U.S. society.

**Revised courses:**

**MDSK ~~3150~~ 4150. ~~Research and Analysis of Teaching Middle and Secondary School Learners~~ Assessment, Reflection, and Management Practices. (3)** Corequisite: SECD 4451, 4452, 4453, or 4454. Concepts, methods, and practices used by effective teachers in their daily classroom routine, including assessment, reflection, classroom and behavior management. Course may be taught on site at a Professional Development School. Includes 30-hours of field experience.

**SECD ~~4444~~ 4451. Student Teaching/Seminar: 9-12 Secondary English. (~~15~~) (12)** (O) Prerequisite: Departmental permission for admission to student teaching. Corequisite: MDSK 4150. A planned sequence of experiences in the student's area of specialization conducted in an approved school setting under the supervision and coordination of a university supervisor and a cooperating teacher. During student teaching the student must demonstrate the competencies identified for his/her specific teaching field in an appropriate grade level setting. Approximately 35-40 hours per week in an assigned school setting. Six-to-eight on-campus seminars scheduled throughout the semester.

**SECD ~~4442~~ 4452. Student Teaching/Seminar: 9-12 Secondary Math. (~~15~~) (12)** (O) Prerequisite: Departmental permission for admission to student teaching. Corequisite: MDSK 4150. A planned sequence of experiences in the student's area of specialization conducted in an approved school setting under the supervision and coordination of a university supervisor and a cooperating teacher. During student teaching the student must demonstrate the competencies identified for his/her specific teaching field in an appropriate grade level setting. Approximately 35-40 hours per week in an assigned school setting. Six-to-eight on-campus seminars scheduled throughout the semester.

**SECD 4441 4453. Student Teaching/Seminar: 9-12 Secondary Science. (15) (12)**

**(O)** Prerequisite: Departmental permission for admission to student teaching. Corequisite: MDSK 4150. A planned sequence of experiences in the student's area of specialization conducted in an approved school setting under the supervision and coordination of a university supervisor and a cooperating teacher. During student teaching the student must demonstrate the competencies identified for his/her specific teaching field in an appropriate grade level setting. Approximately 35-40 hours per week in an assigned school setting. Six-to-eight on-campus seminars scheduled throughout the semester.

**SECD 4443 4454. Student Teaching/Seminar: 9-12 Secondary Social Studies. (15)**

**(12) (O)** Prerequisite: Departmental permission for admission to student teaching. Corequisite: MDSK 4150. A planned sequence of experiences in the student's area of specialization conducted in an approved school setting under the supervision and coordination of a university supervisor and a cooperating teacher. During student teaching the student must demonstrate the competencies identified for his/her specific teaching field in an appropriate grade level setting. Approximately 35-40 hours per week in an assigned school setting. Six-to-eight on-campus seminars scheduled throughout the semester.

**Change the course title:**

**EDUC 4290. Modifying Instruction for Diverse Learners in the Elementary School**

---

**MEMORANDUM**

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: April 17, 2007

RE: Request to revise the Master of School Administration Degree Program



The request to revise the Master of School Administration Degree Program was approved by the Graduate Council on March 30, 2007 and by the Faculty Council on the April 2, 2007 Consent Calendar for implementation Spring Semester 2008.

Catalog Copy:

## **Degree Requirements**

The M.S.A. degree program consists of 39 credit-hours of courses in educational leadership, research, technology, curriculum, supervision, and instruction, and a ten-month, full-time internship under the direction of a principal-mentor and a university supervisor. In addition to successful completion of all coursework, students compile a comprehensive electronic portfolio through which they must demonstrate a thorough and well-integrated understanding of the basic principles, research, findings, and theories addressed in their coursework and an understanding of how their coursework relates to educational practice and leadership situations.

## **Required Courses**

ADMN6100 Fundamentals of Educational Leadership (3)

ADMN6105 Legal Aspects of Schooling (3)

ADMN6110 School Leadership and Management (3)

ADMN6120 Instructional Leadership (3)

ADMN6140 Curriculum Leadership (3)

ADMN6410 Internship and Seminar Part I (6)

ADMN6420 Internship and Seminar Part II (6)

ADMN6161 The Principalship (3)

ADMN6601 Seminar in Administration and Supervision (1) (1) (1)

RSCH6101 Educational Research Methods (3)

EIST5100 Computer Applications in Education (3)

## **Course Descriptions**

**ADMN 6100. Fundamentals of Educational Leadership. (3)** The developing role of educational organizations in the United States and the societal and cultural influences that affect the delivery of schooling. Structure and organization of American schools, administrative and organizational theory, legal, moral, and ethical dimensions of schooling within the context of restructuring and reform.

**ADMN 6105. Legal Aspects of Schooling. (3)** Education law for education professionals which focuses on the legal rights and responsibilities of students, teachers, and administrators and how these legal provisions affect educational policy and practice.

**ADMN 6110. School Leadership and Management. (3)** Examination of school leadership and administration, focusing on the role, tasks, and responsibilities that accompany school-based leadership.

**ADMN 6120. Instructional Leadership. (3)** Examination of research-based teaching/learning models and the relationship between instructional decisions and curriculum experiences. Dynamics of group development and problems/practices related to providing instructional assistance to teachers.

**ADMN 6140. Curriculum Leadership. (3)** Examination of internal and external influences on curriculum formation and development at the building level with emphasis on development of administrative strategies for curriculum decision-making which are driven by staff involvement.

**ADMN 6161. The Principalship. (3)** Examination of school administration focusing on the role, task and responsibilities associated with the principalship with special attention to the conceptual, human and technical skills associated with the principal.

**ADMN 6601. Seminar in Administration and Supervision. (1)** Examination of selected areas of interest in educational administration and supervision, to include systems of observation, principles of adult development, techniques for conducting classroom observations, and creation of staff development programs to remedy assessed weaknesses.

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

**EIST 5100. Computer Applications in Education. (3)** Computer systems and software for enhancing teaching, learning, and educational management; evaluating, selecting, and integrating courseware; focus on current PC operating system, word processing, database, spreadsheet, presentation, Internet, e-mail, and multimedia software.

**ADMN 6410. Internship and Seminar Part I. (6)** Full-time, academic year internship in educational administration designed to allow theoretical and course-based practical learning to be translated and interwoven into a supervised field-based experience.

**ADMN 6420. Internship and Seminar Part II. (6)** A continuation of the internship experiences and seminar begun in ADMN 6410.

---

## MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: April 17, 2007

RE: Request to establish ADMN 8170: Introduction to the Community College

The requests to establish the following ADMN and RSCH courses were approved by the Graduate Council on March 30, 2007 and by the Faculty Council on the April 2, 2007 Consent Calendar for implementation Spring Semester 2008.

Catalog Copy:

**ADMN 8170. Introduction to the Community College. (3)** Prerequisites: Admission to a doctoral program and permission of the advisor and instructor. An overview of the two-year college with an emphasis on the comprehensive community college. Content will focus on the history and evolution of the community college including origin, culture, mission, structure, and governance. Special attention is paid to effective leadership and administration, finances, faculty, curriculum and instruction, student services and access, institutional effectiveness, community education, and economic development. (*On demand*)

**ADMN 8439. Practicum in Adult Education. (3)** Prerequisites: EIST 8101 and admission to the doctoral program and permission of the advisor and instructor. The practicum in adult education will provide students with an opportunity to explore and expand an identified area of adult education that builds on professional and/or academic experiences previously engaged in or studied. The course will include a variety of activities and experiences developed by the student in consultation with the instructor. These will enable students to extend skills or develop new competencies as they work with adults in selected contexts in the community. This course may be taken no more than twice for three credit hours each time. (*Fall, Spring*)

**RSCH 7121. Qualitative Data Collection and Analysis. (3)** Prerequisite: RSCH 7111 or permission of instructor. An advanced qualitative research methods course introducing various qualitative data collection and analysis techniques. Multiple analytic strategies are surveyed and compared from a range of social sciences. This course also provides a practical introduction to the use of computer packages for qualitative data analysis.

**RSCH 8121. Qualitative Data Collection and Analysis. (3)** Prerequisite: RSCH 8111 or permission of instructor. An advanced qualitative research methods course introducing various qualitative data collection and analysis techniques. Multiple analytic strategies are surveyed and compared from a range of social sciences. This course also provides a practical introduction to the use of computer packages for qualitative data analysis.

**RSCH 8220. Advanced Measurement. (3)** Prerequisite: RSCH 8110 or equivalent. Advanced Measurement is an overview course offered once a year and presents a wide array of higher-level information on measurement issues, including the selection, administration and interpretation of traditional and non-traditional standardized and individually constructed tests. This course includes topics in classical and modern test theories and is intended as an overview for consumers of research.

**RSCH 8230. Classical and Modern Test Theory. (3)** Prerequisites: RSCH 8110 or equivalent, RSCH 8220 or equivalent. Advanced level course applying the principles of classical and modern test theory. Topics include mathematical and statistical concepts, models, assumptions, and problems of classic test theory, basic and advance concepts of item response theory, validity and reliability, test construction, test equating, and standard setting.

---

#### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: April 13, 2007

RE: Request to revise prerequisites and catalog copy for graduate SPED courses

The request to revise prerequisites and catalog copy for graduate SPED courses was approved by the Chair of the Graduate Council on April 7, 2007 for implementation Spring Semester 2008.

Catalog Copy:

SPED 5173. Diagnostic Assessment. (3) **Prerequisite: Admitted to Teacher Education, M.A.T. (SPED), or M.Ed. (SPED); SPED 5100 pre- or co-requisite.** An overview of the principles and practice of educational problem-solving with an emphasis on ~~curriculum-based assessment~~, formal assessment, special education eligibility, ~~and~~ linkages between assessment and instruction, **and concepts in educational assessment of exceptional students. A field-based clinical assignment of approximately 15 hours is required.** ~~Students will need to prepare for between 10-20 hours per semester for out-of-class projects.~~ (Fall, Spring, Summer)

SPED 5175. **Instructional Planning in Special Education.** (3) **SPED 5100 pre- or co-requisite.** Strategies for the development, implementation, and monitoring of Individualized Education Plans (IEPs) for **exceptional** students ~~with mild disabilities~~ within the general **or adapted** ~~education~~ curriculum. Through the use of technology, students are expected to demonstrate proficiency in using the general education curriculum to develop and implement IEPs, unit, and individual lesson plans for instruction. (Fall, Spring, Summer)

SPED 5270. Classroom Management. (3) **Prerequisite: Admitted to Teacher Education, M.A.T. (SPED), or M.Ed. (SPED); SPED 5100 pre- or co-requisite.** Theoretical context of positive behavioral support and related applied behavior analysis strategies, including functional behavioral assessment and intervention planning, necessary to manage effectively the classroom behaviors of individuals or groups of students with special needs and to promote success in the learning environment. A field-based clinical assignment of approximately 15 hours is required. (Fall, Spring, Summer)

**SPED 5278 1. Systematic Instruction in the Adapted Curriculum.** (3) **Prerequisite: Admitted to Teacher Education, M.A.T. (SPED), or M.Ed. (SPED); SPED 5100 pre- or co-requisite.** Principles and procedures used to develop instructional support for students who need life skills and adaptations to general curriculum. Students are required to design and implement an instructional program. **A field-based clinical assignment of approximately 15 hours is required.** ~~Requires 10-20 hours of field experience.~~ (Fall)

SPED 5272. Teaching Mathematics to Learners with Special Needs. (3) Prerequisites: **Admitted to Teacher Education, M.A.T. (SPED), or M.Ed. (SPED)**; SPED 5100, SPED 5173, and SPED 5175, ~~and SPED 5270~~. This course will provide students with effective teaching strategies and materials in math for learners with special needs for teacher licensure in Special Education: General Curriculum (NCDPI). Assessment and application of instructional techniques are included in the course. **A field-based clinical assignment of approximately 15 hours is required.** ~~A minimum of 10 hours of field experience is required.~~ (Fall, Spring)

**SPED 5273. Life Skills. (3)** Prerequisites: **Admitted to Teacher Education, M.A.T. (SPED), or M.Ed. (SPED)**; **SPED 5100, SPED 5175, SPED 5271 and SPED 5270**. Methods and materials for teaching functional skills in daily living, social, and vocational domains that will enable persons with special needs to live independently in their communities. Ecological assessment for life skills planning. **A field-based clinical assignment of approximately 15 hours is required.** ~~Students will need to prepare for approximately 20 hours of field experience.~~ (Fall)

**SPED 5274. General Curriculum Access and Adaptations. (3)** Prerequisites: **Admitted to Teacher Education, M.A.T. (SPED), or M.Ed. (SPED)**; SPED 5100, SPED 5175, SPED 5270, and SPED 5271. Strategies for developing curricular priorities for students who need adaptations to the general curriculum including ways to link to state standards in reading, math, writing, science, and other content areas. **A field-based clinical assignment of approximately 15 hours is required.** ~~Requires 10-20 hours of field experience.~~ (Spring)

SPED 5275. Teaching Reading to Learners with Special Needs. (3) Prerequisites: **Admitted to Teacher Education, M.A.T. (SPED), or M.Ed. (SPED)**; SPED 5100, SPED 5173, and SPED 5175, ~~and SPED 5270~~. This course will provide students with effective teaching strategies and materials in reading to learners with special needs for teacher licensure in Special Education: General Curriculum (NCDPI). ~~A 12-hour field-based clinical experience is a required component of the course.~~ Assessment and application of instructional techniques are included in the course. **A field-based clinical assignment of approximately 15 hours is required.** (Fall, Spring)

**SPED 5277. Teaching Written Expression to Learners with Special Needs. (3)** Prerequisites: **Admitted to Teacher Education, M.A.T. (SPED), or M.Ed. (SPED)**; SPED 5100, SPED 5173, and SPED 5175, ~~and SPED 5270~~. This course **is** will provide students with effective teaching strategies and materials in written expression to

learners with special needs. ~~A 12-hour field experience is a required component of the course.~~ The field experience will include assessment and application of instructional techniques with students identified as receiving special education services. The course is designed to address core and specific competencies in teaching written expression to students with special needs for teacher licensure in Special Education: General Curriculum as stipulated by the North Carolina Department of Public Instruction. **A field-based clinical assignment of approximately 15 hours is required.** (Fall, Spring)

SPED 5316. Transition Planning and Service Delivery. (3) Prerequisites: **Admitted to Teacher Education, M.A.T. (SPED), or M.Ed. (SPED);** SPED 5100, SPED 5175, SPED 5270, and SPED 5273. **1.** Methods and procedures used in preparing students with disabilities for the world of work and independence are studied. **A field-based clinical assignment of approximately 15 hours is required.** (Fall)

SPED 6475. Internship: General Curriculum. (3) Prerequisites: **Admitted to Teacher Education or M.A.T. and** Grade of C or higher in all licensure courses; departmental approval. Supervised, field-based experiences in observation, instruction and administration of programs for students who have special needs. Includes on-campus seminars. ~~Offered only on a Pass/No Credit grading.~~ (Fall, Spring)

SPED 6476. Internship: Adapted Curriculum. (3) Prerequisites: **Admitted to Teacher Education or M.A.T. and** Grade of C or higher in all licensure courses; departmental approval. Supervised, field-based experiences in observation, instruction and administration of programs for students who have special needs. Includes on-campus seminars. ~~Offered only on a Pass/No Credit grading.~~ (Fall, Spring)

SPED 6502. Advanced Classroom Management. (3) Prerequisite: **Admitted to M.A.T. (SPED), or M.Ed. (SPED) and SPED 6475 or SPED 6476 or RSCH 7113.** ~~An "A" level special education teaching license.~~ Advanced theoretical context, **including applied behavior analysis, functional assessments, and positive behavior supports,** and related applied strategies necessary to manage and maintain effectively the classroom behaviors of individuals or groups of students. ~~Field-based assessments of approximately 10 hours are required.~~ **A field-based clinical assignment of approximately 15 hours is required.** (Spring)



SPED 6503. Instructional Design in Special Education. (3) Prerequisite: **Admitted to M.A.T. (SPED), or M.Ed. (SPED) and SPED 6475 or SPED 6476 or RSCH 7113.** ~~An "A" level special education teaching license.~~ Advanced instructional design for learners who have significant difficulty in performing academic tasks with typical instruction. The course provides strategies for classroom-based assessment of individual needs using curriculum analysis, task analysis, and error analysis. It provides a framework for designing instructional sequences and error correction procedures that optimize progress. ~~Field-based assessments of approximately 10 hours are required.~~ **A field-based clinical assignment of approximately 15 hours is required.** (Fall)

---

### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: April 12, 2007

RE: Request to revise the course description for EDCI 8180

The request to revise the course description for EDCI 8180 was approved by the Chair of the Graduate Council on April 7, 2007 for implementation Spring Semester 2008.

#### Catalog Copy:

**EDCI 8180. Critical Issues and Perspectives in Urban Education. (3)** This course provides an introduction to some of the current critical issues in urban education. Topics include: structural inequality, immigration, poverty, (re)segregation, the impact of race, class, ethnicity, gender and language, as well as *No Child Left Behind*. In this course, these topics and other issues will be examined from critical, historical, socio-cultural, and political perspectives. This is an intensive reading and writing course that also requires participation in school and/or community activities to better understand the urban environment. (Fall)

---

### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: March 16, 2007

RE: Request to establish a Graduate Certificate in Teaching

The request establish a Graduate Certificate in Teaching was approved by the Graduate Council on February 19, 2007 and by the Faculty Council on the March 1, 2007 Consent Calendar for implementation Fall Semester 2007.

Catalog Copy:

**Program Description** – The Graduate Certificate in Teacher Education has specific features and requirements for each licensure field. Professional education coursework ranges from 18 to 27 hours, depending on the licensure field. All fields have coursework pertaining to students' development and diversity, the K-12 North Carolina standard curriculum in the various content areas, instructional planning and assessment, classroom management, instructional technology, and instructional methods for the content area(s) to be taught as well as methods and expectations for reading and writing instruction in the intended grade levels and/or content areas. Each course requires 20 – 40 hours of clinical observations and activities in schools, and the program culminates with a full-time school-based internship lasting from 10 to 15 weeks.

Programs leading to a content area teaching license, that is, middle grades (English/Language Arts, math, science, or social studies), secondary education (English, math, history, comprehensive social studies, biology, chemistry, earth science, physics, or comprehensive science), art, dance, music, theatre, and second language education have background content requirements for licensure in those areas; therefore, some students may have additional requirements of undergraduate coursework in their content area in order to meet state and federal licensure requirements.

**Admission Requirements –**

i. Applicants must have an appropriate background major or equivalent (minimum of 24 hours) in the content field of the licensure program to which they are applying. (Not applicable to B-K, Elementary Education, Special Education, and Teaching English as a Second Language). *Applicants who have a significant amount of work completed, but lack the full major or 24 hours, will be considered on a case-by-case basis. Their admission may be deferred until additional content background is developed.*

ii. Transcripts showing that applicants have an overall undergraduate GPA of at least 2.75

**NOTE:** If applicable, the GPA from a graduate degree will substitute for the GPA from an undergraduate degree.

iii. For teachers: Verification of employment (e.g., teaching contract, letter from principal, RALC plan)

For non-teachers: Three recommendations from persons familiar with the applicant's potential to be academically successful at UNC Charlotte and in the classroom

iv. Signed Statement of Commitment regarding dispositions

v. Signed FERPA form

vi. Applicants to the Graduate Certificate in Teaching with a concentration in Music Education must also pass an audition and a screening exam before full admission.

---

## MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: January 3, 2007

RE: Request to establish CUSU 8126 (National and International Developments in the Community College)

The request to establish CUSU 8126 (National and International Developments in the Community College) was approved by the Graduate Council on December 6, 2006 and

by Faculty Council on the December 8, 2006 Consent Calendar for implementation Fall Semester, 2007.

Catalog Copy:

**CUSU 8126. National and International Developments in the Community College. (3)** Prerequisite: admission to the doctoral program in Educational Leadership or Curriculum and Instruction and advisor approval. Doctoral seminar study that compares international issues and developments in the community college in other countries with those of the United States. Topics include historical development of junior/community college, the role of the community college in different cultures, types of programs offered, and trends for the future. There will also be opportunity for students to pursue individual areas of interest. *(Summer) (On demand)*

---

#### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: January 3, 2007

RE: Request to establish CUSU 8127 (Comparative Higher Education)

The request to establish CUSU 8127 (Comparative Higher Education) was approved by the Graduate Council on December 6, 2006 and by Faculty Council on the December 8, 2006 Consent Calendar for implementation Fall Semester, 2007.

Catalog Copy:

**CUSU 8127. Comparative Higher Education. (3)** Prerequisite: admission to the doctoral program in Educational Leadership or Curriculum and Instruction and advisor approval. Doctoral seminar study that compares international issues and developments in higher education in other countries with those in the United States. Topics include

historical development of the university, purpose of the university in different cultures, current expectations for faculty and students, and trends for the future. There will also be opportunity for students to pursue individual areas of interest. (*Summer*) (*On demand*)

---

## MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: January 3, 2007

RE: Request to establish a Graduate Certificate in School Administration

The request to establish a Graduate Certificate in School Administration was approved by the Graduate Council on November 15, 2006 and by Faculty Council on the December 8, 2006 Consent Calendar for implementation Fall Semester, 2007.

