

LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: REEL 03-19-2010c

Proposal Title Revision of the M.Ed. in Elementary Education

Originating Department Department of Reading and Elementary Education

TYPE OF PROPOSAL: UNDERGRADUATE ___ GRADUATE X ___ UNDERGRADUATE & GRADUATE _____

(Separate proposals sent to UCCC and Grad Council)

DATE RECEIVE	DATE CONSIDER	DATE FORWAR	ACTION	SIGNATURES
12-8-10	12-8-10	12-8-10	Approved	<u>DEPARTMENT CHAIR</u>
12/8/10	1/14/11	1/14/11	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>
Not Applicable	Not Applicable	Not Applicable	Approved	<u>COLLEGE FACULTY CHAIR</u> (Not applicable in the College of Education)
1-14-11		1-27-11	Approved	<u>COLLEGE DEAN</u>
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
1/28/11	3/1/11	3/18/11	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)
			Approved	<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

COPY 3/18/11
MADE ap
Grad School

University of North Carolina at Charlotte

New Graduate

Department of Reading and Elementary Education.

Proposal Number REEL 3-19-2010c

TITLE. Revision of the M.Ed. Program in Elementary Education

PROPOSAL SUMMARY AND CATALOG COPY.

SUMMARY.

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

1. Reduce required hours from 39 to 33.
2. Add five new required courses.
 - ELED 6200 Current Issues in Global and Urban Elementary Schools
 - ELED 6201 Theories of Human Development and Learning in Cultural Contexts
 - ELED 6202 Classroom Management and Leadership for Diverse Learners
(submitted with proposal REEL 3-19-2010 b)
 - ELED 6203 Instructional Differentiation for 21st Century Learners
(submitted with proposal REEL 3-19-2010 b)
 - ELED 6303 Teacher Inquiry and Data Analysis in the Elementary Classroom
(submitted with proposal REEL 3-19-2010 b)
3. Drop five courses from the plan of study.
 - ELED 6101 Applications of Theories of Human Development and Learning
 - ELED 6111 Critical Issues in Elementary Education
 - ELED 6220 Integrating the Elementary Curriculum
 - ELED 6474 Advanced Practicum in Teaching, Learning, and Leadership
 - ELED 6691 A, B, C: Seminars in Professional Leadership
4. Establish concentrations or emphasis strands in the following add-on licensure areas:
 - Academically/Intellectually Gifted
 - Instructional Systems Technology
 - Special Education
 - Teaching English as a Second Language
 - Elementary Math
 - Other individualized options

PROPOSED UPDATES TO COURSE DESCRIPTIONS AND CATALOG COPY.

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

Prerequisites: Admission to Master's in Elementary Education Program. Candidates will demonstrate an understanding of global, civic, and urban issues that impact local teaching and learning ideals. The course is reading and writing intensive, as candidates are required to

reflect on and analyze instruction for diverse learners using a variety of flexible and adaptable instructional methods appropriate for learning in a globalized educational context. *(Fall/Summer)*

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

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

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

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

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

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

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

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

JUSTIFICATION

1. Rationale for reduction of required hours from 39 to 33:

The hours were reduced as a strategic action to expand the outreach of our program and to be efficient and competitive in the changing landscape of graduate education. We have examined comparable master's degree programs and find that the 33 hour proposal is more in line with peer institutions than the current 39 hour program. We concluded that coursework could be streamlined to focus specifically on the challenges of contemporary students, schools, and learning.

2. Rationale for adding five courses:

The program was redesigned to provide candidates with knowledge critical to successful teaching and learning in the 21st century. The inclusion of an urban foci, global awareness, attention to modern technological knowledge, special and gifted education, English as a second language, and advanced mathematic content knowledge support the goals of the College of Education, the mission of the University, and the needs of public school partners. Additionally, faculty and current candidates indicated a need for advanced instruction in classroom management theories and models. System representatives indicated a need for teacher preparation in effective strategies to communicate with the school community, including students, parents, colleagues, and administrators.

ELED 6200: Current Issues in Global and Urban Elementary Schools.