### Catalog Copy:

#### Graduate Certificate in School Administration

1. Program Description – Students seeking to “add-on” the *Certificate in School Administration* to a previous master’s degree must complete 18 course credit hours of which a portion is a supervised year-long internship. The sequence of courses for this program is:

ADMN 6100 Fundamentals of Educational Leadership

ADMN 6105 Legal Aspects of Schooling

ADMN 6000 Topics in Educational Administration

ADMN 6161 Principalship

ADMN 6601 Seminar in Administration and Supervision

ADMN 6410 Internship and Seminar Part I

2. Admission Requirements – To be eligible and to apply for this program, applicants must:
- Hold a master's degree from a regionally accredited institution;
  - Have a cumulative grade point average of at least 3.2 in all previously completed graduate degree coursework;
  - Have three years of successful teaching experience;
  - Submit MAT or GRE test scores;
  - Submit three letters of reference from current or past supervisors that document leadership and administrative experiences and potential for success as a site-based school administrator;
  - Submit a 1-2 page personal statement that addresses professional experiences, future goals, and an understanding that school administrators must possess a comprehensive conceptual, pedagogical, and reflective knowledge base; and
  - Follow all admission guidelines established by UNC Charlotte's Graduate School.

---

**MEMORANDUM**

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: December 14, 2006

RE: Request to add prerequisites to the following courses: CHFD 3112, 3113, 3115, 3412, 3416, 3619, and SPED 4112

The request to add prerequisites to the following courses: CHFD 3112, 3113, 3115, 3412, 3416, 3619, and SPED 4112 was approved by the Chair of the Undergraduate Course & Curriculum Committee on December 12, 2006 for implementation Fall Semester, 2007.

Catalog Copy:

**CHFD 3112. Approaches to Preschool Education. (3) (W) Prerequisite: Open only to CHFD majors and minors with a GPA of at least 2.5.** Strategies for program analysis, design, implementation, and evaluation of programs for infants and young children. *(Fall)*

**CHFD 3113. Parent Education. (3) Prerequisite: Open only to CHFD majors and minors with a GPA of at least 2.5.** An emphasis on communication, home-school partnerships, family dynamics, and the community/school relationship. *(Spring, Summer)*

**CHFD 3115. Learning and Development. (3) Prerequisite: Open only to CHFD majors and minors with a GPA of at least 2.5.** Examination of the relationship of learning and development with emphasis on conceptualizing child development and interpreting data related to growth and development. Specific attention to the affective, cognitive, and psychomotor domains and theories as seen in a multicultural context. *(Fall, Summer, Spring)*

**CHFD 3412. The Family and community (Birth to 3 Years). (3) Prerequisite: Open only to CHFD majors and minors with a GPA of at least 2.5.** Influence of family and community on the development of infants and young children in the first three years of life is investigated through field-based experiences. Students complete an intensive internship in settings with children of typical and atypical ability. Family contact and parent interaction are emphasized. *(Fall)*

**CHFD 3416. Internship in Child and Family Development. (12) Prerequisite: Open only to CHFD majors and minors with a GPA of at least 2.5 overall and 2.75 in the major, and by permission of advisor.** Intensive work with children and families in the field planned by student and advisor with focus on integration of theory and practice. *(Spring)*

**CHFD 3619. Senior Seminar in child and Family Development. (3)**  
**(O) Prerequisite: Open only to CHFD majors and minors with a GPA of at least 2.5 overall and 2.75 in the major, and by permission of advisor.** Students will present a plan of action/study for approval prior to registration for this semester. A synthesizing course of study focusing on review, compilation, analysis, and evaluation of the literature, research, and experiences relevant to the student's area of focus. *(Spring)*

**SPED 4112. Assessment of Young Children with Disabilities: B-K. (3)** Prerequisite or co-requisite: SPED 4111, **GPA of at least 2.5 overall** and admission to Teacher Education. Strategies for interdisciplinary developmental assessment to identify needs and plan appropriate intervention programs for young children with disabilities and their families. Approximately 20 hours of field experience. *(Fall)*

---

#### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: October 31, 2006

RE: Request to establish CUSU 6000, 6800, 8000, 8800, 7999, and 8999

The request to establish CUSU 6000, 6800, 8000, 8800, 7999, and 8999 was approved by the Chair of Graduate Council on October 23, 2006 for implementation Fall Semester, 2007.

Catalog Copy:

CUSU 6000. Topics in Curriculum and Supervision. (1-6) May include classroom and/or clinical experiences in the content area. With departmental approval, may be repeated for credit for different topics. *(Fall, Spring, Summer)*



CUSU 6800. Independent Study in Curriculum and Supervision. (1-6) Prerequisite: Permission of the student's advisor. Independent study under the supervision of an appropriate faculty member. May be repeated for credit. *(Fall, Spring, Summer)*

CUSU 7999. Graduate Residence. (1) Meets Graduate School requirement for continuous enrollment during completion of a capstone project or comprehensive examination. *(Fall, Spring, Summer)*

CUSU 8000. Topics in Curriculum and Supervision (1-6) May include classroom and/or clinical experiences in the content area. Requires departmental approval, may be repeated for credit for different topics. *(Fall, Spring, Summer)*

CUSU 8800. Independent Study in Curriculum and Supervision. (1-6) Prerequisite: Permission of the student's advisor. Independent study under the supervision of an appropriate faculty member. May be repeated for credit. *(Fall, Spring, Summer)*

CUSU 8999. Dissertation Research. (3) Prerequisite: Consent of the Ed.D. program coordinator. Execution of original research study that addresses the solution to an educational or school-related problem or that addresses a substantive curricular or supervisory leadership or programmatic issue. *(Fall, Spring, Summer)*

---

## MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: October 10, 2006

RE: Request to delete co-requisite for EDUC 2100

The request to delete co-requisite for EDUC 2100 was approved by the Chair of the Undergraduate Course and Curriculum Committee on October 6, 2006 for implementation Spring Semester, 2007.

Catalog Copy:

**EDUC 2100. Introduction to Education and Diversity in Schools. (3)** ~~Co-~~  
~~requisite: SPED 2100.~~ Social, historical, and philosophical foundations of the  
educating professions, the organization and various levels of education, and the major  
issues in American Education. Field-based activities in observing in-class and non-  
classroom settings: 5 hours. (*Fall, Spring, Summer*)

---

### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education  
FROM: Julie Putnam, Secretary to Faculty Governance  
DATE: October 10, 2006  
RE: Request to re-number SPED 3273 to SPED 4273

The request to re-number SPED 3273 to SPED 4273 was approved by the Chair of the Undergraduate Course and Curriculum Committee on October 6, 2006 for implementation Spring Semester, 2007.

Catalog Copy:

**SPED ~~3273~~ 4273. Life Skills. (3)** Prerequisite: Admission to Teacher Education. Methods and materials for teaching functional skills in daily living, social, and vocational domains that will enable persons with special needs to live independently in their communities. Ecological assessment for life skills planning. (*Fall*)

---

### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education  
FROM: Julie Putnam, Secretary to Faculty Governance  
DATE: October 9, 2006  
RE: Request to re-number SPED 4278 to SPED 4271

The request to re-number SPED 4278 to SPED 4271 was approved by the Chair of the Undergraduate Course and Curriculum Committee on October 6, 2006 for implementation Spring Semester, 2007.

Catalog Copy:

**SPED 4278 4271. Systematic Instruction in the Adapted Curriculum. (3)** Prerequisite: Admission to Teacher Education. Principles and procedures used to develop instructional support for students who need life skills and adaptations to general curriculum. Students are required to design and implement an instructional program. *(Fall)*

---

#### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education  
FROM: Julie Putnam, Secretary to Faculty Governance  
DATE: August 30, 2006  
RE: Request to change the number of credit hours for CSLG 8999

The request to change the number of credit hours for CSLG 8999 was approved by the Chair of the Graduate Council on August 17, 2006 for implementation Spring Semester, 2007.

Catalog Copy [\(revisions in blue\)](#):

**CSLG 8999. Dissertation. (3-9)** Under the direction of a dissertation advisor and committee, the student is expected to design and execute an original research study. This study should address a significant issue or problem related to counseling or counselor education. Offered on a pass/no credit basis. *(Fall, Spring, Summer)*

---

#### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education  
FROM: Julie Putnam, Secretary to Faculty Governance  
DATE: June 28, 2006  
RE: Request to renumber SPED 5278 as SPED 5271

The request to renumber SPED 5278 as SPED 5271 was approved by the Chair of the Graduate Council on June 22, 2006 for implementation Spring Semester, 2007.

Catalog Copy:

**SPED ~~5278~~ 5271. Systematic Instruction in the Adapted Curriculum. (3)** Prerequisites: SPED 5100, SPED 5175, and SPED 5270. Principles and procedures used to develop instructional support for students who need life skills and adaptations to general curriculum. Students are required to design and implement an instructional program. Requires 10-20 hours of field experience. *(Fall)*

---

#### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education  
FROM: Julie Putnam, Secretary to Faculty Governance

DATE: May 12, 2006

RE: Request to establish CHFD 7999: Master's Degree Graduate Residence

The request to establish CHFD 7999: Master's Degree Graduate Residence was approved by the Chair of the Graduate Council on May 3, 2006 for implementation Fall Semester, 2006.

Catalog Copy:

**CHFD 7999. Master's Degree Graduate Residence. (1)** Meets Graduate School requirement for continuous enrollment during completion of a capstone project or comprehensive examination. *(Fall, Spring, Summer)*

---

#### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Secretary to Faculty Governance

DATE: May 12, 2006

RE: Request to change SPED Internship (SPED 6475 & 6476) from Pass/No Credit to letter grades

The request to change SPED Internship (SPED 6475 & 6476) from Pass/No Credit to letter grades was approved by the Chair of the Graduate Council on May 3, 2006 for implementation Fall Semester, 2006.

Catalog Copy:

**SPED 6475. Internship: General Curriculum. (3)** Prerequisites: Grade C or higher in all licensure courses; departmental approval. Supervised, field-based experiences in observation, instruction and administration of programs for students who have special needs. Includes on-campus seminars. ~~Offered only on a pass/No Credit grading.~~ (Fall, Spring)

**SPED 6476. Internship: Adapted Curriculum. (3)** Prerequisites: Grade C or higher in all licensure courses; departmental approval. Supervised, field-based experiences in observation, instruction and administration of programs for students who have special needs. Includes on-campus seminars. ~~Offered only on a pass/No Credit grading.~~ (Fall, Spring)

---

### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Administrative Assistant to Faculty Governance

DATE: December 8, 2005

RE: Request to change the title of CSLG 9999 from "Individual Study in Counseling" to "Graduate Residence"

The request to change the title of CSLG 9999 from "Individual Study in Counseling" to "Graduate Residence" was approved by the chair of the Graduate Council on December 1, 2005 for implementation immediately and **retroactive to Fall Semester 2005.**

Catalog Copy (~~deletions in red~~, ~~changes in blue~~)

**CSLG 9999. ~~Individual Study in Counseling~~ Graduate Residence.**

---

### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Julie Putnam, Administrative Assistant to Faculty Governance

DATE: September 26, 2005

RE: Request to revise M.Ed. in Special Education: Academically and Intellectually Gifted

The request to revise M.Ed. in Special Education: Academically and Intellectually Gifted was approved by the Graduate Council on April 31, 2005 and the Faculty Council on the September 9, 2005 Consent Calendar for implementation.

Catalog Copy

**M.Ed. in Academically or Intellectually Gifted (*Italicized* portions are *edited*, new portions in blue)**

**Phase I: Developing Perspective (7 hours)**

RSCH 6101 Educational Research Methods (3)  
SPED 5211 Nature and Needs of Gifted Students (3)  
SPED 6691 Seminar in Professional and Leadership Development

**Phase II: Content and Pedagogy (25 hours)**

SPED 6124 *Methods of Instructing Gifted Students* (3)  
SPED 6161 Social and Emotional Needs of Gifted Students (3)  
SPED 6224 *Methods of Adapting Curriculum Materials and Classroom Differentiation* (3)  
SPED 6241 *Constructing Curriculum for Gifted Students* (3)  
SPED 6000 Topics in Special Education (3)  
SPED 6270 *Planning and Evaluation of Gifted Programs* (3)  
SPED 6271 *Leadership in Gifted Education* (3)  
SPED 6691 Seminar in Professional and Leadership Development (1)  
*RSCH course as approved by advisor* (3)  
*Elective (3 hours)*

**Phase III: Collaborative Leadership (4 hours)**

SPED 6690 Seminar in Collaboration (3)  
SPED 6691 Seminar in Professional and Leadership Development (1)

**ACADEMICALLY OR INTELLECTUALLY GIFTED GRADUATE CERTIFICATE**

Any teacher seeking certification in Academically or Intellectually Gifted (AIG) must first hold a general teaching license in elementary, middle school, or high school instruction. A Graduate Certificate allows a consistent, cohesive structure for teachers seeking AIG licensure that both meets the state licensure mandate and also provides maximum flexibility for later graduate study.

**Requirements:**

SPED 5211 Nature and Needs of Gifted Students  
SPED 6124 *Methods of Instructing Gifted Students* (3)  
SPED 6161 Social and Emotional Needs of Gifted Students (3)  
SPED 6224 *Methods of Adapting Curriculum Materials and Classroom Differentiation* (3)

**SPED 5211. Nature and Needs of Gifted Students. (3)** Examination of the historical and philosophical perspectives of education for gifted and talented learners with emphasis on answering the question, "What is giftedness?" Issues explored include identification procedures, instructional options, the nature

of intelligence and creativity, laws/policies, psychological and emotional correlates of talent, and current research findings. *(Fall)*

**SPED 6124. *Methods of Instructing Gifted Students.* (3)** Prerequisite: SPED 5211. An introduction to the basic skills necessary to plan, implement, and evaluate instruction appropriately challenging to gifted students. Specific theories discussed include Bloom, Bruner, Taba, Parnes, Kphlberg. *(Fall)*

**SPED 6161. *Social and Emotional Needs of Gifted Students.* (3)** Prerequisites: SPED 5211. An overview of current theory and practice in understanding gifted students' social and emotional development. Topics discussed in class range from the social and emotional needs of the general population of gifted students to the unique needs of specific sub-groups of gifted students (e.g., gifted girls, gifted and learning disabled, gifted minority students). *(Spring)*

**SPED 6224. *Methods of Adapting Curriculum Materials and Classroom Differentiation.* (3)** Prerequisites: SPED 5211, SPED 6124. Students study methods of making accommodations to meet the gifted students in the regular classroom. Topics include differentiated lesson plans based on national and state standards as well as methods of adapting the learning environment to support multi-level learning. *(Spring)*

**SPED 6241. *Constructing Curriculum for Gifted Students.* (3)** Prerequisites: SPED 5211, SPED 6124, SPED 6161, SPED 6224. Models of curriculum design and for academically or intellectually gifted students. Emphasis on integrating the philosophy of teacher, school and community with child characteristics to create the appropriate course of study in a variety of school settings. *(On demand)*

**SPED 6270: *Planning and Evaluation of Gifted Programs.* (3)** Prerequisites: SPED 5211, SPED 6124, SPED 6161, SPED 6224, approval of department. Theory and practice behind structuring programs for gifted students, from legal mandates, to program design and to evaluation procedures. Practice in program design using the framework presented in current North Carolina law.

**SPED 6271: *Leadership in Gifted Education* (3)** Prerequisites: SPED 5211, SPED 6124, SPED 6224, SPED 6161, approval of department. Students gain hands-on practice in advocacy and leadership at the school, district and state level. Activities underway at the national level reviewed and experienced when possible. *(On demand)*

---

## MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Cathy Sanders, Director of Assessment and Faculty Governance

DATE: May 27, 2005

RE: Request to revise the M.Ed. in Child and Family Services

The request to revise the M.Ed. in Child and Family Services was approved by the Graduate Council on May 13, 2005 and by the Faculty Council on the May 13, 2005 Consent Calendar for implementation.



Catalog Copy:

*(Italicized portions are new)*

Courses

CHFD 6400. Internship in Child and Family Studies. (3) *Prerequisites: Completed application to internship and departmental approval. Supervised, field-based experiences in observation, instruction and administration of programs for young children in birth-kindergarten settings. Includes on-campus seminars. (Fall, Spring)*

***CHFD 7400. Applied Leadership in Child and Family Studies. (3) Prerequisite: completion of at least 30 hours of graduate program. Corequisite: CHFD 7600. An intensive, professional supervised field-based experience in which students demonstrate the ability to provide direct service, to apply research and theory in a field-based setting, and to assume leadership roles. A minimum of 200 clock hours is required. (Spring)***

**CHFD 7600. Seminar: Leadership in Education of Children and Families. (3)**  
Prerequisite: completion of at least 30 hours of graduate program. Corequisite: CHFD 7400. A synthesizing course of study focusing on review, compilation, analysis, and evaluation of the literature, research, and experiences relevant to the student's specialty area. Students will demonstrate leadership by conducting a program evaluation, creating innovative solutions to challenges, and initiating and creating collaboration among persons and across agencies. *(Spring)*

CHFD M.Ed. Program Description

**MASTER OF EDUCATION IN CHILD AND FAMILY STUDIES: EARLY EDUCATION**

The M.Ed. in Child and Family Studies: Early Education prepares professionals for leadership positions that serve young children with and without disabilities and their families. It is conveniently designed for prospective students already working full-time in professional settings who wish to pursue an advanced degree on a part-time basis and for those who wish to pursue a degree on a full-time basis. There are three different tracks within the M.Ed. program- 2 for candidates seeking both initial and advanced birth- kindergarten [B-K] licensure and one track for individuals with an initial B-K license seeking advanced licensure. The graduate degree program is for professionals who teach or provide services or interventions in infant, toddler, and preschool and kindergarten settings that include young children with and without disabilities; who administer preschool and family agency programs that have a child development and family relations focus; who work as consultants, parent educators, inclusion specialists, program coordinators, supervisors, and staff development trainers; or who seek research and evaluation expertise in child and family studies and community leadership in child and family programs. Graduates will qualify for the Master's Level "advanced competencies" Birth-Kindergarten (B-K) Teaching License issued by the North Carolina Department of Public Instruction upon completion of the program.

### Program Objectives

The M.Ed. degree in Child and Family Studies: Early Education prepares each advanced master's degree student with skills to:

- 1) Integrate and apply empirical and theoretical knowledge of the growth and development of young children with and without disabilities.
- 2) Conduct research on individual and family development and behavior
- 3) Employ interdisciplinary approaches to the study of child development, the family, and other social institutions that include the influence of social context and policy variables on children and their families.
- 4) Take leadership roles in programs that support the development of infant, toddler, preschool, and kindergarten children with and without disabilities.
- 5) Demonstrate advanced knowledge and understanding of interrelationships of families, family dynamics, and children within these contexts.
- 6) Design and evaluate inclusive learning environments that promote the development of children of all developmental levels and abilities.

### Degree Requirements

The M.Ed. in Child and Family Studies: Early Education requires a total of 39 semester hours of course work.

Track A: For candidates with a B-K license:

Core Courses (18 hours)

CHFD6102	Learning and Development (3)
CHFD6200	Curriculum and Learning Environments for Young Children (3)
CHFD6210	Inclusive Education for Young Children (3)
CHFD6220	Family Theory and Research (3)
CHFD6230	Emerging Literacy and Mathematical Understanding (3)
CHFD6000	Topics in Child and Family Development (3)

Applied Research/Evaluation (6 hours)

RSCH6101	Educational Research Methods (3)
CHFD6900	Research in Child and Family Studies (3)

Thematic Electives (9 hours)

To be selected from the categories of Education of Young Children; Family Studies; Early Intervention; Administration/Supervision; or individually planned option, with advisor approval.

Internship/Seminar (6 hours)

CHFD7400	<i>Applied Leadership in Child and Family Studies (3) (s)</i>
CHFD7600	Seminar: Leadership in the Education of Children and Families (3)

Track B: Candidates with an elementary or special education teaching license but without a B-K license:

Phase 1(18 hours):

CHFD6200	Curriculum and Learning Environments for Young Children (3)
CHFD6220	Family Theory and Research (3)
CHFD6230	Emerging Literacy and Mathematical Understanding (3)
CHFD6240	Advanced Studies in Infant and Child Development (3)
SPED5111	Issues in Early Intervention (3)
SPED5210	Methods in Early Intervention: B - K (3)

## Phase 2 (21 hours)

RSCH6101	Research Methods (3)
SPED5112	Assessment of Young Children with Disabilities: B - K (3)
CHFD6130	Concepts of Teaching and Learning: Child's Play (3)
CHFD6210	Inclusive Education for Young Children (3)
CHFD6900	Research in Child and Family Studies (Master's Project/Thesis) (3)
<i>CHFD7400</i>	<i>Applied Leadership in Child and Family Studies (3) (s)</i>
CHFD7600	Seminar: Leadership in the Education of Children and Families (3)

Track C: Individuals with a provisional (lateral entry) or emergency teaching license and those without a teaching license:

## Phase 1 (27 hours):

CHFD6102	Learning and Development (3)
CHFD6200	Curriculum and Learning Environments for Young Children (3)
CHFD6220	Family Theory and Research (3)
CHFD6230	Emerging Literacy and Mathematical Understanding (3)
SPED5111	Issues in Early Intervention (3)
SPED5112	Assessment of Young Children with Disabilities: B-K (3)
SPED5210	Methods in Early Intervention: B - K (3)
CHFD6210	Inclusive Education for Young Children (3)
CHFD6240	Advanced Studies in Infant and Child Development (3)
<i>CHFD6400</i>	<i>Internship: Child and Family Studies (3)</i>

## Phase 2 (12 hours)

RSCH6101	Research Methods (3)
CHFD6900	Research in Child and Family Studies (Master's Project/Thesis) (3)
<i>CHFD7400</i>	<i>Applied Leadership in Child and Family Studies (3) (s)</i>
CHFD7600	Seminar: Leadership in the Education of Children and Families (3)

## Admission Requirements

- 1) An application in writing accompanied by the application fee;
- 2) Evidence of a bachelor's degree from an accredited college or university;
- 3) Official transcripts of all previous academic work showing evidence of an overall grade point average (GPA) of 2.75 or above and a junior/senior GPA of 3.0 or above;
- 4) Evidence of satisfactory scores on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT);
- 5) A personal statement outlining why the applicant seeks admission to the program and describing professional experiences with young children and their families;

- 6) Three letters of recommendation from persons familiar with the applicant's personal or professional qualifications.

### Admission to Candidacy Requirements

Upon successful completion of a minimum of 24 semester hours of graduate work and in no case later than four weeks prior to the beginning of the semester in which he/she expects to complete all requisites for the degree, a student should file for admission to candidacy on a form supplied by the Graduate School. This application is a check sheet approved by the student's advisor and graduate coordinator listing all course work to be offered for the degree (including transferred credit and courses in progress).

### Assistantships

Each Department in the College of Education funds a limited number of graduate teaching assistantships. Information about these assistantships, including application materials is available in the department office.

### Advising

Upon admission, each student is assigned a faculty advisor who helps the student develop his or her program of study and must approve that program of study. Each student must also assemble a graduate committee for consultation and evaluation. Members of the committee include the student's faculty advisor and at least two other faculty members who represent major areas of concentration in the student's program.

### Licensure

Candidates enrolled in Track B or C will qualify for the initial level B-K Teaching License issued by the North Carolina Department of Public Instruction upon completion of the first part of their program. Graduates will qualify for the Master's Level "advanced competencies" Birth-Kindergarten (B-K) Teaching License issued by the North Carolina Department of Public Instruction upon completion of the program.

### Comprehensive Exam

An oral exam may follow the student's master's project/thesis completion. The oral exam is designed to provide the student with feedback from the members of the student's graduate committee about the written project/thesis.

## Committees

Students should consult with their academic program advisor in the selection of the committee. The following guidelines are intended to assist the student and his or her academic program advisor in constituting the master's committee.

- 1) Chair - selected for content knowledge of the subject area that is selected for the culminating experience. This person may be, but need not be, from your department. It is recommended, however, that this person hold a graduate faculty appointment in your department.
- 2) Second and third members - selected for knowledge and expertise in the subject area (can be external to your department).
- 3) Technical advisor - (Thesis and Research Projects only) - selected for technical support (e.g., specialized skills in program evaluation, technical writing, assessment, curriculum design, graphics, ethnography, and survey research methodology). This person may be, but need not be from your department.
- 4) Additional members - may be added if the committee chair agrees. These members may be from -departments of the College other than your department, and may be from other colleges in the University or from outside the University with the prior written permission of the Dean of the Graduate School. (This whole process should start at the beginning of the semester prior to graduation. However, the student may begin anytime after completing 18 hours.)

## Master's Project/Thesis

The nature of the project/thesis is developed by the student in consultation with the major professor and presented to the Advisory Committee for approval. The project is usually something that is practical and will be useful to the student in the professional role that will be assumed upon the completion of the degree. The thesis takes a more research-oriented approach.

## Research Opportunities/Experiences

Students have the option of completing either an applied master's project or a research project/thesis related to their specialty area.

## Program Certification/Accreditation

The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the North Carolina Department of Public Instruction (NCDPI) to offer a master's degree program in Child and Family Studies: Early Education. Graduates will qualify for the Master's/Advanced Competencies "M" license and prepare them to pursue national certification through the National Board for Professional Teaching Standards (NBPTS).

---

### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Cathy Sanders, Director of Assessment and Faculty Governance

DATE: April 20, 2005

RE: Request to establish a Post-Masters Certificate in School Counseling

The request to establish a Post-Masters Certificate in School Counseling was approved by the Graduate Council on March 22, 2005 and by the Faculty Council on the April 5, 2005 Consent Calendar for implementation.

### Catalog Copy:

#### **Post Masters Certificate in School Counseling**

This program has been designed for counselors who want to become eligible for licensure as school counselors by the Department of Public Instruction in North Carolina. The completion of this program, in addition to passing the PRAXIS II Specialty Area Test for School Counselors, will qualify students to

become licensed School Counselors. Requirements for completion of the program are CSLG 7141. The School Counselor (Fall), CLSG 7646. Administration and Leadership of School Counseling Services (Spring), CSLG 7435. Internship (School-based Clinical) (Fall/Spring), a School-based Elective (Fall, Spring, Summer) and any additional course work based on an individual review of each applicant's graduate transcript(s) and selected program option.

---

### **MEMORANDUM**

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Cathy Sanders, Director of Assessment and Faculty Governance

DATE: February 28, 2005

RE: Request to approve SPED 4170 as meeting the "W" goal associated with the General Education Program.

The request to approve SPED 4170 (Special Education: Consultation and Collaboration) as meeting the "W" goal associated with the General Education Program was approved by the Associate Dean for General Education (Dr. Mark West) and the Associate Provost (Dr. Wayne Walcott) on February 28, 2005.

---

### **MEMORANDUM**

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Cathy Sanders, Director of Assessment and Faculty Governance

DATE: February 25, 2005

RE: Request to approve CHFD 3112 as meeting the "W" goal associated with the General Education Program.

The request to approve CHFD 3112 (Approaches to Preschool Education) as meeting the "W" goal associated with the General Education Program was approved by the Associate Dean for General Education (Dr. Mark West) and the Associate Provost (Dr. Wayne Walcott) on February 24, 2005.

---



## MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Cathy Sanders, Director of Assessment and Faculty Governance

DATE: February 22, 2005

RE: Request to increase credit hours from 2 to 3 for the following courses: CHFD 2412, CHFD 2416, and CHFD 3412

The request to increase credit hours from 2 to 3 for the following courses: CHFD 2412, CHFD 2416, and CHFD 3412 was approved by the Chair of the Undergraduate Course and Curriculum Committee on February 18, 2005 for implementation.

Catalog Copy ([Changes in blue](#)):

**CHFD 2412. Practicum I: Observing and Recording Children's Behavior.**

**(3)** Investigates the purposes and methods of observation of young children. Content includes observational activities, actual and simulated, individual and group. Students will observe, record, and analyze children's physical-motor, social, emotional, moral, and cognitive development using developmental theory. (Designed as the Field Study for CHFD 2111.) *(Fall)*

**CHFD 2416. Practicum II: The Child and the Community. (3)** A supervised practicum with placements in settings depicting care and educational learning experiences for children. Emphasis on program components, the education and development of materials and practices for care and education. Students spend two half-days per week in placement. (Designed as the Field Study for CHFD 2115.) *(Spring)*

**CHFD 3412. The Family and the Community (Birth to 3 Years). (3)** Influence of family and community on the development of infants and young children in the first three years of life is investigated through field-based experiences. Students complete an intensive internship in settings with children of typical and atypical ability. Family contact and parent interaction are emphasized. *(Fall)*

---

## MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education  
FROM: Cathy Sanders, Director of Assessment and Faculty Governance  
DATE: February 22, 2005  
RE: Request to re-number and re-title CHFD 2114

The request to re-number and re-title CHFD 2114 was approved by the Chair of the Undergraduate Course and Curriculum Committee on February 18, 2005 for implementation.

Catalog Copy ([Changes in blue](#)):

**CHFD ~~2114~~ 3112. ~~Foundations of Preschool Education~~ Approaches to Preschool Education. (3)**

Strategies for program analysis, design, implementation, and evaluation of programs for infants and young children. (*Fall*)

---

## MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education  
FROM: Cathy Sanders, Director of Assessment and Faculty Governance  
DATE: February 9, 2005  
RE: Request to make minor changes to catalog copy

The request to make minor changes to catalog copy was approved by the Chair of the Undergraduate Course and Curriculum Committee on February 7, 2005 for implementation.

Catalog Copy ([Changes in blue](#)):

**ELED 3223. Teaching Social Studies to Elementary School Learners.**

**(3)** Prerequisites: Admission to Teacher Education. Teaching strategies and materials for social studies in grades K-6 with emphasis on using social science content to develop effective social studies instructional plans for elementary school children. Includes **10** hours of field experiences in a classroom setting. *(Fall, Spring)*

**ELED 3226. Teaching Language Arts to Elementary School Learners. (3)**

**(W)** Prerequisite: Admission to Teacher Education. Teaching of language arts in grades K-6, including how the study of language acquisition and growth informs and guides instructional practice. Emphasis on methods of fostering growth in speaking, listening, writing, and reading across the curriculum. Includes **10** hours of field experience.

**ELED 4255. CAMMP: Computer Applications and Manipulative Mathematics**

**Programs. (3)** Prerequisites: [Admission to Teacher Education and permission of instructor](#). Examination of constructivism in K-8 mathematics teaching, with emphasis on concrete, representational and symbolic manipulatives; developmentally appropriate computer software. *(Summer)*

**READ 3224. Teaching Reading to Primary Level Learners. (3) (W)** Prerequisite:

[Admission to Teacher Education](#). Research, theory, and instructional practice related to the reading process and reading instruction in the elementary school with a focus on assessment of emergent reading behaviors; language development and reading; phonic and phonemic awareness; balanced literacy; and meeting the needs of diverse learners. Includes an extensive field-based component. *(Fall, Spring)*

**READ 3226. Teaching Reading to Intermediate Grade Learners. (3)**

**(W)** Prerequisite: [Admission to Teacher Education](#). Research, theory, and instructional practice related to integrating the communication processes with all subject areas, vocabulary, comprehension, study skills, assessment-based instruction, addressing the needs of diverse and struggling readers. Includes an extensive field-based component. *(Fall, Spring)*

**READ 3255. Integrating Reading and Writing Across Content Area. (3)**  
**(W)** Prerequisite: Admission to Teacher Education. Theories, research, and instructional methods, associated with reading and writing in the content areas of the middle and secondary school curriculum. **Includes an extensive field-based component.** *(Fall, Spring)*

---

### MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education

FROM: Cathy Sanders, Director of Assessment and Faculty Governance

DATE: December 6, 2004

RE: Request to change the subject code (prefix) from SPED 4290 (Modifying Instruction for Learners with Diverse Needs) to EDUC 4290 (Modifying Instruction for Learners with Diverse Needs)

The request to change the subject code (prefix) from SPED 4290 (Modifying Instruction for Learners with Diverse Needs) to EDUC 4290 (Modifying Instruction for Learners with Diverse Needs) was approved by the chair of the Undergraduate Course and Curriculum Committee on December 3, 2004, for immediate implementation.

Catalog Copy (**changes in blue/deletions in red**):

**~~SPED~~ EDUC 4290. Modifying Instruction for Learners with Diverse Needs.**  
**(3)** Prerequisite: admission to Teacher Education. Co-requisite: enrollment in methods course(s) with field experience requirement. Strategies for adapting standard instruction to meet the learning needs of all members of elementary, middle, or secondary classrooms, including students at risk for school failure, individuals from culturally and linguistically diverse backgrounds, gifted learners, and students with disabilities.. *(Fall, Spring, Summer)*

---

MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education  
FROM: Cathy Sanders, Director of Assessment and Faculty Governance  
DATE: December 6, 2004

RE: Request to renumber CHFD 3410 (Student Teaching/Seminar: B-K Child and Family Development) to CHFD 4410 (Student Teaching/Seminar: B-K Child and Family Development)

The request to renumber CHFD 3410 (Student Teaching/Seminar: B-K Child and Family Development) to CHFD 4410 (Student Teaching/Seminar: B-K Child and Family Development) was approved by the chair of the Undergraduate Course and Curriculum Committee on December 3, 2004, for immediate implementation.

Catalog Copy (changes in blue/deletions in red):

**CHFD ~~3410~~ 4410. Student Teaching/Seminar: B-K Child and Family Development. (15) (O)**

Prerequisite: Approval of an Application for Student Teaching. Planned sequence of experiences in the student's area of specialization conducted in an approved setting under the supervision and coordination of a University supervisor and a cooperating teacher. Student must demonstrate the competencies identified for the B-K teaching field. Approximately 35-40 hours per week in an assigned school setting and 10-12 on-campus seminars scheduled throughout the semester. (*Fall, Spring*)

---

#### MEMORANDUM

TO: Dean Mary Lynne Calhoun  
College of Education

FROM: Cathy Sanders  
Director of Assessment and Faculty Governance

DATE: November 3, 2004

RE: Request to Establish Teaching English as a Second Language: Master of Arts in Teaching

The request to Establish Teaching English as a Second Language: Master of Arts in Teaching was approved by the Graduate Council on October 6, 2004 and the Faculty Council on the October 15, 2004 Consent Calendar, for immediate implementation.

Catalog Copy:

**TEACHING LANGUAGE AS A SECOND LANGUAGE: MASTER OF ARTS IN TEACHING**

Master of Arts in Teaching

(1) *Criteria for admission to the program*

A bachelor's degree from an accredited institution

An undergraduate GPA of 2.75 overall and 3.0 in the junior/senior years

A GRE or Miller Analogies Test (MAT) score at the 30<sup>th</sup> percentile or above

A satisfactory essay of purpose

Satisfactory recommendations from three professional educators

(2) *Documents reviewed in the admissions process*

Official transcripts

Official scores on the GRE or MAT

DPI letter of employment (if applicable)

Current teaching license (if applicable)

Three recommendations on Graduate School or College of Education forms

The applicant's essay of purpose

Fast-track portion only

(1) *Criteria for admission to the program*

A bachelor's degree from an accredited institution

An undergraduate GPA of 2.5 overall or a combination of (a) Passing scores on Praxis I or a GRE or Miller Analogies Test (MAT) score at the 30<sup>th</sup> percentile or above and (b) a GPA of 3.0 or higher in the senior year, the major, or 15 hours taken in the last five years

Satisfactory recommendations from the candidate's principal if teaching or from three person's knowledgeable of his/her interactions with children or adolescents

(2) *Documents reviewed in the admissions process*

Official transcripts

Official scores on the Praxis I exams, GRE, or MAT

DPI letter of employment (if applicable)

Current teaching license (if applicable)

Principal's recommendation for teachers or three recommendations for non-teachers on College of Education forms

The curriculum of this licensure track has structural components (e.g., Phase One and Phase Two, internship, pedagogy courses, leadership course, and the three one-hour seminars to support the capstone experience) and one specific research course (RSCH 6101) in common with other licensure tracks in the Master of Arts in Teaching. However, the primary focus of the curriculum content is delivered through coursework directed toward the specific field of Teaching English as a Second Language.

In addition, the program requires that candidates demonstrate familiarity with a foreign language through the successful completion of at least one college level course or equivalent in any foreign language. If the course was not completed during the undergraduate degree, it must be taken during Phase One as a background requirement.

## Master of Arts in Teaching: Teaching English as a Second Language

### Phase I/Fast-track (24 hours)

#### *Core Requirements*

TESL 5103: Teaching English as a Second Language (3)

ENGL 6161: Introduction to Linguistics **or** ENGL 6070G Grammar and Etymology for Teachers (3)

#### *Additional Requirements*

READ 6204: Teaching Reading to English Language Learners (3)

TESL 5104: Authentic Assessment (3)

TESL 6204: Multicultural Education (3)

EIST 5100: Computer Applications in Education (3)

ENGL 6265: Linguistics & Lang. Learning **or** ENGL 6163 Lang. Acquisition (prerequisite ENGL 6161) (3)

#### *Specialization*

TESL 6470: Internship in Teaching English as a Second Language (3)

**Praxis II Specialty Area exams passed** \_\_\_\_\_ **(date)**

**Phase I completion form signed by advisor and filed with TEAL office** \_\_\_\_\_ **(date)**

**Application for "A" license filed in TEAL office** \_\_\_\_\_ **(date)**

**NOTE: Students in the fast track portion of the program may not take graduate courses beyond those listed on the planning sheet.**

### Phase II (15 hours)



*Take these courses first (4 hrs.)*

RSCH 6101: Intro. To Educational Research (3)

TESL 6691A: Seminar in Professional Development (1)

*Take these courses next (7 hrs.)*

ENGL 6070C: Comparative Language Studies for Teachers (3) (Also offered as international study) or  
ENGL 6127: Language, Society and Culture (3)

XXXX xxxx: Pedagogical, Research, or Content Elective (Choose with advisor: EDUC, ENGL,  
MDLG, MDSK, READ, RSCH, SECD, SPED, TESL, etc. EDUC 7126 is offered for international  
study) (3)

TESL 6691B: Seminar in Professional Development (1)

*Take these courses last (4 hrs.)*

TESL 6476: Collaboration and Leadership in TESL (3)

TESL 6691C: Seminar in Professional Development (1)

***Application for Candidacy filed with Graduate School\_\_\_\_\_ (date)***

***Report of project/portfolio sent to the Graduate  
School\_\_\_\_\_ (date)***

***Application for graduation filed with Graduate School\_\_\_\_\_ (date)***

***Application for "M" license filed with TEAL office\_\_\_\_\_ (date)***

University of North Carolina at Charlotte

**Department of Middle, Secondary, and K-12 Education**

The Capstone Experience for the M.Ed. or MAT in Teaching English as a Second Language

## THE MASTER'S RESEARCH PROJECT

or

## THE MASTER'S COMPREHENSIVE PORTFOLIO

Dear Graduate Student:

You have an important choice to make about your *capstone experience*, the final requirement of your Master's Degree program. Although the Graduate School calls this programmatic requirement a "comprehensive examination," there are many options which departments and programs select, ranging from essay examinations to formal theses. Please carefully read these descriptive materials about the options available to you as a candidate in the M.Ed. or MAT degree program. When you have made your tentative choice, please consult with your advisor, who usually serves as the Chair of your Graduate Committee. This dedicated consultation should be held early in the M.Ed. program or early in Phase Two of the MAT Program in order to thoroughly explore your two options, and to then begin planning and developing this requirement, which will culminate in your last course, TESL 6691C.

Your first option is the Master's Research Project, which is based on an action research model and is generally conducted in your own classroom. It focuses on a point of interest or concern that you have and allows you to utilize your research skills to address this issue in a traditional format. Grounded in extant research and focused data collection, the project will yield suggestions that are generalizable to your colleagues at school, as well as in conference, staff development, and publication situations. You should remain aware of the College's Conceptual Framework at all times, and you should select your topic or issue with one or more strands of this framework in mind. Again, your advisor can guide you through this initial step in deeper understanding.

Your other option is the Master's Portfolio, which is a collection of materials drawn directly from the College's Conceptual Framework. This Framework guides all teacher education programs at UNC Charlotte by supporting the development of Excellent Professionals who are *knowledgeable* about their subject matter, schools, problems and solutions; *effective* in planning, teaching, assessing, modifying, and relating; *reflective* about their own beliefs, practices, effectiveness, and growth; collaborative *leaders* with students, parents, colleagues, and community; and *responsive* to the diverse needs of students, parents, and professional communities. If you select this option, you will prepare a notebook with seven sections, each supporting one of the five strands presented in this conceptual framework, plus an introduction and a conclusion. Each section supporting the five strands must consist of specific evidence, as described in a later section in this document. You will thoroughly ground each of these sections in a reflective narrative that links the application of your coursework to these five strands.

Finally, both options require the formation of a committee of three members. Your committee chair and one other committee member must be members of the MDSK Department; the third member may be a member of the Linguistics program. All members must be Graduate Faculty. Both capstone experiences require an oral presentation during TESL 6691C.

The following pages supply important details so please read these sections carefully. Your advisor can answer any additional questions you may have. Welcome and congratulations on being accepted into the Master's degree program in Teaching English as a Second Language.

**THE MASTER'S RESEARCH PROJECT IN  
TEACHING ENGLISH AS A SECOND LANGUAGE**

The College of Education's Master's Project Guidelines (1995) will provide additional information, as will your Graduate Committee Chair

**Definition:**

The Master's Research Project is a formal piece of student scholarship that investigates a particular problem in Teaching English as a Second Language and attempts to provide a data-based, practical solution to that problem. It reflects a synthesis of all five program goals (a teacher who is knowledgeable, effective, reflective, responsive, and who exhibits collaborative leadership skills).