Rationale: Faculty, candidates, and public school partners expressed a desire for comprehensive knowledge of urban issues and the impact of globalization on teaching locally. This course was developed out of the need to heed community partners as well as meet the College of Education strategic plan for global competencies. In addition, the

course also supports the university's urban focus and provides comprehensive learning centered on urban education. This course addresses Standard 1: Teacher Leader as candidates will become aware of advocates for student rights, demonstrate ethical leadership, obtain global knowledge, and understand the use of personal and social responsibility to positively impact students. Standard 2 is covered as candidates will establish productive environments, encourage positive relationships, and be knowledgeable of diverse cultures and global issues that impact their classroom and the greater community. This course also compels candidates to embrace and value critical thinking and problem solving as a major teacher disposition in successful urban schools [Standard 5].

ELED 6201: Theories of Human Development and Learning in Cultural Contexts.

Rationale: Faculty and candidates indicated that human development should explore cognition and learning from urban perspectives as well as examine developmental concepts that impact students in diverse environments. This course supports Standard 4 as candidates are required to critically analyze child, adolescent, and cognitive development to determine developmental needs in an effort to design relevant yet rigorous instruction. Standard 5 is highlighted in this course as it requires candidates to reflect deeply on student learning, culture, and development in an effort to promote an educational environment that values diverse learning styles and varying developmental levels.

ELED 6202: Classroom Management and Leadership for Diverse Learners.

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

Rationale: This course is designed to achieve two goals, the advanced study of classroom management techniques and the development of professional leadership skills. Communication with school system representatives indicated a need to prepare graduate candidates to be mentors for new teachers in their knowledge and ability to model effective classroom management skills. Faculty and current candidates indicated a need for advanced instruction in classroom management theories and models. School system representatives indicated a need for teacher preparation in effective strategies to communicate with the school community, including students, parents, colleagues, and administrators. The North Carolina State Board of Education adopted the North Carolina Professional Teaching Standards. Among these standards is the expectation that teachers will demonstrate "leadership among the staff and with administrators... in order to bring consensus and common, shared ownership of the vision and purpose of work of the school" (NCPTS, pg. 1). Standard I of this document states "Teachers lead in their classroom. Teachers demonstrate leadership in their school. Teachers lead in the profession" (NCPTS, pg. 2). Standard II of this document states "Teachers establish a respectful environment for diverse populations of students." This course will encompass students studying theories of classroom management and developing leadership skills in the context of learning about advanced classroom management techniques and pedagogies to address diverse learning needs. Students will reflect on related theories of classroom management modules as they design and implement a professional development experience for their school, thereby demonstrating their expertise in school leadership.

ELED 6203: Instructional Differentiation for 21st Century Learners.

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

Rationale: Data from current candidates, school systems representatives, university supervisors, and alumni indicated a need for advanced study in tiered differentiation, formative assessment data, 21st century skills, and instruction for students with special needs. The NC Professional Teaching Standards require teachers to meet the needs of each of the learners in their classrooms. North Carolina was recently awarded grant money through the federal “Race to the Top” funding. This funding was granted to further expand the role of teaching to the individual needs of the learner. The North Carolina Professional Teaching Standards states “Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly.” (NCPTS, pg. 3). The North Carolina State Board of Education joined the national Partnership for 21st Century Skills to ready all P-12 students to function effectively in the 21st century. The 21st Century Skills Framework states that teachers will “identify students’ particular learning styles, intelligences, strengths, and weaknesses”. Master’s candidates must lead their schools in the ability to instruct by showing their expertise in selection of learning strategies and 21st century skills. This course will provide the master’s student with an understanding of how to use learning inventories and assessment data to meet the needs of all learners. The focus of the course will be to study theory and best practices in managing students with diverse needs and leading the school by implementing professional development experience.