Components of the development and execution of a Master's Research Project, to be guided by your Graduate Committee Chair:

- Development of a tentative project proposal in TESL 6691A
- Approval from the Institutional Review Board (IRB)
- Completion and presentation of a formal proposal during TESL 6691B
- Approval of that proposal by your Graduate Committee
- Implementation of the proposed research project before and/or during TESL 6691C
- Completion of a formal research document during TESL 6691C
- Presentation of the results during TESL 6691C

**Programmatic support for the Master's Research Project:**

- Development of perspectives and extended examination of critical issues in Teaching English as a Second Language coursework
- Development of basic skills in quantitative and qualitative research design and methodology in coursework; for example RSCH 6101
- Implementation of a classroom-based action research project
- Use of the College of Education document: *Master's Project Guidelines* (1995)

- Development of the initial proposal during TESL 6691A and based on RSCH 6101
- Collaborative support from peers and Department faculty throughout coursework
- Development and presentation of final research report in TESL 6691C

## Notes and Suggestions for Graduate Committee Work in TESL 6691

- q *Carefully review both the Department's packet of information describing this capstone option and the College of Education's Master's Project Guidelines. Follow all procedures carefully, including regular consultation with your TESL 6691 instructor, Graduate Committee Chair and committee members.*
- q *Make certain that you have full IRB approval before you begin your data collection.*
- q *Incorporate everything you've learned in your research courses and other classes.*
- q *The following suggestions are simply another way of discussing the points from the Department and College guidelines and your research classes.*

### PHASE ONE: SELECTING A TOPIC

Choose a topic of genuine interest or concern

- A. Must have a high level of integrity and academic rigor
- B. Must demand intense study in your classroom (You will be living with the topic for a long time)
- C. You may need frequent collaboration among team or department members, but you are solely responsible for the final report.
- D. Investigate background research already done on the topic
- E. Has your concern or interest already been thoroughly addressed in a way that relates to your specific topic? If so, simply read and interpret those studies into your context and don't spend time "reinventing the wheel." Select another issue to investigate.
- F. If your topic has not been fully addressed, ask yourself if this remains of interest to you
- G. Discuss your topic selection with your colleagues. Does it still sound valuable? If yes, proceed to investigate.

### PHASE TWO: DRAFTING THE PROPOSAL

Draft the proposal in future tense, and include a signature page for your committee. This becomes your contract with your committee and must have the signature of each committee member.

H. Introduction and Overview (including identification of the problem)

1. A rationale for choosing the topic
2. Next, take a brief look at what you propose to do in order to directly address your concern. One common (and effective) way to accomplish this is to list two to four research questions that you want to investigate. Later, these questions can be addressed in the conclusion section of your paper by discussing a possible answer to each based on your literature review, data analysis and research findings.
3. Are there terms that are fairly uncommon to the general population, yet which are critical to the understanding of your final report? If so, define them now as you will use them later; for example: sheltered instruction, total physical response, BICS and CALP, etc.

I. Review of the Literature:

1. What have others researched and concluded about your topic?
2. Go back through any standard reading. Which studies appear to be most valuable for purposes of your study?
3. Organize these readings into a bibliography (follow APA style manual citation)
4. Begin to write this section. The more you do now, the less you will do later. You may add other titles later, but none should be deleted.

J. Research Questions, Methodologies, Procedures:

1. Context of the study, including participants. Use demographic information in this section. Include all things of importance; for example, if your topic is writing, you'll want to report students' literacy levels, ESL levels, grade levels, ages, etc.
2. How will you gather your data? Determine data collection procedures and valid and reliable instruments; use at least three different sources for your data collection (for example, surveys, questionnaires, interviews with various stakeholders, your observations and a researcher's field log, video and/or audio taping, student writing and/or journals, a colleague's contribution through observation or such, archival data, checklist of common characteristics, etc.)
3. Draft the design of your data collection instruments. (This will ensure committee feedback.)
4. How will you analyze the data? (Quantitatively? Qualitatively? A combination? And then how, within those specific parameters?)

5. How will you report the data? (Bar graph, case study, tables, etc.) Be very specific though this may change slightly.

K. Suggested Format:

1. Title page (Indicate that you're an M.Ed. or Phase Two MAT candidate)
2. Use sections with headings (as described above)
3. Bibliography (APA Style Manual, 5<sup>th</sup> Edition)
4. Appendices (Labeled individually)

**PHASE THREE: REPORTING THE RESULTS** (including data analysis and findings) Refer to APA, 5<sup>th</sup> edition for acceptable format.

- L. What did your subjects say? What do your data indicate? (Can you verify this by finding the same thing in multiple pieces of collected data? Three = Triangulation)
- M. Move logically through each data collection instrument and report what it told you. Do not add personal opinions here, simply the information that you collected from the study's participants.
- N. Keep clarity at a premium by using sub-heads and visual organizers whenever possible. Each figure, table, graph, etc. should be followed by a brief paragraph of explanation.
- O. Keep this section focused and clear. It can become tedious and hazy.

**PHASE FOUR: DRAWING CONCLUSIONS BASED ON THE ANALYSIS AND ITS LINK TO THE EXISTING RESEARCH (LITERATURE)**

- P. Tie your lit review and the results of your data collection together. Does one support the other? If so, how? If not, why not? If not, how does your study change or add to the existing knowledge base?



- Q. What about your research questions? How does your study address these questions?
- R. What has this study taught you and/or how will it change your teaching or class procedures? Does it have any implications for your team members or school colleagues? (This will be very personal and may include a statement or two that indicates the degree to which you deem the study successful.)
- S. Are there implications for further research? If so, what?
- T. Add other concluding comments that may be necessary.

**FINISHING UP:**

- U. Prepare a careful bibliography in current APA style (20 to 30 entries are the norm)
- V. Organize any appendices (These must have been referenced in the body of the report...letters, blank copies of instruments, etc.)
- W. Proofread everything carefully.
- X. Review the College of Education guidelines. Have you completed everything? If yes, submit a final copy to each committee member, and schedule your final examination.

**Scoring Rubric for the Written Master’s Project Document**

<b>Elements</b>	<b>Relationship to Conceptual Framework</b>	<b>Unacceptable (Still needs revision)</b>	<b>Acceptable</b>	<b>Target (Publishable)</b>
<b>Statement of the Problem</b>	§ Responsive to Equity/Diversity/ English Language Learners (ELL) § Knowledgeable § Reflective	Gives no attention to problems affecting diverse/ELLs . Not a contemporary problem. No evidence provided to support the significance of the problem. Is not applicable to a larger population. Gives little or no description of the proposed approach for investigating the problem.	Addresses diverse learners*. Contemporary and relevant. There is adequate evidence provided to support the significance of the problem. Problem is applicable to a larger population. Proposed approach for investigating the problem is appropriate.  *See NCATE definition of diversity.	Problem is based on a well-defined research question, well-grounded in addressing a significant problem for diverse/ELLs, and is applicable to populations beyond that to be studied. There is abundant and compelling evidence provided to support the significance of the problem. The proposed approach is rigorous with some unique

				characteristic(s). The problem is valued by the master teacher and the profession.
<b>Review of Literature</b>	§ Knowledgeable	Articles chosen are not relevant to the problem. Articles are out of date and not seminal. Articles are from non-refereed journals or other inappropriate sources. Insufficient number of research articles and primary sources. There is no mention of diverse learners/ELLs.	Organizes, integrates, and evaluates articles to provide clarification of the problem and support the chosen methodology. Articles are relevant, timely, and seminal, coming primarily from refereed journals and primary sources. Preponderance of appropriate research articles or discussions provide linkage to diverse learners/ELLs.	Extensive review that includes summaries, synthesis, and critiques of exceptionally rigorous evidence-based sources that strongly support the statement of the problem and all the components of the proposed methodology. Selections include both contemporary studies and appropriate historical studies. Writers voice is reflected.
<b>Methodology</b>	§ Knowledgeable Effective  § Responsive to Equity/Diversity/ELL	For this type of research project:  § Significant elements of methodology are inappropriate for the problem under study (participants, setting, procedures and materials, and/or instruments)  § The methodology does not focus on the diverse learners as stated in the problem.  § The discussion of reliability (or consistency) and validity (or accuracy of measurement) is omitted, insufficient/inacc	For this type of research project:  § The elements of methodology are appropriate for the problem under study.  § The methodology focuses on diverse learners as stated in the problem.  § The discussion of reliability (or consistency) and validity (or accuracy of measurement) is correct and sufficient, with problems having been identified.	For this type of research project:  § The elements of methodology are both appropriate for the problem under study and represent the quality necessary for publication.  § Instruments and methods for data collection thorough and correspond to research question.  § The methodology addresses more than one type of diverse learner.  Reliability (or consistency) and validity (or accuracy of measurement) have been est.

		urate.		
--	--	--------	--	--

<b>Elements</b>	<b>Relationship to Conceptual Framework</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>Data Analysis and Findings</b>	§ Knowledgeable § Effective	Does not report data analyses as planned in the proposal. Makes major errors in data analyses or reporting of findings. Blurs distinctions between data and interpretations. Makes inappropriate claims of significance.	Reports data analyses as planned in the proposal. Makes few errors in data analyses and reporting of findings. Maintains distinctions between data and interpretations. Makes appropriate claims of significance (if applicable). Analyzes data using diversity variables.	Reports data analyses, including diversity/ELL-related findings, with a level of clarity and accuracy necessary for publication. Appropriate balance of narrative and tabular or graphic findings.
<b>Interpretations, Conclusions, Implications</b>	§ Reflective § Effective § Responsive to Equity/Diversity/ ELLs	Draws unrelated, inaccurate, or overstated conclusions from the data. Stated limitations of the study are inaccurate or insufficient. Implications for future research are either omitted, insufficient, or unrelated to the findings or to the limitations in the study.	Draws accurate conclusions from the data. Stated limitations of the study are appropriate. Implications for practice are thoughtful and appropriately related to the findings, the diverse learners, and/or the limitations in the study.	Conclusions are accurate, appropriately linked to the problem and methodology. Implications for practice and future research are compelling in their potential applications for diverse learners/ ELLs. Conclusions add to the knowledge base and are extraordinarily insightful in their implications for further study.

<b>Quality of Writing</b>	§ Knowledge able	<p><i>Mechanics:</i> Did not adhere to APA guidelines or other assigned style requirements. Numerous errors of spelling, typing, grammar, format, sequencing.</p>	<p><i>Mechanics:</i> Very few or minor errors in use of APA guidelines or other assigned style requirements. Minimal errors of spelling, typing, grammar, format, sequencing – none of which detract from the reader's understanding.</p>	<p><i>Mechanics:</i> No errors in use of APA guidelines or other assigned style requirements. No errors of spelling, typing, grammar, format, sequencing.</p>
		<p><i>Organization and Coherence:</i> Numerous instances of inaccurate and/or insufficient information. Little or no expression about the relationships among professional literature, theory, philosophy, research methodology, research findings, and current practice. Contains extraneous information. Multiple problems in clarity of expression.</p>	<p><i>Organization and Coherence:</i> Few or no instances of inaccurate information. Sufficient information in all sections. Clear expression about the relationships among professional literature, theory, philosophy, research methodology, research findings, and current practice. Little or no extraneous information. Few or no problems in clarity of expression.</p>	<p><i>Organization and Coherence:</i> The quality of content, organization, and coherence of the writing is at the level expected of professional publications.</p>

Elements	Relationship to Conceptual Framework	Unacceptable	Acceptable	Target
Final Presentation	§ Knowledgeable	<p><i>Content:</i> Presentation does not reflect use of coaching and feedback from committee member(s) on earlier draft(s). Presentation has significant errors or omissions. Does not use appropriate professional literature or research findings to respond to questions.</p> <p><i>Delivery:</i> Does not follow a logical sequence of presentation of content. Paces the sections of the presentation inappropriately and does not adhere to the time limit. Does not demonstrate poise, confidence, and/or audience awareness.</p>	<p><i>Content:</i> Presentation reflects use of coaching and feedback from committee member(s) on earlier draft(s). There are few errors or omissions; none are significant. Uses appropriate professional literature or research findings to respond to questions.</p> <p><i>Delivery:</i> Follows a logical sequence of presentation of content. Paces the sections of the presentation appropriately and adheres to the time limit. Demonstrates poise, confidence, and audience awareness.</p>	<p><i>Content and Delivery:</i> Presentation is of the quality that is expected at a regional or national professional conference. Serves as an instructional model for other candidates.</p>
	§ Reflective			
	§ Collaborative			
	§ Leaders			

THE MASTER'S COMPREHENSIVE PORTFOLIO IN

## TEACHING ENGLISH AS A SECOND LANGUAGE

**Definition:**

The Master's Comprehensive Portfolio is a formal, organized set of documents and artifacts demonstrating the graduate student's role development from classroom teacher to teacher leader in English as a Second Language.

### **Sequential Components of the Master's Comprehensive Portfolio:**

- Development of a plan in TESL 6691A
- Approval from the Institutional Review Board (IRB). Necessary when determined by your Chair.
- Development of the Comprehensive Portfolio throughout coursework (opportunities provided by faculty), with specific guidance during the TESL 6691 seminars.
- Development and presentation of the final Comprehensive Portfolio during TESL 6691C.

### **Programmatic Support for the Master's Comprehensive Portfolio:**

- Development of perspectives and extended examination of critical issues in teaching English as a second language education
- Development of basic skills in quantitative and qualitative research design and methodology in RSCH 6101
- Implementation of a classroom-based action research project
- Development of the foundational artifacts/entries via carefully constructed course assignments
- Refinement of portfolio entries during TESL 6691A, B, and C with peer and instructor support
- Presentation of final portfolio in TESL 6691C

## **THE MASTER'S COMPREHENSIVE PORTFOLIO**

### **REQUIRED ENTRIES**

#### **Notes:**

- Each entry must be clearly connected to at least one specific course. This means that you have an opportunity to integrate the portfolio requirements with your course assignments as you move through the program. However, you must show connections to your entire program of

study; in other words, you may not complete the portfolio using the same two or three courses for all entries.

- A possible plan might involve gathering the evidence throughout your 39-hour program of study and simply storing it in a common place, using the matrix below as your checklist. You could then use the TESL 6691 seminars to pull the materials together and refine them, write the **required narratives** with the introduction and conclusion, and then deliver the oral presentation.
- At least two entries must show knowledge and use of technology beyond basic word processing or overhead transparencies. (Clearly mark these.)
- You are welcome to overlap these requirements with your National Board for Professional Teaching Standards portfolio work, though one may in no way fully substitute for the other. Your Graduate Committee can guide you in a definition of this overlap. Also, you may not use entries submitted to NBPTS that were completed prior to starting this program. (You will need to provide the documentation if you choose to exercise this option.)
- Finally, these required goals are based on the College of Education's Conceptual Framework. This document is available in the Department of Middle Grades, Secondary and K-12 Education and will provide you with additional information.

Entry	Goals:	Description
1	<b>Introduction:</b>  Role Development	1. Within the context of your philosophy, a self-reflection of the effectiveness of your movement in both thought and action from the role of classroom teacher to the role of teacher leader during your program.  2. Statements relative to the fulfillment of each program goal that references the entries in the portfolio and why you have chosen them to best represent your professional development.
2	<b>Goal 1:</b>  Knowledgeable about subject matter, learners schools, problem	3. Summaries, self-reflection, and artifacts of any five learning experiences that feature, for example: a unique learner, new understandings about schooling in general, newly acquired and designed subject matter, and/or problems and solutions for professional issues. In short, what are you learning and how are you using that information to inform and improve your teaching environment?  4. A reflective narrative that ties your contributions to the goal

	and solutions	
3	<p><b>Goal 2:</b></p> <p>Effective in planning, teaching, assessing, modifying, and relating</p>	<p>5. Summary, self-reflection, and supporting artifacts of at least four instructional projects developed and implemented during your program (must account for diversity of learners; must be linked to key concepts, ideas, and requirements from national and state curricular goals and objectives; must show authentic interdisciplinary connections).</p> <p>6. Documentation and detailed analysis of students' improved academic performance as a result of any two of these projects.</p> <p>7. A reflective narrative that ties your contribution to the goal (required)</p>
4	<p><b>Goal 3:</b></p> <p>Reflective about your own beliefs, practices, effectiveness, and growth</p>	<p><b>Respond to two items from the following list:</b></p> <p>8. Summary, heavy self-reflection, and supporting artifacts that feature the implementation and evaluation of an instructional plan based on diagnostic assessment data and analysis (generated as a school, team, or individual)</p> <p>9. Written reflection on at least three professional journal articles or text chapters that dramatically influenced your personal growth as a teacher.</p> <p>6. Select entries from a personal journal documenting professional growth</p> <p>7. Report of observational data that focuses on a small group of children, adolescents, young adults or an individual from one of these groups. Members of this group or the individual should be selected based on clearly articulated criteria that you define, and all persons involved must remain anonymous. What do your observations teach you about children, adolescents or young adults, and how can this inform your classroom instruction? Include evidence that supports your use of these findings.</p>



		<p><b>8.</b> A reflective narrative that ties your contributions to the goal (required)</p>
<p><b>5</b></p>	<p><b>Goal 4:</b> Collaborative leaders with ESL student parents, colleagues, and community</p>	<p><b>Respond to two items from the following list:</b></p> <p><b>13. A self-evaluation (with documentation) of what you learned at a professional conference, how you shared that learning with others, and what impact your sharing had on you plus other teachers and their students. You must use formal and/or informal assessment in your documentation.</b></p> <p>14. A self-evaluation of what five professional articles most influenced the improvement of your instruction, how you shared that information with others, and what impact your sharing had on yourself plus other teachers and their students. Use formal and/or informal assessment in your documentation.</p> <p>15. Summary, self-reflection, and supporting artifacts that feature a staff development that you have provided to colleagues outside of your own team or grade level; for example, in the following professional settings</p> <ul style="list-style-type: none"> <li>· Conference or meeting of a professional organization</li> <li>· System-wide staff development program</li> <li>· Another grade level, session at your school, or at another school</li> <li>· Guest lecture in a professor's class other than one you are enrolled in</li> </ul> <p>16. A research project formally proposed in TESL 6476, with clear implications for improving education in your building and/or district</p>

		17. A reflective narrative that ties your contributions to the goal (required)
6	<p><b>Goal 5:</b></p> <p>Responsive to the diverse needs of students, parents, and professional communities</p>	<p><b>Respond to two items from the following list:</b></p> <p><b>18. Instructional units and projects used elsewhere in this portfolio must show clear connections to ESL parents and the community. They must also account for the diverse classroom learner. (Provide at least five illustrations of duplicate evidence here with connections marked.)</b></p> <p>19. Host a meeting for ESL parents detailing the developmental needs of ESL children, adolescents, and/or adults. (Documentation: Outline of talking points, copy of handout used, evaluation completed by participants, your brief reflective comments)</p> <p>20. Document parent and community contacts and connections. Include selected entries from this documentation in the portfolio.</p> <p>21. A reflective narrative that ties your contributions to the goal (required)</p>
7	<p><b>Goal 6</b></p> <p>Role Development</p>	<p>A broader, more detailed narrative addressing the following questions: How do you know that you are a “teacher leader” in your profession? (Relate this to each program goal.) What plans do you have for your on-going professional development? (Relate this to each program goal.)</p>

# Comprehensive Examination

## Scoring Rubric for the Oral Presentation of the Final Document

Directions to Examining Committee: For the oral presentation of the Capstone Experience, please score each item on a 1 to 10 scale, with 1 = Very Weak and 5 = Very Strong. Use the space below each item for comments and explanations.

### CONTENT

\_\_\_\_\_ 1. Provides adequate information to set the context for understanding the research project or portfolio.

\_\_\_\_\_ 2. Present most salient content from the research project or portfolio.

\_\_\_\_\_ 3. Provides sufficient groundwork for conclusions and self-reflection.

\_\_\_\_\_ 4. Answers most questions with responses that are well grounded in the professional literature and in the graduate student's own research project or portfolio.

\_\_\_\_\_ 5. Proposes substantive and compelling future plans that represent an extension of personal and professional growth.

### DELIVERY

\_\_\_\_\_ 6. Shows audience awareness through eye contact, voice projection, clarity of enunciation, use of technology, and gestures that add rather than detract from the content.

\_\_\_\_\_ 7. Paces the presentation appropriately and adheres to the time limit set by the Chair.

\_\_\_\_\_ 8. Follows a well-organized and logically sequenced plan for the presentation.

\_\_\_\_\_ 9. Demonstrates poise and confidence throughout the presentation.

\_\_\_\_\_ 10. Integrates the use of technology into some portion of the presentation (aside from transparencies and word processing)

**Grading Scale**            **45 – 50 = A**            **40 - 4 = B**            **35 - 39 = C**            **Below 35 = U**

Comprehensive Examination

### **Scoring Rubric for the Written Portfolio**

Directions to the Examining Committee: Please score each item on a 1 to 10 scale, with 1 representing Very Weak and 10 representing Very Strong. Supply brief comments and explanations on the back of the rubric.

Note to the Student: An oral presentation will not be scheduled until all portfolio contents are complete and professionally prepared in terms of organization, formatting, editing, and appearance. A grade of “C” is an unacceptable grade on the Comprehensive Portfolio.

\_\_\_\_\_ **1. Goal 1:                    Knowledgeable about subject matter, learners, schools, problems and solutions**

Evidence of growth in instructional expertise and both professional skills and spirit

Evidence of growth in respect for and responsiveness to diversity

Summaries, self-reflections, and other entries clearly written

Five learning experiences addressed

Self-reflections serious, in-depth, and self-reflective

Artifacts support the written portion of each entry

\_\_\_\_\_ **2. Goal 2: Effective in planning, teaching, assessing, modifying and relating**

Summaries, self-reflection, and other entries clearly written

Self-reflections serious, in-dept, self evaluative

Four instructional projects addressed

Artifacts support the written portion of each entry

Evidence of connections to key concepts from national and state goals and objectives

Evidence of authentic interdisciplinary connections

Evidence of improvement in one or more areas of students' achievement in two projects

\_\_\_\_\_ **3. Goal 3: Reflective about their own beliefs, practices, effectiveness and growth**

Two choices effectively completed

Summaries, self-reflections, and other entries clearly written

Self-reflections serious, in-depth, self-evaluative

Artifacts support the written portion of each entry

\_\_\_\_\_ **4. Goal 4: Leaders with students, parents, colleagues and community**

Three choices effectively completed

Evidence of growth in use of approaches to educational research

Evidence of growth in undertaking a variety of approaches to providing leadership

Summaries, self-reflection, and other entries are clearly written

Self-reflections are serious, in-depth, self-evaluation

Artifacts support the written portion of each entry

\_\_\_\_\_ **5. Goal 5: Responsive to the diverse needs of students, parents, and professional communities**

Clear indication that candidate connects classroom events to parents and community

Evidence of a parent meeting supplied.

Summaries, self-reflections, and other entries are clearly written.

Self-reflections are serious, in-depth, self-evaluative

Artifacts support the written portion of each entry

\_\_\_\_\_ **6: Goal 6: Role Development: Evidence of growth from classroom teacher to teacher leader**

Evidence of self-initiated learning in various areas, such as student diversity, instructional effectiveness and leadership effectiveness

Evidence of instructional effectiveness with students

Evidence of leadership effectiveness with parents, colleagues, paraprofessionals, administration

Goals for continued growth

**Grading scale: A = 50 – 60**

**B = 40 – 49**

**U = Below 40**

## **Catalog Course Descriptions**

**ENGL 6161. Introduction to Linguistics. (3)** Introduction to linguistics, its techniques and objectives, descriptive and historical approaches, language families, language and culture. (*Yearly*)

**EIST 5100. Computer Applications in Education (3)** Computer systems and software for enhancing teaching, learning, and educational management; evaluating, selecting, and integrating courseware; focus on current PC operating system, word processing, database, spreadsheet, presentation, Internet, e-mail, and multimedia software. (*Fall, Spring, Summer*)

**ENGL 6265. Linguistics and Language Learning. (3)** Readings in, discussions of, and application of linguistically oriented theories of language acquisition, directed toward gaining an understanding of language-learning processes and stages. (*Yearly*)

**ENGL 6163. Language Acquisition. (3)** Prerequisite: ENGL 6160 or permission of the instructor. Linguistic theories of first and second language acquisition, including processes and stages of language development. (*Yearly*)

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

**ENGL 6070C. Comparative Language Studies for Teachers. (3)** Prerequisite: ENGL 3132, or ENGL 6161, or permission of the Department. An introductory course designed to aid the teacher of English as a Second Language in comparing the systems of sound and structure of another language with those systems in English. (*Yearly*)

**ENGL 6070G. Grammar and Etymology for Teachers. (3)** This course specifically aims to give teachers of English and teachers of English as a Second Language hands-on training in the content areas needed for teaching school grammar, with particular attention to what is currently being taught (and test for) in our public schools.

**ENGL 6127. Language, Society, and Culture. (3)** Readings in and discussion and application of the interrelationships between language and culture, including basic introduction to contemporary American dialects and to social contexts of language. (*Yearly*)

**EDUC 7126. Comparative Education. (3)** Analysis of sociocultural forces affecting educational planning and comparison of contemporary educational systems of selected countries and the United States. *(Spring) (Evenings)*

**Slightly Modified Courses:**

**TESL 5103. Methods in Teaching English as a Second Language (formerly Teaching English as a Second Language). (3)** For current and future teachers of English as a Second Language (TESL) to master a variety of approaches, methods, and techniques of teaching ESL and other competencies prescribed by the State of North Carolina. *(Fall)*

**TESL 5104 (formerly TESL 5101). Authentic Assessment (formerly Second Language Diagnosis and Evaluation). (3)** For current and future teachers of English as a Second Language (TESL) to develop multiple criteria assessment models as TESL diagnosticians and to master other competencies prescribed by the State of North Carolina. *(Spring)*

**TESL 6470. Internship in Teaching English as a Second Language (formerly Internship). (3)** Prerequisite: Permission of department. Program of experiential learning activities in the student's level and/or area of academic concentration in an approved setting. *(Fall, Spring)*

**TESL 6476. Collaborative Leadership in TESOL (formerly The ESL Professional in the 21<sup>st</sup> Century). (3)** Prerequisite: Permission of department. (formerly supervised experiences in school or non-school teaching or training with an emphasis on developing skills as an educational professional.) This seminar helps students develop skills in identifying problems ESL students encounter in mainstream classrooms, ascertaining if mainstream teachers are accommodating ESL students, collaborating with other professionals in applying accommodations, and also in the application of complex instruction for the English language learners. *(Fall, Spring)*

**New Courses:**



**READ 6204. Teaching Reading to English Language Learners. (3)** Research, theory, and instructional practices related to the reading process and reading instruction for English Language Learners in K-12 classrooms; relationship between language development and reading; examination of instructional materials including literature, basal readers, and information texts; field-based application of course content.

**TESL 6204. Multicultural Education. (3)** Assists teachers and other school personnel acquire skills in multicultural curriculum design and delivery. Examines issues that impede poor and minority children from reaching their full potential in today's public schools, and addresses the need to develop instructional practices that speak to their low level of attainment. Emphasizes culture and language acquisition instruction for teaching in a pluralistic society.

**TESL 6691A. B. C. Seminar in Professional Development. (1, 1, 1)** Seminar focused on self-direction and professional development of English as Second Language Specialists (ESL), with an increasing emphasis on becoming instructional leaders, as students plan to meet their own learning needs in instructional expertise; expand their awareness of the role of the ESL specialist; plan their program; use technology in presentations; and develop their Master's Research Project or Comprehensive Portfolio. There are three seminars for a total of three credits: 6691A in Phase II, 6691B (1) in Phase II, and 6691C (1) in Phase II.

---

**MEMORANDUM**

TO: Dean Mary Lynne Calhoun

College of Education

FROM: Cathy Sanders

Director of Assessment and Faculty Governance

DATE: August 16, 2004

RE: Request to modify the Ed.D. in Education Leadership

The request to modify the Ed.D. in Education Leadership was approved by the chair of the Graduate Council on August 10, 2004 for immediate implementation.

Summary of changes:

**Old Title**

ADMN 8121 Strategies and Design in Curriculum Development

**New Title**

[Doctoral Seminar in Curriculum Design](#)

ADMN 8025 **Old Title**

Advanced Instructional Techniques

**New Title**

[Doctoral Seminar I Instruction](#)

**Old Program:**

The Ed.D. in Educational Leadership included the following Tracks:

Educational Leadership The Superintendency

Curriculum Leadership and Instructional Supervision

Educational Research, Program Evaluation and Instructional Technology

**New Program:**

The Ed.D. in Educational Leadership with two Specializations:

[School Specialization](#). This specialization includes a focus on the superintendency or a focus on curriculum and supervision.

[Community Specialization](#). This specialization focuses on the preparation of educational leaders in non-public settings.

New catalog copy

The Ed.D program in Educational Leadership is designed to prepare educational administrators who can assume mid-level and senior-level leadership positions in pre-collegiate educational or non-public school settings.

The program includes two specializations, a school specialization and a community specialization.

## Ed.D. in Educational Leadership

### School Specialization

#### Superintendent Focus and Curriculum/Supervision Focus

##### *Overview*

The program is designed to serve the needs of those interested in the study of issues regarding the administration

of PK-12 public and private educational institutions. These students pursue careers as superintendents and senior level administrators. In addition to the program requirements regarding leadership experiences, (see below), these prospective students must hold a Master of School Administration, Master of Education in Curriculum supervision, Master of Education in Instructional Technology, or a comparable program. These students must already have a valid certificate in an appropriate field. Appropriate PK-12 North Carolina licensure will be recommended at graduation. A Superintendent Focus or Curriculum/Supervision Focus may be chosen by working with your advisor and selecting the courses and experiences required for the licensure selected.

The Ed.D. program consists of a minimum of 60 credit hours beyond the master's degree:

1.5 semester hours in RSCH Prefix Courses:

##### Required Research Prefix Courses:

RSCH 8210. Applied Educational Research

RSCH 8110. Descriptive/Inferential Statistics

RSCH 8120. Advanced Statistics

ADMN 8699. Proposal Development

One Research Elective Course (Work with your advisor)

33 semester hours of specialization coursework which includes one of the following areas of focus:

Educational Leadership/Superintendency

Curriculum, Leadership and Instructional Supervision.

See complete listing of courses for each focus.

6 semester hours of electives\*

6 semester hours of dissertation credits\*\*

\*Electives (6) Courses: An elective course must be at the 8000 level and offered within the University. Permission of the department offering the course and approval by the student's advisor and doctoral coordinator is required.

\*\*Students continue to enroll in dissertation study until the completion of the degree.

### **Community Specialization**

#### *Overview*

The mission of the Department of Educational Leadership is to prepare educators as leaders. This program within the department emphasizes leadership in the areas of curriculum development and instructional supervision in non-public school settings. It is designed for those interested in careers as senior level administrators in educational organizations or for those whose professional responsibilities relate to the supervision of instruction in other contexts. To ensure the effectiveness and competence of individuals in such positions, coursework within the program also reflects the need for proficiency in program design, evaluation and research.

Prospective students should already have a Master's degree in an appropriate and related field. They are not required to hold PK-12 licensure nor will any license or certificate be recommended upon graduation.

This Ed.D. program consists of a minimum of 60 credit hours beyond the Master's degree in the following areas:

15 semester hours	Foundation Coursework**
15 semester hours	Specialization Coursework
<i>15 semester hours</i>	<i>Ed. Research and Evaluation</i>
<i>18 Semester Hours</i>	<i>Subspecialty Coursework</i>
6 Semester Hours	General Electives
6 Semester Hours	Dissertation Coursework

\*\*Suggested Foundations Coursework

ADMN 8160	Educational Leadership
EIST 8101	Adult Learner
ADMN 8121	Doctoral Seminar in Curriculum Design
ADMN 8660	Instructional Leadership Seminar
ADMN 8110	Organizational Theory and Behavior

\*Electives (6) Courses: An elective course must be at the 8000 level and offered within the University. Permission of the

department offering the course and approval by the student's advisor and doctoral coordinator is required.

\*\*Students continue to enroll in dissertation study until the completion of the degree.

Application Deadline for Summer Admissions: March 1.

The program requires 60 hours beyond the master's degree

**Doctor of Education in Educational Leadership  
School and Community Specializations - Requirement Overview**

<b>School Specialization</b>		<b>Community Specialization</b>
<b>Superintendent Focus</b>	<b>Curriculum &amp; Supervision Focus</b>	
<b>Foundations and Specialty: 33 Semester Hours</b>	<b>Foundations and Specialty: 33 Semester Hours</b>	<b>Foundations and Specialty: 33 Semester Hours</b>
ADMN 8610: Interdisciplinary Seminar	ADMN 8610: Interdisciplinary Seminar	ADMN 8160: Educational Leadership
ADMN 8160 Educational Leadership	ADMN 8160: Educational Leadership	EIST 8101: The Adult Learner
ADMN 8121: Doctoral Seminar in Curriculum Design	ADMN 8121: Doctoral Seminar in Curriculum Design	ADMN 8121: Doctoral Seminar in Curriculum Design
ADMN 8140: Advanced School Finance	ADMN 8140: Advanced School Finance	ADMN 8660: Instructional Leadership Seminar
ADMN 8130: Educational Government & Policy	ADMN 8125: Doctoral Seminar in Instruction	ADMN 8110: Organizational Theory
ADMN 8110: Organization Theory & Behavior	ADMN 8660: Instructional Leadership Seminar	18 Semester Hours of Specialty Coursework
ADMN 8120: Advanced School Law	ADMN 8122: Advanced Curriculum Theory and Development	
EIST 8101: The Adult Learner	ADMN 8120: Advanced School Law	
ADMN 8150: Human Resources & Development	EIST 8101: The Adult Learner	
ADMN 8410: Adv Internship in Educational Leadership Part 1	ADMN 8489: Practicum in Staff Development	
ADMN 8420: Adv Internship in Educational Leadership Part 2		



<b>Research: 15 Semester Hours</b>	<b>Research 15: Semester Hours</b>	<b>Research 15: Semester Hours</b>
RSCH 8210: Applied Educational Research	RSCH 8210: Applied Educational Research	RSCH 8210: Applied Educational Research
RSCH 8110: Descriptive/Inferential Statistics	RSCH 8110: Descriptive/Inferential Statistics	RSCH 8110: Descriptive/Inferential Statistics
RSCH 8120: Advanced Statistics	RSCH 8120: Advanced Statistics	RSCH 8196: Program Evaluation
ADMN 8699: Proposal Design	ADMN 8699: Proposal Design	ADMN 8699: Proposal Design
Research Elective 3 Semester Hours	Research Elective 3 Semester Hours	Research Elective 3 Semester Hours
<b>Dissertation 6 Semester Hours</b>	<b>Dissertation 6 Semester Hours</b>	<b>Dissertation 6 Semester Hours</b>
ADMN 8999: Dissertation**	ADMN 8999: Dissertation**	ADMN 8999: Dissertation**
<b>Electives 6 Semester Hours *</b>	<b>Electives 6 Semester Hours *</b>	<b>Electives 6 Semester Hours *</b>

\*Electives (6) Courses: An elective course must be at the 8000 level and offered within the University. Permission of the department offering the course and approval by the student's advisor and doctoral coordinator are required.

\*\*Students continue to enroll in dissertation study (a minimum of 6 hours) until the completion of the degree.

---

**Time Limit**

Candidates must complete all course work for the degree, including accepted transferred credit, within eight years from the time they first register as doctoral students. Courses that exceed this time limit must be revalidated or retaken; whichever the graduate program decides is necessary, if they are to be included in the degree program.

To revalidate a course, the student, along with the program coordinator, must prepare a revalidation plan, which must be reviewed and approved by the Dean of the Graduate School. This plan often involves taking a special examination designed by the faculty of the graduate program. Once the plan has been completed, the program coordinator must notify the Dean of the Graduate School in writing.

Students may not revalidate a course with a grade of C or lower, courses that are internships or other forms of practica, or courses taken at other institutions.

---

## **Program Objectives**

Graduates of the program are prepared to:

1. exhibit a broad understanding of their roles as educational leaders in the organizations they serve.
2. demonstrate leadership competencies and skills necessary to accomplish the goals of complex organizations.
3. interact successfully with the numerous institutions and interests that influence their organizations
4. understand theoretical concepts that under gird organizational theory and behavior, leadership, social psychology, policy development, and organizational change.
5. address basic issues that face educational leaders, including resource acquisition and management, policy development and analysis, program management, personnel selection and evaluation, community relations and curriculum development.

Note to Students in School Specialization: The Department of Educational Leadership follows the standards and guidelines of the ISLLC / ELCC for the school specialization. A complete copy of the standards and guidelines are available at the following web sites:

[http://www.ascd.org/aboutascd/ELCC\\_Standards.html](http://www.ascd.org/aboutascd/ELCC_Standards.html)

[http://www.ccsso.org/projects/Interstate\\_School\\_Leaders\\_Licensure\\_Consortium/](http://www.ccsso.org/projects/Interstate_School_Leaders_Licensure_Consortium/)

---

## **Additional Admission Requirements:**

### **School Specialization:**

In addition to the general requirements for admission to the Graduate School, applicants must have a master's degree from an accredited institution. Candidates must have an entry-level license in educational administration or supervision; and they must have a minimum of three years of successful leadership experience, which may include the full-time internships. Applicants must also submit a personal essay of purpose; a description of their previous relevant employment, highlighting

their leadership experiences in school-settings; and recommendations from school administrators and former university instructors.

Admission decisions are based on a comparison on of applicant profiles and are made by a departmental admissions committee that includes program faculty. Applicants with the highest profile rankings are invited to participate in interviews that are conducted by the Ed.D. Admissions Committee is designed to provide evidence of an applicant's academic strength, leadership potential, and personal characteristics. Admission decisions are based not only on the comparative profiles of all applicants, but also on the commitment of the Admissions Committee to achieve diversity among the students admitted in each year's cohort group. Admission decisions are made in the spring, with the expectation that admitted students will begin their course work in the summer.

### **Community Specialization:**

In addition to the general requirements for admission to the Graduate School, applicants must have a master's degree from an accredited institution. Applicants must have a minimum of three years of documented successful work related experience. They must also submit a personal essay. The applicant should provide a statement of purpose, description of previous relevant employment, and the nature of previous educational experiences in the essay. Recommendations from employers and former university instructors are required.

Admission decisions are competitive. These decisions are made by a departmental admissions committee that includes program faculty. Applicants with the highest profile rankings are invited to participate in interviews that are conducted by the Ed.D. Admissions Committee is designed to provide evidence of an applicant's academic strength, leadership potential, and personal characteristics. Decisions are based not only on the comparative profiles of all applicants, but also on the commitment of the Admissions Committee to achieve diversity among the students admitted each year. Admission decisions are made in the spring of each year.

---

## **Degree Requirements**

**School Specialization:**

15 Semester Hours of Research (RSCH) Courses  
33 Semester Hours of Specialization Course Work  
6 Semester Hours of Electives  
6 Semester hours of Dissertation Credits (minimum)  
60 Semester Hours Total

**Community Specialization:**

15 Semester Hours of Foundations Coursework  
33 Semester Hours of Specialization Coursework  
    15 Semester Hours of Educational Research and Evaluation  
    18 Subspecialty Coursework  
6 Semester Hours of Electives  
6 Semester hours of Dissertation Credits (minimum)  
60 Semester Hours Total

---

**Admission to Candidacy Requirements**

Students are recommended for admission to candidacy after successfully completing the written and oral comprehensive examination.

---

**Internships**

All students (in the School Specialization) seeking licensure are required to complete an internship or practicum

in a K-12 school district. The internship is based upon identified objectives and organizational areas within the school system of the internship assignment. Students are also required to complete a project based upon a current educational leadership topic related to student achievement.

---

**Comprehensive Examination**

Students are required to successfully pass a written and oral examination. The examination is based upon the core areas of the respective specializations.

---

## **Dissertation**

Students must complete and defend a dissertation focused on a specific problem or question relevant to their specialization. Students must be continually enrolled in ADMN 8999 (3 hrs) (fall, summer and spring sessions) for dissertation research credit, beginning with the semester following completion of the comprehensive examination and continuing through the semester of their graduation. Defense of their dissertation is conducted in a final oral examination that is open to members of the University community.

---

## **Application for Degree**

Students may submit an Application for Degree during the semester in which they successfully defend their dissertation proposal. Adherence to Graduate School deadlines is expected. Degree requirements are completed when a student successfully defends the dissertation and files the final copy of the dissertation in the Graduate School.

---

## **COURSES IN EDUCATIONAL LEADERSHIP**

### **Doctoral Students Only**

**ADMN 8000. Topics in Educational Leadership.(1-6)** Requires departmental approval may be repeated for credit

for different topics. *(Fall, Spring, Summer)*

**ADMN 8110. Organizational Theory and Behavior. (3)** Prerequisite: Admission to Ed.D. program in Educational Leadership. Analysis of the structure and organization of public education in the United States in terms of organizational theory and historical development. Consideration of organizational change theory, organizational development, and the planning process. *(Fall)*

**ADMN 8120. Advanced School Law. (3)** Prerequisite: ADMN 6105 or 6107 or permission of the instructor. Current policy issues, including educational finance, testing/grouping, desegregation/integration, and the provision of public educational services to private-school students. *(Spring)*

**ADMN 8121. Doctoral Seminar in Curriculum Design. (3)** Examination of principles and practices for educational leaders in program design, implementation and evaluation. *(Spring)*

**ADMN 8122. Advanced Curriculum Theory & Development. (3)** An examination of philosophic thought and its relationship to educational theories which have led to assumptions for educational practices in American schools. *(Fall)*

**ADMN 8125. Doctoral Seminar in Instruction. (3)** Analysis of models of teaching and the match between attributes of the models and the instructional outcomes desired by the teacher. *(Summer)*

**ADMN 8130. Educational Governance and Policy Studies. (3)** Prerequisite: Admission to Ed.D. program in Educational Leadership. An examination of the institutional structure for policy-making in American education and the theories, models and practices that relate to policy-making in education. *(Summer)*

**ADMN 8140. School Finance. (3)** Prerequisite: Admission to Ed.D. program in Educational Leadership or permission of instructor. An examination of the theory and operation of public school finance systems and school business administration with special attention to local, state, and federal sources of revenue and such business functions as budgeting and financing capital outlay projects. *(Summer)*

**ADMN 8150. Human Resources Development and Administration. (3)** Prerequisite: ADMN 8110 or initial licensure as school administrator. Examination of personnel administration in educational institutions, including administration of personnel at the school district level and its contribution to the overall management and operation of a school system. *(Fall)*

**ADMN 8160. Introduction to Educational Administration. (3)** Examination of behavioral components of administrative theory, organization, decision-making and planning for educational development including appraisal of significant functions, techniques, practices and problems as they relate to public school systems, social institutions, and the system of social and governmental

agencies. *(Fall)*

**ADMN 8410. Advanced Internship in Educational Leadership Part I. (3)** Prerequisites: ADMN 8110, 8120, 8130, and 8140. Internship experiences planned and guided cooperatively by University and school personnel, including some work in private, community, or social service organizations. Accompanying cohort seminar for integrating and synthesizing knowledge and skills useful to practicing school leaders. *(Fall)*

**ADMN 8420. Advanced Internship in Educational Leadership Part II. (3)** Prerequisite: ADMN 8410. Continuation of ADMN 8410. *(Spring)*

**ADMN 8489. Practicum in Staff Development. (3)** Examination of techniques of delivering in-service training and development of leadership for in-service educational programs including design and implementation of a staff development program in a school setting. *(Spring)*

**ADMN 8610. Interdisciplinary Seminar. (3)** Prerequisite: Admission to Ed.D. program in Educational Leadership. Ideas, values, cultures, and contemporary issues affecting society generally and education particularly and principles and practices for responding to the publics with whom school leaders interact. May be repeated for credit. *(Summer)*

**ADMN 8660. Instructional Leadership Seminar. (3)** Prerequisite: EDUC 8122. Investigation and evaluation of current trends and issues in supervision as they relate to the role of the educational leader, with special attention to the role of facilitating the teaching/learning process. *(Summer)*

**ADMN 8695. Advanced Seminar in Teaching and Learning. (3)** Examination of a number of current teaching models to provide a framework for choosing those appropriate for a given classroom setting with special attention to the relationship between teaching strategies and learning outcomes. *(Spring)*

**ADMN 8699. Dissertation Proposal Seminar. (3)** Prerequisite: Completion of research requirements. Identification and definition of a research area and development of a proposal draft for an original research study appropriate for the dissertation requirement.