ELED 6303: Teacher Inquiry & Data Analysis in the Elementary Classroom

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

Rationale: Discussion with faculty indicated a need to develop a capstone project which encompassed an understanding of advanced content knowledge, the ability to use student data in instruction decision making, ability to use research to improve student learning, and the ability to communicate results in a professional learning community. The North Carolina Professional Teaching Standards require teachers to be experts in using data to plan, implement, and revise instruction. North Carolina was recently awarded grant money through the federal “Race to the Top” funding. This funding was granted to further expand the role of teaching to the individual needs of the learner. Race to the Top asks P-12 teachers to ready all learners for college. At the elementary level, this means using data analysis to instruct the learner based on individual ability, knowledge, and best strategies to effectively teach the concepts and skills. This course will require master’s students to seek out and use existing research to inform knowledge, pedagogy, and practices. Candidates will demonstrate the ability to identify a problem, research the topic, design, and implement a unit of instruction which will show that they positively impact learning. Data collected related to student learning will show an in-depth understanding of content knowledge, and expertise in data analysis related to student instruction and learning.

3. Rationale for dropping five courses from the plan of study:

The hours were reduced as a strategic action to expand the outreach of our program and to be efficient and competitive in the changing landscape of graduate education. We have

examined comparable master's degree programs and find that the 33 hour proposal is more in line with peer institutions than the current 39 hour program. We concluded that coursework could be streamlined to focus specifically on the challenges of contemporary students, schools, and learning.

ELED 6101 Applications of Theories of Human Development and Learning

Rationale: Replace ELED 6101 Applications of Theories of Human Development and Learning with

ELED 6201 Theories of Human Development and Learning in Cultural Contexts. Content needed to be more reflective of current theories and practices. Faculty and candidates indicated that the human development course should explore cognition and learning from urban perspectives as well as examine concepts that impact students, particularly those in urban environments.

ELED 6111 Critical Issues in Elementary Education

Rationale: The topics discussed in this course are now diffused throughout the new program.

ELED 6220 Integrating the Elementary Curriculum

Rationale: Discussion with faculty and candidates determined that knowledge and skills with curriculum integration was thoroughly addressed in most undergraduate programs. In addition, in most schools it is common for teachers to work in teams to develop coherent lessons that integrate content areas across the curriculum. A requirement of this course has been the creation of an integrated instructional unit, which was seen as redundant information, providing little new knowledge and skills for candidates.

ELED 6474 Advanced Practicum in Teaching, Learning, and Leadership

Rationale: The focus and content of ELED 6474 no longer aligns with the new standards. Faculty and candidates indicated that ELED 6474 course should be replaced with a course focused on advanced classroom management theories and models. In addition, the course should prepare candidates to be models of effective classroom management for new teachers. Candidates and school partners expressed interest in a course that emphasized leadership as content and produced classroom management experts who could model effective classroom management skills.

ELED 6691 A, B, C: Seminars in Professional Leadership

Rationale: The purpose of this three-part course, taken over several semesters, is to design and implement an action research project. Discussions with faculty and candidates indicated that an understanding of research and leadership could be better addressed in other courses. Additionally, working on this action research project over several semesters prevented the candidate from working with just one group of students for the purposes of the study.

4. Rationale for the emphasis strands/concentrations for add-on licensure:

Rationale: Faculty and candidates indicated that the proposed second licensure emphasis areas were an attractive and competitive option for the M.Ed. program. In addition, the emphasis areas provide specialized preparation in fields that are

needed in elementary schools. School personnel directors indicate that teachers with multiple licenses provide principals with greater staffing flexibility. Candidates felt that the additional licensure would be more beneficial in hiring. The options provide a 12-hour course sequence that will prepare candidates to pass Praxis II in the add-on field. While the concentrations described to the left are the recommended concentrations because of their connection to a second licensure area, individualized concentrations in content areas relevant to the elementary curriculum (e.g., science) may be designed upon student request and consent of the advisor.

5. Improvement to the scope, quality and/or efficiency of program/instruction:

The primary purpose of these revisions requires university's to teach courses whereas master's candidates demonstrate expertise in the ability to lead through depth of content knowledge, instructional proficiency, and the ability to demonstrate effective professional development in the school. The courses develop are in direct response to the data provided by school system personnel, students, and faculty on learning needed to be a Master Teacher. In analyzing this data, patterns were found showing the need for courses instructing in advanced classroom management, school leadership, instructional differentiation, and utilization of student data to drive instruction. Furthermore, the North Carolina Department of Public Instruction adopted new Professional Teaching Standards and joined Partnership for 21st Skills so as to revise curriculum of master's candidates. Additionally, data showed that some courses no longer matched standards and the information was taught in previous coursework.