*(Fall, and On Demand)*

**ADMN 8800. Individual Study in Educational Administration. (1-6)** Prerequisite: Permission of the student's advisor. Independent study under the supervision of an appropriate faculty member. May be repeated for credit. *(Fall, Spring, Summer)*

**ADMN 8999. Dissertation Research. (3)** Prerequisite: Consent of Ed.D. program coordinator. Execution of original research study that addresses the solution to an educational or school-related problem or that addresses a substantive educational leadership or programmatic issue. *(Fall, Spring, Summer)*

**EIST 8101. The Adult Learner. (3)** The focus of this course will be on the examination of how adults learn in instructional settings. Characteristics of the adult learner will be examined. Students will investigate adult learning theory as well as current trends and advancements in adult learning. The focus will be on making better instructional decisions and media selection for the education and training of adults. *(Fall, Summer)*

---

**MEMORANDUM**

TO: Dean Mary Lynne Calhoun  
College of Education

FROM: Cathy Sanders  
Director of Assessment and Faculty Governance

DATE: May 26, 2004

RE: Request to establish: EDCI 8180: Critical Issues and Perspectives in Urban  
Education;

EDCI 8681: Seminar in College Teaching; EDCI 8699: Dissertation Proposal  
Seminar;

EDCI 8410: Supervision of Interns; EDCI 8114: Advanced Topics in Mathematics  
Education;



Literacy: Past, EDCI 8160: Readings in Mathematics Education; EDCI 8120: Perspectives on Present, and Future; EDCI 8140: Readings in Literacy Education

Education; The request to establish EDCI 8180: Critical Issues and Perspectives in Urban

EDCI 8410: EDCI 8681: Seminar in College Teaching; EDCI 8699: Dissertation Proposal Seminar;

8160: Supervision of Interns; EDCI 8114: Advanced Topics in Mathematics Education; EDCI

Readings in Mathematics Education; EDCI 8120: Perspectives on Literacy: Past, Present, and Future;

on May 11, 2004 EDCI 8140: Readings in Literacy Education was approved by the Graduate Council

implementation. and by the Faculty Council on the May 12, 2004 Consent Calendar for immediate

New catalog copy

**EDCI 8180. Critical Issues and Perspectives in Urban Education. (3)**

Prerequisites: Permission of department. Introduction to critical issues in urban education, from historical roots to present

crisis and solutions. Examination of multiple perspectives on issues such as poverty, English as a second language,

single-parent families, crime and drug abuse, school failure, discipline problems, under-preparedness for the next level

of schooling, integration and re-segregation. *(Fall)*

**EDCI 8681. Seminar in College Teaching. (3)**

Prerequisites: Permission of the department. Focus on teaching adult learners at the university

level. Explores current topics related to college level teaching as a career goal, characteristics of the adult learner, theoretical

and practical applications for effective teaching, expectations for structuring classrooms and learning environments, course

design and evaluation, and related professional expectations including teaching, research, and service domains. *(Summer)*

**EDCI 8699. Dissertation Proposal Seminar. (3)**

Prerequisites: Permission of the department. Focuses on the issues and processes of proposal development. Concepts,

tools, policies, and procedures in the development of research proposals will be examined. Provides a foundation for continuing

the proposal development process. *(Spring)*

**EDCI 8410. Supervision of Interns. 93)**

Prerequisites: Permission of the department. Provides an understanding of the issues related to clinical students,

undergraduate interns, MAT interns, and related issues in preparing cooperating teachers in mentoring and supervising.

Introduces students to concepts, prototypes, and models of supervision appropriate for K-16 and various content areas.

*(Spring)*

**EDCI 8114. Advanced Topics in Mathematics Education. (3)**

Prerequisites: Enrollment in the Mathematics Education specialization of the Doctoral Program in Curriculum and Instruction.

Advanced research topics in the teaching and learning of mathematics. Includes a survey, interpretation, and synthesis of

contemporary research problems in mathematics teaching and learning. Can be repeated for credit. *(On demand)*

**EDCI 8160. Readings in Mathematics Education. (3)**

Prerequisites: Enrollment in the Mathematics Education specialization of the Doctoral Program in Curriculum and Instruction.

Readings in the teaching and learning of mathematics K-16; analysis of the historical development of the K-16 mathematics

curriculum leading to current trends, issues, and problems; theory, methods, and techniques for assessment; and analysis

of contemporary issues. (*Spring*)

**EDCI 8120. Perspectives on Literacy: Past, Present, and Future. (3)**

Prerequisites: Enrollment in the Doctoral Program in Curriculum and Instruction. Permission of Department. Introduction to

policy issues in literacy education including historical foundations. Examines multiple perspectives on current issues such as

school structures and literacy practices, early literacy instruction, research-based practices, standards, and assessment initiatives.

(*Fall*)

**EDCI 8140. Readings in Literacy Education. (3)**

Prerequisites: Permission of the Department. Emphasis on multiple dimensions including critical literacy, emergent, informational,

visual, content area, document and media literacy. Examines and analyzes research and theory related to reading instruction,

vocabulary and concept development, comprehension, text structure, and diversity.

cc: Dr. Gerald Ingalls  
Dr. David Pugalee

Dr. Jeanneine Jones

Ms. Stephanie Hodgkin

Mr. Richard Yount

Mr. Craig Fulton

Ms. Peggy Gordon

Advising Team

---

**MEMORANDUM**

TO: Dean Mary Lynne Calhoun  
College of Education

FROM: Cathy Sanders  
Director of Assessment and Faculty Governance

DATE: April 29, 2004

RE: Request to change the prefixes for the courses in the Curriculum and  
Supervision program.

The request to change the prefixes for the courses in the Curriculum  
and Supervision program was approved by the chair of the  
Graduate Council on April 9, 2004 for immediate implementation.

**New catalog copy**

(Note: Courses with ADMN prefixes will not be eliminated as these prefixes are still required  
in the Master of School Administration program.)

§ ADMN 6100: Educational Leadership **for C& S students** will become **CUSU 6100:**  
Educational Leadership

§ ADMN 6105: Legal Aspects of Schooling **for C& S students** will become **CUSU 6105:**  
Legal Aspects of Schooling

§ ADMN 6122: Foundations of Curriculum Theory and Development **for C& S students**  
will become **CUSU 6122:** Foundations of Curriculum Theory and Development

§ ADMN 6123: Designs in Curriculum Practices **for C& S students** will become

**CUSU 6123:** Designs in Curriculum Practices

§ ADMN 6130: Supervision of Instruction *for C& S students* will become **CUSU 6130:**

Supervision of Instruction

§ ADMN 6601: Seminar in Curriculum and Supervision *for C& S students* will become

**CUSU 6601:** Seminar in Curriculum and Supervision

§ ADMN 6491: Internship in Curriculum and Supervision *for C& S students* will become

**CUSU 6491:** Internship in Curriculum and Supervision

In addition, ADMN 6120 will be eliminated as a requirement in the M.Ed. and Advanced Certificate tracks of the C & S program.

cc: Dr. Gerald Ingalls  
Dr. Allen Queen

Dr. Corey Lock

Mr. Stefanos Arethas

Mr. Richard Yount

Mr. Craig Fulton

Ms. Peggy Gordon

Advising Team

---

**MEMORANDUM**

TO: Dean Mary Lynne Calhoun  
College of Education

FROM: Cathy Sanders  
Director of Assessment and Faculty Governance

DATE: April 29, 2004

RE: Request to establish RSCH 6890/RSCH 8890: Special Topics in Research

The request to establish RSCH 6890/RSCH 8890: Special Topics in Research was approved by the chair of the Graduate Council on April 5, 2004 for immediate implementation

**New catalog copy**

**RSCH 6890. Special Topics in Research. (3)**

This course is designed to support in-depth analysis of a selected area of research. Permission of the faculty member who will direct the study must be secured before registering for the course.

*(On Demand)*

**RSCH 8890. Special Topics in Research. (3)**

This course is designed to support in-depth analysis of a selected area of research. Doctoral student status and permission of the faculty member who will direct the study must be secured before registering for the course. *(On Demand)*

cc: Dr. Gerald Ingalls  
Dr. Allen Queen

Mr. Stefanos Arethas

Mr. Richard Yount

Mr. Craig Fulton

Ms. Peggy Gordon

Advising Team

---

**4/28/04 REVISED MEMORANDUM (Credit hours should be 3)**

TO: Dean Mary Lynne Calhoun  
College of Education

FROM: Cathy Sanders  
Director of Assessment and Faculty Governance

DATE: April 9, 2004

RE: Request to establish ELED 3110 - Instructional Design and the Use of Technology  
with

Elementary School Learners

The request to establish ELED 3110 - Instructional Design and the Use of Technology with Elementary School Learners was approved by the chair of the Undergraduate Course and Curriculum Committee on April 6, 2004 for immediate implementation.

New catalog copy

**ELED 3110. Instructional Design and the Use of Technology with Elementary School Learners (3).**

Prerequisite: Admission to Teacher Education. Introduction to setting goals and objectives for instruction,

various formats of lesson design, alignment between instructional objectives, activities, and assessments and

the related use of technology in the development of effective and systematic learning environments; focused

on current PC operating system, word processing, spreadsheet, presentation package, database, email, web

browser, multimedia tools, and the Internet. *(Fall, Spring, Summer)*

cc: Dr. Rick Lejk  
Dr. Barbara Edwards

Dr. Robert Rickelman

Dr. Melba Spooner

Dr. Tracy Rock

Mr. Stefanos Arethas

Mr. Richard Yount

Mr. Craig Fulton

Ms. Peggy Gordon

Advising Team



---

MEMORANDUM

TO: Dean Mary Lynne Calhoun  
College of Education

FROM: Cathy Sanders  
Director of Assessment and Faculty Governance

DATE: April 9, 2004

RE: Request to establish ELED 3110 - Instructional Design and the  
Use of Technology with Elementary School Learners

The request to establish ELED 3110 - Instructional Design and the  
Use of Technology with Elementary School Learners was approved  
by the chair of the Undergraduate Course and Curriculum Committee  
on the April 6, 2004 for immediate implementation.

New catalog copy

**ELED 3110. Instructional Design and the Use of Technology with Elementary School Learners (1).**

Prerequisite: Admission to Teacher Education. Introduction to setting goals and objectives for instruction,

various formats of lesson design, alignment between instructional objectives, activities, and assessments and the related use of technology in the development of effective and systematic learning environments;

focused on current PC operating system, word processing, spreadsheet, presentation package, database,

email, web browser, multimedia tools, and the Internet. *(Fall, Spring, Summer)*

cc: Dr. Rick Lejk  
Dr. Barbara Edwards

Dr. Robert Rickelman

Dr. Melba Spooner

Dr. Tracy Rock

Mr. Stefanos Arethas

Mr. Richard Yount

Mr. Craig Fulton

Ms. Peggy Gordon

Advising Team

---

**MEMORANDUM**

TO: Dean Mary Lynne Calhoun

College of Education

FROM: Cathy Sanders  
Director of Assessment and Faculty Governance

DATE: February 24, 2004

RE: Request to change CSLG 8800 and CSLG 8999 to Pass/No Credit

The request to change CSLG 8800 and CSLG 8999 to Pass/No Credit was approved by the chair of the Graduate Council on February 4, 2004 for immediate implementation.

New catalog copy

**CSLG 8800. Individual Study in Counseling. (1-6)**

Prerequisite: approval of the student's advisor. Independent study under the supervision of

an appropriate faculty member. May be repeated for credit. Offered on a pass/no credit basis.

*(Fall, Spring, Summer)*

**CSLG 8999. Dissertation. (3-9)**

Under the direction of a dissertation advisor and committee, the student is expected to design and

execute an original research study. This study should address a significant issue or problem

related to counseling or to counselor education. Offered on a pass/no credit basis. *(Fall, Spring, Summer)*

cc: Dr. Gerald Ingalls  
Dr. Bob Barret

Dr. Richard White  
Mr. Stefanos Arethas

Mr. Richard Yount

Mr. Craig Fulton

Ms. Peggy Gordon

Advising Team

---

---

MEMORANDUM

TO: Dean Mary Lynne Calhoun  
The College of Education

FROM: Cathy Sanders  
Director of Assessment and Faculty Governance

DATE: December 16, 2003

RE: Request to double number several reading education courses, to allow them to be taken by either master's students in the M.Ed. program or Ph.D. students who have not previously taken the courses at the master's level.

The request to double number several reading education courses, to allow them to be taken by either master's students in the M.Ed. program or Ph.D. students who have not previously taken the courses at the master's level was approved by the chair of the Graduate Council on December 8, 2003 for immediate implementation.

**New catalog copy**

The course descriptions would stay the same for each course, with the proviso that additional requirements (research, class presentation, etc.) would be necessary for the 8000-level doctoral students. The course numbering of the EDCI classes follows the format agreed upon by the program faculty and the Graduate School.

READ 6000/EDCI 8040 – Topics in Reading, Language, and Literacy

READ 6100/EDCI 8140 – Current Issues and Practices in Literacy Education

READ 6250/EDCI 8250 – Emergent and Elementary Literacy

READ 6252/EDCI 8252 – Writing Development and Instruction

READ 6255/EDCI 8255 – Middle/Secondary Reading and Writing

READ 6260/EDCI 8256 – Diagnostic Assessment and Instruction in Reading

READ 6254/EDCI 8254 – Collaborative Leadership in Literacy

READ 6800/EDCI 8840 – Individual Study in Reading, Language, and Literacy

cc: Dr. Gerald Ingalls  
Dr. Bob Rickelman

Mr. Stefanos Arethas

Mr. Richard Yount

Mr. Craig Fulton

Ms. Peggy Gordon

Advising Team

---

MEMORANDUM

TO: Dean Mary Lynne Calhoun  
The College of Education

FROM: Cathy Sanders  
Director of Assessment and Faculty Governance

DATE: December 1, 2003

RE: Request to revise credit hours for SPED 8474 – Supervision of Student  
teachers in Special Education from two (2) hours to five hours (5)

The request to revise credit hours for SPED 8474 – Supervision of Student teachers in Special Education from two (2) hours to five hours (5) was approved by the chair of the Graduate Council on November 13, 2003 for immediate implementation.

**New catalog copy**

**SPED 8474. Supervision of Student Teachers in Special Education. (5)**

An internship experience. The course includes seminar sessions and concentrated practice in

supervision of special education student teachers under direct faculty supervision. *(Spring)*

cc: Dr. Gerald Ingalls  
Dr. Richard White

Mr. Stefanos Arethas

Mr. Richard Yount

Mr. Craig Fulton

Ms. Peggy Gordon

Advising Team

=====  
=====



MEMORANDUM

TO: Dean Mary Lynne Calhoun

The College of Education

FROM: Cathy Sanders

Director of Assessment and Faculty Governance

DATE: December 1, 2003

RE: Request to change number from SPED 5130 – Diagnostic Instruction to  
SPED 5173 – Diagnostic Instruction

The request to change number from SPED 5130 – Diagnostic Instruction to  
SPED 5173 – Diagnostic Instruction was approved by the chair of the  
Graduate Council on November 10, 2003 for immediate implementation.

**New catalog copy**

**SPED 5173. Diagnostic Assessment. (3)**

Overview of the principles and practice of educational problem solving with an emphasis on curriculum-based assessment, formal assessment, special education eligibility, and linkages between assessment and instruction. Students will need to prepare for between 10-20 hours per semester for out of class projects. *(Fall, Spring, Summer)*

cc: Dr. Gerald Ingalls  
Dr. Richard White

Mr. Stefanos Arethas

Mr. Richard Yount

Mr. Craig Fulton

Ms. Peggy Gordon

Advising Team

=====

MEMORANDUM

TO: Dean Mary Lynne Calhoun  
College of Education

FROM: Cathy Sanders  
Director of Assessment and Faculty Governance

DATE: October 15, 2003

RE: Request for a semester extension for SPED 3470 Student Teaching/Seminar: K-12 Special Education: Mental Disabilities

The request for a semester extension for SPED 3470 Student Teaching/Seminar: K-12 Special Education: Mental Disabilities was approved by the Chair of the Undergraduate Course and Curriculum Committee on October 14, 2003 for immediate implementation.

Seniors completing study under the old major still need SPED 3470 for the Spring 2004 Semester. Therefore, **SPED 3470 will be offered for the Spring 2004 Semester only** so that seniors can complete the major.

cc: Dr. Rick Lejk  
Dr. Richard White  
  
Mr. Stefanos Arethas  
  
Mr. Richard Yount  
  
Mr. Craig Fulton  
  
Ms. Carolyn Thigpen  
  
Advising Team

---

---

MEMORANDUM

TO: Dean Mary Lynne Calhoun  
College of Education

FROM: Cathy Sanders  
Director of Assessment and Faculty Governance

DATE: September 26, 2003

RE: Request to rename courses and merge C & S Program into one department

The request to rename courses and merge C & S Program into one department was approved by the Chair of the Graduate Council on September 9, 2003 for immediate implementation.

Course changes:

CURR 7121 will be re-numbered, renamed, and have a new prefix, Therefore,

**CURR 7121 will become: EIST 8121: Advanced Instructional Design.**

ADMN 8121 will be renumbered and renamed. Therefore,

**ADMIN 8121 will become: ADMN 8123: Advanced Design in Curriculum.**

cc: Dr. Jerry Ingalls  
Dr. John Gretes  
Dr. Jeanneine Jones

Ms. Jen King

Mr. Stefanos Arethas

Mr. Richard Yount

Mr. Craig Fulton

Ms. Carolyn Thigpen

Advising Team

---

---

MEMORANDUM

TO: Dean Mary Lynne Calhoun

College of Education

FROM: Cathy Sanders

Director of Assessment and Faculty Governance

DATE: September 26, 2003

RE: Request to renumber selected research courses

The request to renumber selected research courses was approved by the Chair of the Graduate Council on September 24, 2003 for immediate implementation.

Course changes:

<u>Current Number</u>	<u>New Number</u>
RSCH 8211	RSCH 8111
RSCH 8212	RSCH 8112
RSCH 8213	RSCH 8113
RSCH 8296	RSCH 8196

cc: Dr. Jerry Ingalls  
Dr. John Gretes  
Ms. Jen King

Mr. Stefanos Arethas

Mr. Richard Yount

Mr. Craig Fulton

Ms. Carolyn Thigpen

Advising Team

---

---

MEMORANDUM

TO: Dean Mary Lynne Calhoun

College of Education

FROM: Cathy Sanders

Director of Assessment and Faculty Governance

DATE: September 16, 2003

RE: Request to rename courses and merge C & S Program into one department

The request to rename courses and merge C & S Program into one department was approved by the Chair of the Graduate Council on September 9, 2003 for immediate implementation.

Course changes:

§ CURR 6122 and CURR 8122 will change to:

[ADMN 6122 and ADMN 8122](#)

§ ADMN 6122 will be renamed to:

[Foundations of Curriculum Theory and Development](#)

§ ADMN 8122 will be renamed to:

[Advanced Foundations of Curriculum Theory and Development](#)

§ CURR 7121 will change to:

[EIST 7121](#)

§ EIST 8121 will be renamed:

[Advanced Instructional Design](#)

§ ADMN 6121 will be renumbered and renamed to:

[ADMN 6123: Designs in Curriculum Practice](#)

§ ADMN 8123 will be renamed to:

[Advanced Design in Curriculum Practice](#)

§ CURR 6162 will change to:  
[MDSK 6162](#)

§ CURR 6161 will change to:  
[MDSK 6161](#)

§ CURR 6150 will change to:  
[MDSK 6150](#)

§ CURR 6356 will change to:  
[MDSK 6356](#)

(All catalog copy of course descriptions will remain the same)

cc: Dr. Jerry Ingalls  
Dr. John Gretes  
Dr. Jeanneine Jones

Ms. Jen King

Mr. Stefanos Arethas

Mr. Richard Yount

Mr. Craig Fulton

Ms. Carolyn Thigpen

Advising Team

---

---

---

MEMORANDUM



TO: Dean Mary Lynne Calhoun  
College of Education

FROM: Cathy Sanders  
Director of Assessment and Faculty Governance

DATE: June 16, 2003

RE: Request to revise the way CSLG 8440 and CSLG 8445 are graded to P/N

The request to revise the way CSLG 8440 and CSLG 8445 are graded to P/N was approved by the Chair of the Graduate Council on July 21, 2003 for immediate implementation.

New catalog copy

*(change grading to Pass/No Credit)*

**CSLG 8440. Internship I. (3)**

Student will deliver counseling services in a field setting and receive individual and group supervision of their work weekly. A minimum of 300 clock hours is required. (Pass/No Credit)

**CSLG 8445. Internship II. (3)**

Students will participate in 300 hours internship experience in field settings that are appropriate to their career objectives under the supervision of a University program faculty member. (Pass/No Credit)

cc: Dr. Jerry Ingalls  
Dr. Richard White

Dr. Bob Barret

Mr. Stefanos Arethas

Mr. Richard Yount

Mr. Craig Fulton

Ms. Carolyn Thigpen

Advising Team

---

---

MEMORANDUM

TO: Dean Mary Lynne Calhoun  
College of Education

FROM: Cathy Sanders  
Director of Assessment and Faculty Governance

DATE: June 16, 2003

RE: Request to revise course hours for CSLG 8999

The request to revise course hours for CSLG 8999 was approved by the Chair of the Graduate Council on July 21, 2003 for immediate implementation.

New catalog copy

(change from 9 hours and add permission to repeat for credit)

**CSLG 8999. Dissertation (1-9)**

Under the direction of a dissertation advisor and committee, the student is expected to design and execute an original research study. This study should address a significant issue or problem related to counseling or counselor education. With department approval, may be repeated for credit. (*Fall, Spring, Summer*)

cc: Dr. Jerry Ingalls  
Dr. Richard White

Dr. Bob Barret

Mr. Stefanos Arethas

Mr. Richard Yount

Mr. Craig Fulton

Ms. Carolyn Thigpen

Advising Team

---

MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education  
Dean Schley Lyons, College of Arts and Sciences



EDUC 8126 Comparative Education (cross-listing w/EDUC  
7126) EDCI 8186

EDUC 8600 Readings in Urban Educational Research  
(new) EDCI 8660

EDUC 8400 Internship in Urban Education  
(new) EDCI 8460

EDUC 8410 Supervision of Student Teachers  
(new) EDCI 8462

EDUC 8610 Seminar in College Teaching  
(new) EDCI 8681

EDUC 8620 Seminar in Professional and Grant Writing  
(new) EDCI 8682

EDUC 8800 Independent Study in Urban Education  
(new) EDCI 8880

EDUC 8699 Dissertation Proposal Seminar  
(new) EDCI 8699

EDUC 8999 Dissertation Research (3,3)  
(new) EDCI 8999

MAED 8120 Research in Mathematics Education

(cross-listing w/ MAED  
6123) EDCI 8113

MAED 8600 Readings in Mathematics Education Research  
(new) EDCI 8610

MAED 8010 Topics in Mathematics Education  
(new) EDCI 8010

MAED 8122 Theoretical Foundations of Learning Mathematics

(cross listing w/ MAED  
6122) EDCI 8112

MAED 8124 Issues in the Teaching of Secondary School Mathematics

(cross listing w/ MAED  
6124) EDCI 8115

MATH 6004 Topics in Analysis (cross  
listing) EDCI 8004

MATH 6008 Topics in Geometry and Topology (cross listing) EDCI  
8008

MATH 6100 Foundations of Mathematics (cross  
listing) EDCI 8100

MATH 6101 Foundations of Real Analysis (cross  
listing) EDCI 8101

MATH 6102 Calculus from an Advanced Standpoint (cross listing) EDCI  
8102

MATH 6103 Computer Techniques and Numerical Methods (cross listing) EDCI  
8103

MATH 6105 Problem Solving in Discrete Mathematics (cross listing) EDCI  
8105

MATH 6106 Modern Algebra (cross  
listing) EDCI 8106

MATH 6107 Linear Algebra (cross  
listing) EDCI 8107

MATH 6118 Non-Euclidean Geometry (cross  
listing) EDCI 8118

MATH Seminar 6609  
DCI 8609 E

READ 8010 Topics in Reading Education  
(new) EDCI 8040

ENGL 8010 Topics in English Education  
(new)

EDCI 8020

READ 8101 Applied Research in Literacy Education  
(3)

EDCI 8250

ENGL 8101 Research in English Studies (3) (cross-  
listing)

EDCI 8131

ENGL 8102 Research in Literary Theory (3)(cross-  
listing)

EDCI 8132

ENGL 8110/READ 8110 Literacy and Educational Public Policy  
(new)

EDCI 8120

**ENGL 8410 Writing Program Administration and  
Supervision (new) EDCI 8420**

ENGL8600/READ 8600 Readings in Literacy Research  
(new)

EDCI 8640

ENGL 8674 Applied Research Methods in the Teaching of English  
(3)

EDCI 8121

ENGL 8104 Multiculturalism and Children's Literature (cross-listing)  
8133

EDCI

ENGL 8147 Early Black American Literature(cross-  
listing)

EDCI 8134

ENGL 8158 African American Literary Theory and Criticism (cross-listing)  
8135

EDCI



ENGL 8165 Language and Culture (cross  
listing)

EDCI 8137

ENGL 8166 Comparative Language Study (cross-  
listing)

EDCI 8138

ENGL 8247 Perspectives in African-American Literature (cross-listing)  
8139

EDCI

ENGL 8263 Linguistics and Language Learning (cross  
listing)

EDCI 8129

TESL 8103 Teaching English as a Second Language (cross  
listing)

EDCI 8183

cc: Dr. Jerry Ingalls  
Dr. Ronald Lunsford

Dr. Vic Cifarelli

Dr. Karen Wood

Dr. Jeanneine Jones

Dr. David Pugalee

Mr. Stefanos Arethas

Mr. Richard Yount

Mr. Craig Fulton

Ms. Carolyn Thigpen

---

---

## MEMORANDUM

TO: Dean Mary Lynne Calhoun  
College of Education

FROM: Cathy Sanders  
Director of Assessment and Faculty Governance

DATE: July 7, 2003

RE: Request to establish RSCH 6800 & RSCH 8800 – Independent Study in Research

The request to establish RSCH 6800 & RSCH 8800 – Independent Study in Research was approved by the Chair of the Graduate Council on June 30, 2003 for immediate implementation.

Catalog copy

### **RSCH 6800. Independent Study in Research. (3)**

Prerequisite: Permission of department. This course is designed to allow students to explore faculty-directed independent study topics not provided by other research course offerings and/or to examine, extend, and enrich extant research knowledge through supervised independent study. Students are expected to conduct independent investigation of selected topics under the direction of a faculty member. *(On demand)*

### **RSCH 8800. Independent Study in Research. (3)**

Prerequisite: Doctoral student status and permission of department. This course is designed to allow students to explore faculty-directed independent study topics not provided by other research course offerings and/or to examine, extend, and enrich extant research knowledge through supervised independent study. Students are expected to conduct independent investigation of selected topics under the direction of a faculty member. (*On demand*)

cc: Dr. Jerry Ingalls  
Dr. Allen Queen

Mr. Stefanos Arethas

Mr. Richard Yount

Mr. Craig Fulton

Ms. Carolyn Thigpen

Advising Team

---

---

## MEMORANDUM

TO: Dean Mary Lynne Calhoun, College of Education  
Dean Schley Lyons, College of Arts and Sciences

FROM: Cathy Sanders  
Director of Assessment and Faculty Governance

DATE: June 24, 2003

RE: Request for authorization to establish a new degree, Ph.D. in Curriculum and Instruction

The request for authorization to establish a new degree, Ph.D. in Curriculum and Instruction was approved by the Graduate Council on September 17, 2002 and by Faculty Council on the September 17, 2003 Consent Calendar. The Board of Governors approved the request at its meeting on May 9, 2003.

New catalog copy

### **Admission to the program**

Admission requirements to be met by each applicant are presented below. Specific documentation required by the UNC Charlotte Graduate School for admission is also described.

### **Admission requirements (minimum and general requirements)**

Applications for admission will be accepted once a year to begin doctoral studies in the fall semester and must be submitted to the Graduate Admissions Office by January 15<sup>th</sup>. The following criteria will be considered in the admission decision:

- A GPA of 3.5 (on a scale of 4.0) in a graduate degree program.\*.
- Master's degree appropriate to the program of study.

- A satisfactory score on the Graduate Record of Examination or Millers Analogies Test.\*
- High level of professionalism and potential for leadership (letters of reference.).
- Strong writing skills (purpose statement; professional writing sample.)\*
- Clear career objectives related to obtaining Ph.D. (purpose statement, interview.)
- International students must submit official test scores on the Test of English as a Foreign Language (TOEFL) of at least 550 on the written test or 220 on the computer-based test or a score of at least 85% on the Michigan English Language Assessment (MELAB). All tests must have been taken within the past two years.\*

### **Documents to be submitted for admission**

The Office of the Graduate School at UNC Charlotte requires the following documents be submitted in the application package for each student:

- Two official transcripts of all academic work attempted since high school indicating a GPA of 3.5 (on a scale of 4.0) in a graduate degree program.\*
- Official report of score on the GRE or MAT that is no more than 5 years old.\*
- At least three reference from persons who know the applicant's current work and/or academic achievement in previous degree work.\*
- Purpose statement.\*
- Current resume or vita.
- A professional writing sample (e.g., published article, manuscript submitted for publication, term paper submitted in prior coursework, abstract of thesis, teaching manual).
- Interview with Curriculum and Instruction faculty.

- International students must submit official test scores on the Test of English as a Foreign Language (TOEFL) of at least 550 on the written test or 220 on the computer-based test or a score of at least 85% on the Michigan English Language Assessment (MELAB). All tests must have been taken within the past two years.\*

*\*These items are required of applicants to any of UNC Charlotte's doctoral programs.*

## **Degree requirements**

The degree of Doctor of Philosophy in Infrastructure and Environmental systems is awarded for completion of scholarly research that advances the knowledge base in the field of that research. Evidence of this is demonstrated by a successful dissertation defense. In addition, recipients of the degree should demonstrate a mastery of relevant subject matter and a potential for success in research and teaching.

## **Total hours required**

60 semester hours. 100% of courses are open only to graduate students to be required in program.

## **Grades required**

A student must maintain a cumulative average of 3.0 in all coursework taken. An accumulation of more than two C grades will result in termination of the student's enrollment in the graduate program. If a student makes a grade of "U" in any course, enrollment in the program will be terminated.

## **Transfer credit accepted**

The program will accept up to six semester hours as transfer from a regionally accredited institution, providing the Curriculum and Instruction Doctoral Committee determines that the course or courses to be transferred are appropriate for the program of study and are graduate-level courses beyond the master's degree. The grade in these transfer courses must be an A or B. All dissertation work must be completed at UNC Charlotte.

### **Other Requirements**

- Qualifying examination
- Dissertation
- All students seeking licensure from the Department of Public Instruction are required to complete an internship or practicum in a P-12 school setting and to complete a prescribed series of licensure courses in the doctoral program.
- All students must complete a residency requirement of at least 18 credit hours over three successive terms of enrollment.
- There is no foreign language requirement.

### **Research Requirements**

There is a 15-hour research requirement, as follows:

Required of all students:

RSCH 8210      *Applied Research Methods (3)*

RSCH 8110      *Descriptive and Inferential Statistics (3)*

Student choice: three additional research courses such as the following:

RSCH 8211      *Qualitative Research Methods (3)*

RSCH 8212      *Survey Research Methods (3)*

RSCH 8213      *Single-case Research (3)*

RSCH 8120      *Advanced Statistics (3)*

RSCH 8130      *Presentation and Computer Analysis of Data (3)*

RSCH 8140	<i>Multivariate Statistics (3)</i>
RSCH 8296	<i>Program Evaluation Methods (3)</i>
MAED 8120	<i>Research in Mathematical Education (3)</i>
READ 8101	<i>Applied Research in Literacy Education (3)</i>
EDUC 8020	<i>Topics in Urban Educational Research (3)</i>
ENGL 8674	<i>Applied Research Methods in the Teaching of English (3)</i>
ENGL 8101	<i>Research in English Studies (3)</i>
ENGL 8102	<i>Research in Literary Theory (3)</i>

### **Time limits for completion**

Students must complete their degree, including dissertation, within eight years.\*

### **New and existing courses in the program**

Doctoral courses are numbered at the 8000 level. All courses carry 3 hours credit, and students are expected to repeat dissertation hours for at least 6 hours of credit. The design of the curriculum is shown below, indicating new courses with *italics* and marking required courses with an asterisk (\*). The program is designed to have four major curricular components: a common urban education core, research, specialization related to urban education, and dissertation. Courses noted as a cross-listing currently exist as master's level courses and will be revised to have 8000 number as well and to include differentiated assignments for doctoral students.

### **Urban Education Core (12 hours)**

#### Required for all students:

§	<i>EDUC 8100</i>	<i>Critical Issues and Perspectives in Urban Education* (new)</i>
§	ADMN 8122	Advanced Curriculum Theory*



Leadership in Urban Education theme. Choose one such as the following:

- § EDUC 8000 Topics in Urban Educational Leadership (new)
- § ENGL 8410 Writing Program Administration and Supervision (new)
- § ENGL/READ 8110 Policy-Making in Literacy Education (new)
- § ADMN 8489 Practicum in Staff Development
- § ADMN 8660 Instructional Leadership Seminar

Urban-Regional Issues theme. Choose one such as the following:

- § EDUC 8010 Topics in Urban-Regional Education (new)
- § EDUC 8126 Comparative Education (cross-listing)
- § ADMN 8130 Educational Governance and Policy Studies
- § EIST 8150 Systemic Design of Educational Systems
- § PPOL 8610 Urban Regional Environment
- § PPOL 8615 The Restructuring City
- § PPOL 8681 Race, Gender, Class, and Public Policy
- § PPOL 8689 The Social Context of Schooling

### **Research (15 hours)**

Required for all students:

- § RSCH 8210 Applied Research Methods\*
- § RSCH 8110 Descriptive and Inferential Statistics\*

(NOTE: A more advanced statistics course may be substituted for RSCH 8110)

Choose three more courses, such as the following, in relationship to dissertation methodology and goals for professional employment.

- § EDUC 8020 Topics in Urban Educational Research (new)
- § ENGL 8101 Research in English Studies (cross-listing)
- § ENGL 8102 Research in Literary Theory (cross-listing)
- § ENGL 8674 Applied Research Methods in the Teaching of English  
(cross-listing)
- § MAED 8120 Research in Mathematical Education (cross-listing)
- § READ 8101 Applied Research in Literacy Education (new)
- § RSCH 8120 Advanced Statistics
- § RSCH 8130 Presentation and Computer Analysis of Data
- § RSCH 8140 Multivariate Statistics
- § RSCH 8211 Qualitative Research Methods
- § RSCH 8212 Survey Research Methods
- § RSCH 8213 Single-Case Research
- § RSCH 8296 Program Evaluation Methods

#### **Dissertation (9 hours)**

- § EDUC 8699 Dissertation Proposal Seminar (new)
- § EDUC 8999 Dissertation Research (3,3) (new)

#### **Specialization (24 hours)**

All students must complete a "Readings in Research seminar germane to their specialization. The remaining courses and seminars are to be chosen by the student, advisor, and graduate committee to expand his/her knowledge base and leadership skills relative to issues, problems, and solutions in urban-regional education, including diversity among learners and evaluation of programs and

personnel. Students who desire more research preparation may choose additional courses from the research listings to include in their specialization. Students who are seeking advanced licensure must tailor their choices accordingly.

All students must take one of the following as a required course (3):

- § ENGL 8600/READ 8600 *Readings in Literary Research (new)*
- § MAED 8600 *Readings in Mathematics Education Research (new)*
- § EDUC 8600 *Readings in Urban Educational Research (new)*

Choose 21 hours from courses such as the following, in relationship to interests, dissertation topics and methodology, and goals for professional employment:

- § ADMIN 8150 Human Resources Development and Administration
- § CSLG 8345 Advanced Multicultural Counseling
- § EIST 8101 The Adult Learner
- § EIST 8150 Systemic Design of Educational Systems
- § MATH 8028 Topics in Probability
- § MATH 8050 Topics in Mathematics
- § MATH 8065 Topics in Applied Algebra and Algebraic Structures
- § MATH 8120 Probability Theory I
- § MATH 8121 Probability Theory II
- § MATH 8163 Modern Algebra I
- § MATH 8164 Modern Algebra II
- § MATH 8184 Differential Geometry
- § MATH 8185 Differential Geometry II

- § PPOL 8614 Colloquium in 20<sup>th</sup> Century Black Urban History
- § PPOL 8615 The Restructuring City
- § PPOL 8635 Ethics of Public Policy
- § PPOL 8681 Race, Gender, Class and Public Policy
- § PPOL 8682 Stratification and Social Policy
- § PPOL 8687 Education Policy
- § PPOL 8688 Political Economy and School Reform
- § PPOL 8689 The Social Context of Schooling
- § RSCH 8296 Program Evaluation Methods
  
- § *EDUC 8000: Topics in Urban Educational Leadership (new)*
- § *EDUC 8010: Topics in Urban-Regional Education (new)*
- § *EDUC 8400: Internship in Urban Education (new)*
- § *EDUC 8410: Supervision of Student Teachers (new)*
- § *EDUC 8610: Seminar in College Teaching (new)*
- § *EDUC 8620: Seminar in Professional and Grant Writing (new)*
- § *EDUC 8800: Independent Study in Urban Education (new)*
- § *ENGL 8010/READ 8010: Topics in Literacy Education (new)*
- § *ENGL 8110/READ 8110: Literacy and Educational Public Policy (new)*
- § *ENGL 8410: Writing Program Administration and Supervision (new)*
- § *MAED 8010: Topics in Mathematics Education (new)*
  
- § *CURR 8123: Advanced Curriculum Development (cross listing)*

- § *EDUC 8126: Comparative Education (cross-listing)*
- § *ENGL 8104: Multiculturalism and Children's Literature (cross-listing)*
- § *ENGL 8147: Early Black American Literature (cross-listing)*
- § *ENGL 8148: 20<sup>th</sup> Century Black American Literature: Prose (cross-listing)*
- § *ENGL 8158: African American Literary Theory and Criticism (cross-listing)*
- § *ENGL 8165: Language and Culture (cross listing)*
- § *ENGL 8166: Comparative Language Study (cross-listing)*
- § *ENGL 8247: Perspectives in African-American Literature (cross-listing)*
- § *ENGL 8263: Linguistics and Language Learning (cross listing)*
- § *HIST 8250: Comparative Slavery and Race Relations (cross listing)*
- § *MAED 8122: Theoretical Foundations of Learning Mathematics (cross listing)*
- § *MAED 8124: Issues in the Teaching of Secondary School Mathematics (cross listing)*
- § *TESL 8103: Teaching English as a Second Language (cross listing)*

### **Description of new courses:**

#### ***EDUC 8000. Topics in Urban Educational Leadership (3)***

Examination of special topics germane to leadership in urban education environments at the elementary, middle, and secondary school levels as well as the community and four-year college. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics.

***EDUC 8010. Topics in Urban-Regional Education (3)***

Examination of special topics germane to education in urban-regional environments at the elementary, middle, and secondary school levels as well as the community and four-year college. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics.

***EDUC 8020. Topics in Urban Educational Research (3)***

Examination of the research in specific areas germane to urban educational settings and problems. Emphasis on different research questions and methodologies used to investigate similar problems. Examination of alignment of research findings with educational change in urban environments of the elementary, middle, and secondary school levels as well as the community and four-year college. May be repeated for credit for different topics.

***EDUC 8100. Critical Issues and Perspectives in Urban Education (3)***

Introduction to critical issues in urban education, from the historical roots to present crises and solutions. Examination of multiple perspectives on issues such as poverty, English as a second language, single-parent families, crime and drug abuse, school failure, discipline problems, under-preparedness for the next level of schooling, integration and re-segregation.

***EDUC 8400. Internship in Urban Education (3)***

Prerequisite: Consent of instructor. Internship experiences planned and guided cooperatively by University and school personnel in order to qualify for additional NC licensure.

***EDUC 8410. Supervision of Student Teachers (3)***

Concentrated practice in the supervision of student teachers with emphasis on support of student teachers in urban schools. Internship experience with direct faculty supervision in seminars and school settings.

***EDUC 8600. Readings in Urban Educational Research (3)***

Study of methodology and findings of historical and current research about needs and characteristics of urban schools, diverse populations in urban-regional environments, legal and ethical issues, policy-making, and promising solutions to educational challenges of poverty, social justice, language differences, and conflicting values.

***EDUC 8610. Seminar in College Teaching (3)***

Issues, theories, and research about teaching late adolescent and adult learners. Supervised teaching experience with faculty who support students as they teach or co-teach undergraduate professional education, English, or mathematics courses.

***EDUC 8620. Seminar in Professional and Grant Writing (3)***

Introduces the forms of professional and grant writing expected of education professionals. Emphasis on writing for publication and writing for federal and state funding. Collaborative writing and peer assessment will be part of the process.

***EDUC 8699. Dissertation Proposal Seminar (3)***

Prerequisite: Completion of research requirements and qualifying examination. Identification of a research question and development of the proposal for an original research study appropriate for the dissertation requirement.

***EDUC 8800. Independent Study in Urban Education (3)***

Prerequisite: Permission of the student's advisor. Independent study of an urban education problem or issue under the supervision of an appropriate faculty member. May be repeated for credit.