6. Prerequisites/co-requisites:

- Admission to the M.Ed. program in elementary education.
- Be in good standing in the Graduate School.
- ELED 6303 incorporates the capstone experience in the program and, thus, must be taken in the final semester of the program.

7. Course numbering: 6000 level course numbers reflect graduate coursework at UNC

Charlotte. Course numbers were assigned in consultation with the ELED Department Chair to reflect the graduate nature of the course and their location in the ELED M.Ed. sequence.

IMPACT

1. **Students served:**

The M.Ed. in Elementary Education serves graduate students that have completed a Bachelors of Art in Teaching in elementary education and have acquired NC licensure in elementary education. Students must be formally admitted to the M.Ed. program as outlined in the admission standards to the program. Students taking these courses will be required to provide proof of employment as an elementary teacher.

2. **Effect on existing courses and curricula:**

The M.Ed. program has been completely revised and all courses listed are required courses. Candidates will be encouraged to follow a cohort and the logical sequence of courses. The

scheduling of the courses will enable students the opportunity to take each courses in sequence or at alternative times of the year. The courses will be taught twice a year, during the fall, spring, and summer semesters. The creation of these courses will have no negative impact of other courses being offered. Because of the interest in these courses found through our needs assessment, course enrollment is expected to be 30 M.Ed. candidates.

RESOURCES REQUIRED TO SUPPORT PROPOSAL.

1. **Personnel: No new faculty will be required to offer the new program. Current faculty members have the knowledge and expertise to teach these courses within their normal course loads. The following members of the faculty can teach the new courses:**

ELED 6200	ELED 6201
Dr. Amy Good	Dr. Michael Green
Dr. Tracy Rock	Dr. Tehia Starker
ELED 6202	ELED 6203
Dr. Leigh Ausband	Dr. Christy Luce
Dr. Tehia Starker	Dr. Stephen Hancock
Dr. Amy Good	Dr. Brian Kissell
ELED 6303	
Dr. Stephen Hancock	
Dr. Drew Polly	
Dr. Brian Kissell	
Dr. Leigh Ausband	

2. Current physical facility, equipment, supplies, computers, and other resources are adequate for teaching this course.

CONSULTATION WITH OTHER DEPARTMENTS, LIBRARY OR COMMITTEES:

1. GENERAL EDUCATION REQUIREMENTS:

- a. Is the proposed changed related to General Education Requirements?
 Yes No

- b. If Yes, please attach the approval letter from the Dean of the University College.

2. LIBRARY CONSULTATION:

- a. Does the proposed change include a new course?
 Yes No

b. Please see written consultation from the Library Reference Staff.

3. INITIATION AND CONSIDERATION OF THE PROPOSAL AND CONSULTATION WITH OTHER DEPARTMENTS:

a. Does the proposed change affect other departments?

 X Yes No

Please see written consultations (attached)

ORIGINATING UNIT

Summary of action on the proposal by the faculty in Reading and Elementary Education (REEL). This proposal was presented to the faculty in REEL at the February 14, 2010 meeting. Explanations of the proposed courses, as well as the courses to be dropped were presented. The faculty voted to approve these changes on March 19, 2010 .

OTHER CONSIDERING UNITS Please see attached memoranda in support of the addition of emphasis strands to be taken in other departments:

Department of Educational Leadership
Department of Middle, Secondary, and K-12 Education
Department of Special Education and Child Development

ATTACHMENTS

1. Library Consultation for ELED 6200 and 6201
2. Course Outline for ELED 6200: Current Issues in Global and Urban Elementary Schools
3. Course Outline for ELED 6201: Theories of Human Development and Learning in Cultural Contexts
4. Memoranda of support from other departments

Course/Program: ELED 6200: Current Issues in Global and Urban Elementary Schools

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** October 29, 2010

Please Check One:

Holdings are superior _____

Holdings are adequate X

Holdings are adequate only if Dept. purchases additional items. _____

Holdings are inadequate _____

Comments:

Because we are already supporting an urban education degree at the doctoral level and the overall university emphasis on global education the library has adequate resources to support this new course.