***EDUC 8999. Dissertation Research (3)***

Prerequisite: Committee approval of the dissertation proposal. Execution of original research study that addresses the solution to an urban educational problem in curriculum, teaching, learning, or leadership. (May be repeated for credit)

***ENGL 8010. Topics in Literacy Education (3)***

Examination of special topics germane to literacy education in urban-regional environments at the elementary, middle, and secondary school levels as well as the community and four-year college, including historical perspectives on current problems, effectiveness of programs and practices in urban schools, and emerging theories of literacy learning. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics. (Cross-listed with READ 8010).

***ENGL 8110. Literacy and Educational Public Policy***

Examination of competing definitions of literacy and development of literacy practices related to debates in American education public policy about the ends of schooling, the strategies of teaching, and the priorities of the language arts curricula. Evaluation of assumptions, reasoning, and research bases linking literacy to policy. Study of the historical and current methods of establishing district, statewide and federal policies about literacy education programs, materials, personnel, grants, and licensure. (Cross-listed with READ 8110.)

***ENGL 8410. Writing Program Administration and Supervision (3)***

Study of and supervised experiences in the development, administration, supervision, and evaluation of writing programs in urban educational settings. Students may focus on programs at the elementary, middle, or secondary schools or within community and four-year colleges. Emphasis on program development that supports writers from diverse backgrounds.



## ***ENGL 8600. Readings in Literacy Research (3)***

Study of methodology and findings of historical and current research about needs and characteristics of diverse literacy learners in urban-regional environments, successful programs and policies, and promising solutions to educational challenges confronting literacy teachers and literacy learners. Cross-listed with READ 8600.

## ***MAED 8010. Topics in Mathematics Education (3)***

Examination of special topics germane to mathematics education in urban-regional environments at the elementary, middle, and secondary school levels as well as the community and four-year college, including historical perspectives on current problems, effectiveness of programs and practices in urban schools, problem-solving, use of technology, mathematics and literacy. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics.

## ***MAED 8600. Readings in Mathematics Education Research (3)***

Contemporary issues in mathematics education, including the study of historical and current research about needs and characteristics of diverse mathematics learners in urban-regional environments, successful programs and policies, and promising solutions to educational challenges confronting mathematics teachers and their students.

# ***READ 8101. Applied Research in Literacy Education (3)***

Introduction to the research interests of faculty, with emphasis on research in urban educational issues and problems. Seminar and individual support for replication attempts, instrument development and field-testing in pilot studies, practice in and critique of different methods of data gathering and data analysis.

## ***READ 8010. Topics in Literacy Education (3)***

Examination of special topics germane to literacy education in urban-regional environments at the elementary, middle, and secondary school levels as well as the community and four-year college, including historical perspectives on current problems, effectiveness of programs and practices in urban schools, and emerging theories of literacy learning. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics. (Cross-listed with ENGL 8010).

## ***READ 8110. Literacy and Educational Public Policy (3)***

Examination of competing definitions of literacy and development of literacy practices related to debates in American education public policy about the ends of schooling, the strategies of teaching, and the priorities of the language arts curricula. Evaluation of assumptions, reasoning, and research bases linking literacy to policy. Study of the historical and current methods of establishing district, statewide and federal policies about literacy education programs, materials, personnel, grants, and licensure. (Cross-listed with ENGL 8110.)

## ***READ 8600. Readings in Literacy Research (3)***

Study of methodology and findings of historical and current research about needs and characteristics of diverse literacy learners in urban-regional environments, successful programs and policies, and promising solutions to educational challenges confronting literacy teachers and literacy learners. Cross-listed with ENGL 8600.

cc: Dr. Jeanneine Jones

Dr. Bob Rickelman

Dr. Cy Knoblauch  
Dr. Allen Queen

Dr. Alan Dow

Mr. Stefanos Arethas

Mr. Richard Yount

Mr. Craig Fulton

Ms. Carolyn Thigpen

Advising Team

---

---

**MEMORANDUM**

TO: Dean Mary Lynne Calhoun  
College of Education

FROM: Cathy Sanders  
Director of Assessment and Faculty Governance

DATE: June 16, 2003

RE: Request to revise special education areas of specialization within Phase I of the MAT degree

The request to revise special education areas of specialization within Phase I of the MAT degree was approved by the Chair of the Graduate Council on May 30, 2003 for immediate implementation.

New catalog copy

Deletions are struck through and additions are italicized.

The M.A. T. program will have licensure tracks in each of the following areas as well as *fast-track* options for the initial "A" licensure only:

- Elementary Education (K-6) (Cohort based only. See schedule.)
- Middle Grades Education (6-9) with one area of specialization:
  - Math
  - English/Language Arts
  - Science
  - Social Studies
- Secondary Education
  - Comprehensive Science (builds on any science degree)
  - Biology
  - Chemistry
  - Earth Science
  - Physics

- Math
  - English
  - History/Comprehensive Social Studies
  - Special Education (K-12) in the following areas:
    - ~~Mental disabilities~~
    - ~~Learning Disabilities~~
    - ~~Behavioral/Emotional Disabilities~~
    - **Special Education: General Curriculum**
    - ~~Severe Disabilities~~
    - **Special Education: Adapted Curriculum**
- 

## REVISIONS TO COURSES (RENUMBERED, RE-TITLED, REVISED SYLLABI)

**Change SPED 5276: Teaching Language Arts to Students with Special Needs to:**

**SPED 5275: Teaching Reading to Students with Special Needs. (3)**

Prerequisite: Admittance to Teacher Education. This course will provide students with effective teaching strategies and materials in reading to learners with special needs for teacher licensure in special Education: General Curriculum (NCDPI). A 12 hour filed-based clinical experience is a required component of the course. Assessment and application of instructional techniques are included in the course. *(Fall, Spring)*

### **SPED 5273. Life Skills (3)**

Prerequisite: Admission to Teacher Education. Methods and materials for teaching functional skills in daily living, social, and vocational domains that will enable persons with special needs to live independently in their communities. Ecological assessment for life skills planning. *(Fall)*

### **Change SPED 6475: Internship: Cross Categorical to:**

#### **SPED 6475. Internship: General Curriculum. (3)**

Supervised, field-based experiences in observation, instruction, and administration of programs for students who have special needs. Includes on-campus seminars. Offered only on a Pass/No Credit grading. Prerequisites: Grade of C or higher in all licensure courses; departmental approval. *(Fall, Spring)*

### **Change SPED 6470: Special Education Clinical Experience to:**

#### **SPED 6476. Internship: Adapted Curriculum. (3-6)**

Supervised experiences in observation, instruction, and administration of programs for students in adapted curriculum. Offered only on a Pass/No Credit grading. *(Fall, Spring)*

### **Change SPED 6100: Introduction to Special Education to:**

#### **SPED 5100. Introduction to Special Education. (3)**

Examines the historical antecedents of contemporary practices in the field of special education and current trends in the field of education. Addresses individualized general curriculum licensing standards and adapted or individualized independence curriculum licensing standards. Examines one's personal philosophy of special education and the diversity of students with disabilities. Identifies and critiques instructional implications of published research. Field-based clinical activity required. *(Fall, Spring, Summer)*

### **Change SPED 6130: Diagnostic Assessment to:**

#### **SPED 5130. Diagnostic Assessment. (3)**

Overview of the principles and practice of educational problem solving with an emphasis on curriculum-based assessment, formal assessment, special education eligibility, and linkages between assessment and instruction. Students will need to prepare for between 10-20 hours per semester for out of class projects. *(Fall, Spring, Summer)*

**Change SPED 6316 Transition and Life Skills to:**

**SPED 5316. Transition Planning and Service Delivery. (3)**

Prerequisite: Admission to Teacher Education. Methods and procedures used in preparing students with disabilities for the world of work and independence are studied. *(Spring)*

**Change SPED 6690: Seminar in Collaboration to:**

**SPED 6690. Consultation and Collaboration. (3)**

The course is designed to provide graduate students an opportunity to enhance their knowledge base and expertise in consultation and collaboration with parents, general education teachers, paraprofessionals, related service personnel, and/or human services personnel. *(Fall, Spring)*

**SPED 5270. Classroom Management. (3)**

Theoretical context of positive behavioral support and related applied behavior analysis strategies, including functional behavioral assessment and intervention planning, necessary to manage effectively the classroom behaviors of individuals or groups of students with special needs and to promote success in the learning environment. A field-based clinical assignment of approximately 15 hours is required. *(Fall, Spring, Summer)*

**SPED 5272. Teaching Mathematics to Students with Special Needs. (3)**

Prerequisite: Admission to Teacher Education. This course will provide students with effective teaching strategies and materials in math for learners with special needs for teacher licensure in Special Education: General Curriculum (NCDPI). Assessment and application of instructional techniques are included in the course.

Change all of the following courses to **"On Demand"**:

- SPED 6112. Learning Disabilities
- SPED 6113. Mental Disabilities
- SPED 6114. Behavioral-Emotional Disabilities
- SPED 6117. Introduction to Persons with Severe Disabilities
- SPED 6121. Methods and Materials: Mental Disabilities
- SPED 6122. Methods and Materials: Behavioral-Emotional Disabilities
- SPED 6123. Methods and Materials: Learning Disabilities
- SPED 6127. Curriculum for Persons with Severe Disabilities
- SPED 6630. Problems and Issues of Persons with Severe Disabilities

**DELETE: SPED 5170. Consultation and Collaboration. and SPED 6115 Mild Disabilities**

**ADD NEW COURSES:**

**SPED 5175. Instructional Planning in Special Education. (3)**

Strategies for the development, implementation, and monitoring of Individualized Education Plans (IEPs) for students with mild disabilities within the general education curriculum. Through the use of technology, students are expected to demonstrate proficiency in using the general education curriculum to development and implement IEPs, unit, and individual lesson plans for instruction. *(Fall, Spring, Summer)*

**SPED 5274. General Curriculum Access and Adaptation. (3)**

Strategies for developing curricular priorities for students who need adaptations to the general curriculum including ways to link to state standards in reading, math, writing, science, and other content areas. *(Spring)*



### **SPED 5277. Teaching Written Expression to Learners with Special Needs. (3)**

Prerequisite: Admission to Teacher Education. This course will provide students with effective teaching strategies and materials in written expression to learners with special needs. A 12-hour field experience is a required component of the course. The field experience will include assessment and application of instructional techniques with students identified as receiving special education services. The course is designed to address core and specific competencies in teaching written expression to students with special needs for teacher licensure in Special Education: General Curriculum as stipulated by the North Carolina Department of Public Instruction. *(Fall, Spring)*

### **SPED 5278. Systematic Instruction in the Adapted Curriculum. (3)**

Principles and procedures used to develop instructional support for students who need life skills and adaptations to general curriculum. Students are required to design and implement an instructional program. *(Spring)*

cc: Dr. Jerry Ingalls  
Dr. Richard White

Dr. Nancy Cooke

Mr. Stefanos Arethas

Mr. Richard Yount

Mr. Craig Fulton

Ms. Carolyn Thigpen

Advising Team

---

---

MEMORANDUM

TO: Dean Mary Lynne Calhoun

College of Education

FROM: Cathy Sanders

Director of Assessment and Faculty Governance

DATE: April 25, 2003

RE: Request to establish EIST 6102/8102: Readings in Research in Instructional Systems Technology

The request to establish EIST 6102/8102: Readings in Research in Instructional Systems Technology was approved by the Graduate Council on April 8, 2003 and by Faculty Council on the April 10, 2003 Consent Calendar for immediate implementation.

New catalog copy

**EIST 6102/8102. Readings in Research in Instructional Systems Technology. (3)**

Current issues and trends in instructional systems technology research including instructional systems design, requirements for instruction, task and needs analysis, learning situations and instructional models, learner characteristics, hardware and software innovations, assessing instructional outcomes, and factors affecting utilization. (*On Demand*)

cc: Dr. J. Allen Queen  
Mr. Brian Bradley

Mr. Richard Yount

Mr. Craig Fulton

Ms. Carolyn Thigpen

Advising Team

---

---

MEMORANDUM

TO: Dean Mary Lynne Calhoun  
College of Education

FROM: Cathy Sanders  
Director of Assessment and Faculty Governance

DATE: April 23, 2003

RE: Request to revise BA in Special Education

The request to revise BA in Special Education was approved by the Chair of the Undergraduate Course and Curriculum Committee on April 22, 2003 for immediate implementation.

New catalog copy

**Deletions are struck through and additions are italicized.**

**MAJOR IN SPECIAL EDUCATION: BACHELOR OF ARTS**

*Coordinator:* Nancy Cooke

*Department:* Counseling, Special Education, and Child Development (CSPC)

The B.A. program in Special Education: ~~Mental Disabilities~~ includes a choice of one of two licensure areas, the *Special Education: General Curriculum license* or the *Special Education: Adapted Curriculum license*. The *Special Education: General Curriculum license* qualifies graduates for an entry-level ("A") license to teach children with ~~mental disabilities~~ special needs in grades K-12 with milder disabilities who will take the North Carolina standard end of year accountability test with or without modifications. The *Special Education: Adapted Curriculum license* qualifies graduates for an entry-level ("A") license to teach children with ~~mental disabilities~~ special needs in grades K-12 with more severe disabilities who will take an alternative assessment for the North Carolina standard end of year accountability test.

**Program Objectives.** Graduates of the program are prepared to: provide individually planned, systematically implemented, and carefully evaluated instruction for students with ~~mental disabilities~~ *special needs*; provide educational services to students with ~~mental disabilities~~ *special needs* in general classrooms, resource classrooms, and ~~separate~~ *other educational* settings; and help students with ~~mental disabilities~~ *special needs* achieve the greatest possible personal self-sufficiency and success in present and future environments. 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, and School and Community Involvement.

**Requirements.** The major in Special Education: ~~Mental Disabilities~~ leading to the B.A. degree requires ~~128~~ 120 semester hours as follows:

*General Education (31-35 hours).* Course options are listed on the program's Academic Planning Worksheet. Course selections must be initially approved by the student's Pre-Education advisor in the Office of Student Academic Services and finally approved by the student's major advisor after admission to the Teacher Education Program in Special Education: ~~Mental Disabilities~~. General Education requirements may also be met through the "Articulation Agreement" with North Carolina Community Colleges.

*Second Academic Concentration (24 hours, including two courses that also meet General Education requirements).*

A Second Academic Concentration is required in *one* of the following six subject areas relevant to teaching children with mental disabilities in an elementary, middle, or secondary school classroom:

- English and Communications
- Mathematics
- Science

- Social Studies
- Global Studies and Foreign Language
- Visual and Performing Arts

The required and elective courses in each Second 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 Office of Student Academic Services and finally approved by the student's major advisor after admission to the Teacher Education Program in Special Education: ~~Mental Disabilities~~. With advisor approval, a full second major in an Arts and Sciences discipline may be substituted for the academic concentration.

*Professional Education (61 hours)*

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

SPED 2100 Introduction to Students with Special Needs ~~(2)~~ (3)

*(Corequisite courses EDUC 2100 and SPED 2100 should be taken during a student's sophomore year; both must be completed with a grade of C or better to qualify for admission to the Teacher Education Program in Special Education: ~~Mental Disabilities~~.) Admission to Teacher Education and advisor's approval are required in order to register for any of the following courses.)*

*Courses required by both licensure areas:*

CHFD 3115 Learning and Development (3) **or**

MDSK 3160 Learning and Development: Birth through Adolescence (3) **or**

PSYC 2120 Child Psychology (3) **or**

PSYC 2121 Adolescent Psychology (3)

*SPED 3100 Introduction to General Curriculum for Special Needs Learners (3)*

~~SPED 3171 The Education of Learners with Mental Disabilities (3)~~  
~~SPED 3172 Directed Readings in Special Education Research (3)~~  
 SPED 3173 Special Education Assessment (3)  
 READ 3226 Teaching Reading to Intermediate Grade Learners (W)  
 (3)OR  
 READ 3255 Integrating Reading Across the Content Areas (W)  
~~SPED 3174 Classroom-Based Assessment (3)~~  
~~SPED 4276 Teaching Language Arts to Learners with Mental  
 Disabilities (3)~~  
 SPED 3175 *Instructional Planning in Special Education (3)*  
 EIST 4100 Computer Applications in Education (3)  
 SPED 4170 Special Education Consultation and Collaboration (W)  
 (3)  
 SPED 4270 Classroom Management (3)  
 KNES 3229 Teaching Health and Safety to Elementary School  
 Learners (2) or  
 KNES 3152 Health and Safety Issues in Middle and Secondary  
 Schools (2)  
 KNES 3228 Integrating Physical Activity and Movement in  
 Elementary Schools (2)  
 SPED ~~3290~~ 4290 Modifying Instruction for Learners with Diverse Needs  
 (2) (3)

*Courses specific to the General Curriculum license:*

SPED 4272 Teaching Mathematics to Learners with Special  
 Needs (3)  
 SPED 4275 *Teaching Reading to Learners with Special Needs*  
 (3)  
 SPED 4277 *Teaching Writing to Learners with Special Needs (3)*

~~SPED 3470 4475~~ Student Teaching/Seminar: K-12 Special Education:  
~~Mental Disabilities- General Curriculum~~ (15)

*Courses specific to the Adapted Curriculum license:*

SPED 3273 Life Skills Instruction (3)

SPED 4274 *General Curriculum Access and Modifications* (3)

SPED 4278 *Systematic Instruction in the Adapted Curriculum*  
(3)

SPED 4316 *Transition and Service Delivery* (3)

~~SPED 3470 4476~~ Student Teaching/Seminar: K-12 Special Education:  
~~Mental Disabilities- Adapted Curriculum~~ (15)

*(Enrollment in SPED ~~3470 4475~~ or SPED 4476 requires admission to student teaching through the College's Office of Field Experiences)*

*Elective (3 6-10 hours)*

~~These courses must be approved by the student's advisor in Special Education.~~

**Academic Advising.** Freshmen and sophomores who intend to major in Special Education ~~Mental Disabilities~~ are classified as Pre-Education students in Special 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 Second Academic Concentration courses and who helps them meet the requirements for admission to teacher education. To be admitted to the Teacher Education Program in Special Education, students must have completed an application by March 1st, attained a C or better in EDUC 2100 and SPED 2100, passed all three parts of the Praxis I test, and attained an overall GPA of at least 2.5 in at least 45 semester hours of coursework. Applications are available from and are to be returned to TEAL for admission to the Teacher Education Program in Special Education: ~~Mental Disabilities~~ that typically occurs at the end of the sophomore year. Students are then assigned a major advisor in special



education who helps them plan the remainder of their program of study *including selection of one of the two licensure areas*. Course selections for each subsequent semester must be approved by the student's advisor in special education. Assignment of the student's major advisor is the responsibility of the undergraduate coordinator of the Department of Counseling, Special Education, and Child Development (CSPC).

cc: Dr. Rick Lejk  
Dr. Richard White  
  
Dr. Nancy Cooke  
  
Mr. Brian Bradley  
  
Mr. Richard Yount  
  
Mr. Craig Fulton  
  
Ms. Carolyn Thigpen

---

---

MEMORANDUM

TO: Dean Mary Lynne Calhoun  
College of Education

FROM: Cathy Outland  
Director of Assessment and Faculty Governance

DATE: April 10, 2003

RE: Request to add a prerequisite to CSLG 7205

The request to add a prerequisite to CSLG 7205, was approved by the Chair of the Graduate Council on March 25, 2003 for immediate implementation.

New catalog copy

**CSLG 7205. Techniques of Family counseling. (3)**

Prerequisites: CSLG 6100, CSLG 6110, CSLG 6200. An overview of techniques used by family counselors working from communications, structural, or strategic orientations.

cc: Dr. Gerald Ingalls  
Dr. Richard White

Dr. Bob Barret

Mr. Brian Bradley

Mr. Richard Yount

Mr. Craig Fulton

Ms. Carolyn Thigpen

Advising Team

---

---

MEMORANDUM

TO: Dean Mary Lynne Calhoun

College of Education

FROM: Cathy Outland

Director of Assessment and Faculty Governance

DATE: April 10, 2003

RE: Request to cross list CSLG 7205 as CSLG 8205

The request to cross list CSLG 7205 as CSLG 8205 was approved by the Chair of the Graduate Council on March 25, 2003 for immediate implementation.

New catalog copy

**CSLG 7205/CSLG 8205. Techniques of Family Counseling. (3)**

Prerequisites: CSLG 8200. An overview of techniques used by family counselors working from communications, structural, or strategic orientations.

cc: Dr. Gerald Ingalls  
Dr. Richard White

Dr. Bob Barret

Mr. Brian Bradley

Mr. Richard Yount

Mr. Craig Fulton

Ms. Carolyn Thigpen

Advising Team

---

---

**MEMORANDUM**

TO: Dean Mary Lynne Calhoun  
College of Education

FROM: Cathy Outland  
Director of Assessment and Faculty Governance

DATE: February 17, 2003

RE: Request for change in course numbering

The request for change in course numbering was approved by the Chair of the Undergraduate Course and Curriculum Committee on February 3, 2003 for immediate implementation.

New catalog copy:

ELED 3121 becomes **ELED 4121**

ELED 3122 Becomes **ELED 4122**

ELED 3220 becomes **ELED 4220**

ELED 3420 becomes **ELED 4420**

cc: Dr. Richard Lejk

Dr. Robert Rickelman

Mr. Brian Bradley

Mr. Richard Yount

Mr. Craig Fulton

Ms. Carolyn Thigpen

Advising Team

---

---