To: Stephen D. Hancock, Graduate Coordinator, M.Ed. Program
From: Judy Walker, Education/Curriculum Materials Librarian
Date: October 29, 2010
RE: Consultation on Library Holdings

Course/Program: ELED 6201: Theories of Human Development and Learning in Cultural Contexts

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** October 29, 2010

Please Check One:

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

Comments:

Because we are already supporting an urban education degree at the doctoral level, the overall university emphasis on global education and the number of other courses/disciplines that address human development the library has adequate resources to support this new course.



Course Outline

COURSE NUMBER ELED 6200 **CREDIT HOURS** 3

COURSE TITLE Current Issues in Global and Urban Elementary Schools

CATALOG DESCRIPTION

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

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

COURSE PREREQUISITES: Admission to Master's in Elementary Education Program.

COURSE RATIONALE

This course was developed out of the need to meet the College of Education strategic plan for global competencies and to provide comprehensive learning centered on urban education. Faculty, candidates, and public school partners expressed a desire for comprehensive knowledge of urban issues and the impact of globalization on teaching locally. As such, the nature of this course also supports the University's urban centered mission. This course also aligns with the North Carolina Professional Teaching Standards and the emphasis on preparing young people for college and careers in the 21st century.

Trends and issues in elementary education continuously change and yet there are many critical issues that continue to be significant in elementary classrooms. Three critical issues, the urbanization of schools, the evolving missions of elementary schools to produce global citizens, and issues in global education and competition, serve as lenses to view and gain insight about a variety of educational topics related to the day to day activities of the classroom teacher. These three critical issues will be explored from both a global perspective and from within urban educational environments. Candidates in this course will begin developing knowledge, inter-

subjective understandings, and experiences that will foster their development as master teachers who are self-directed in their personal and professional growth and prepared to develop future generations to live effectively in a modern, industrialized, and global society.

This course is the first in the sequence of Master's of Education courses and it sets a foundation for the global and urban focus of the other courses. As the initial course candidates will be afforded information, knowledge, and experiences that will support their learning in ELED 6201, ELED 6202 and ELED 6203.

Candidates demonstrate an understanding of global awareness and civic literacy as they are required to reflect and plan instruction for diverse learners using a variety of flexible and adaptable instructional methods appropriate for learning in a globalized educational context.

The conceptual framework serves as a guide in the development, implementation, and on-going assessment of the College of Education's vision for preparing Excellent Educational Professionals. This course endeavors to develop students who are knowledgeable about content and pedagogical practices and their effect on all learners; assist teachers in making effective links between research and practice as well as between content and pedagogy; develop skills that assist them in becoming reflective about their practice and make appropriate educational decisions; be responsive to all children and provide support for high academic achievement; work collaboratively with colleagues, and become leaders in the profession.

COURSE OBJECTIVES

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

1. Candidates demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. [NCDPI 1.2]
2. Candidates design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. [NCDPI 2.1]
3. Candidate will articulate ways to use knowledge of different cultural contexts within the local and global community (socio-economic, ethnic, cultural) and connect with the learner through types of interaction and assignments. [INTASC 3.5]
4. Candidates are encouraged to reflect on prior knowledge and its connection to new information [INTASC 2.4] ; Identity biases and critically reflect on solutions [NCDPI 6.1]
5. Teachers demonstrate their belief that diversity in the classroom, in the school, and in the society is a strength. [NTASC 3.1]
6. Candidate evaluates resources and curriculum materials for (global and local) appropriateness to the curriculum and instructional delivery [INTASC 1.3]
7. Candidate reads educational literature critically, including theoretical, philosophical, and research materials [NCDPI A.1]
8. Candidates will understand the importance of creating a learning community that respects individual differences and cultures [INTASC 3.6]

INSTRUCTIONAL METHODS This course will be offered in both face to face and on-line formats.

COURSE CONTENT

Week	Topic/Content	Readings	Instructional Methods
Urban Education			
1	Syllabus Overview / Introduction to Issues in Urban Education	Various articles and book chapters	Lecture/Online Discussion
2	Urban Education Deconstructing Bias	Various articles and book chapters	Lecture/Online Discussion
3	Understanding of Urban School Context	Various articles and book chapters	Lecture/Online Discussion
4	Current State of Urban schools	Various articles, book chapters, and current news articles	Lecture/Online Discussion
Global Issues: Diversity, Citizenship, Competition, and Education			
5	Global Education and civil issues	Various articles and book chapters	Lecture/Online Discussion
6	Understanding crosscutting issues of global citizenship	Banks, J. (2004). Diversity and citizenship education. Jossey-Bass: San Francisco.	Lecture/Online Discussion
7	Responding to globalization	Various articles and book chapters	Lecture/Online Discussion
8	Teaching in a global spaces	Various articles and book chapters	Lecture/Online Discussion
9	The digital divide in urban schools worldwide and its impact on achievement	Various articles and book chapters	Lecture/Online Discussion
10	Citizenship and global education	Various articles and book chapters	Lecture/Online Discussion
11	Introduction of Global Educational Organizations And Analysis of Global Student Achievement and Competition	PISA [Program for International Student Assessment], OECD [Organization for Economic Co-Operation and Development], UNESCO [United Nations Educational, Scientific, and Cultural Organization]	Investigation/ Face to Face Discussion
12	Language and Global Education	Various articles and book chapters	Lecture/ Online Discussion
Teaching: Global Competitive Curriculum			
13	Investigation of teaching methods in Europe and Asia	Various articles and news reports	Internet Investigation/ Lecture - Discussion
14	Investigation of teaching methods in South	Various articles and news reports	Internet Investigation/ Lecture - Discussion

	America, Middle East, and Africa		
15	Teaching for developmentally and culturally appropriateness	Various articles and book chapters	Lecture/Online Discussion
16	Investigating a global curriculum	Various articles and book chapters	Lecture/Online Discussion
Final	Exam		

ILLUSTRATIVE COURSE ACTIVITIES

Weekly Quiz (100 points). Ten quizzes will cover chapters, articles, and lectures. Each quiz will prompt our weekly discussion. Class discussion will require you to analyze and evaluate various positions as presented in the text, article or previous lecture.

Research Paper: Critical Issues in Global and Urban Education (100 points). Choose a topic that is a current critical issue in elementary education (global/urban issue). The topic can be an extension of an issue found in the chapters or journal articles but can also be a issue of your choice. The paper should include a discussion of at least two perspectives on the issue [with citations]. It should also include your personal position on the issue and a rationale for your position [supported by research] and an action plan that discusses how the issue might be addressed to promote positive outcomes. Finally, include educational implications for addressing [through the action plan] or ignoring the issue. The paper must be at least 12 paged, double spaced, 12 font (Times New Romans), with standard margins. In addition to the 12 pages of researched information the paper must also include a cover page, an abstract page, and reference page(s). Include references and citations in APA format. The paper should be modeled after the chapters or articles. See suggested links for on-line sources for identifying current issues.

Research Paper: Curriculum Impact on Global Competition (100 points). The paper requires that you choose an academic subject area being tested in elementary, middle, or high school and the international equivalents (by age). You will examine the test scores, conduct a comparative analysis, and write implications of the results. What does the subject curriculum look like in varying global or urban contexts? Should competition influence curriculum? The paper should include a discussion of the aforementioned questions with citations. Include a rationale for your position [with citations]. The paper must be at least 8 pages, double spaced, 12 font (Times New Romans), with standard margins. In addition to the 8 pages of researched information the paper must also include a cover page, an abstract page, and reference page(s). Include references and citations in APA format. See suggested links for on-line sources for identifying current issues.

Current Global/Urban Issue Multimedia Presentation (100 points). Produce a 10 minute multimedia video with sound to illustrate an educational challenge or success in global education. Presentation should include a 2-3 paged explanation of presentation and data. An attention to multiple perspectives must be present in presentation, paper and discussion. Then lead a 5-10 minute discussion on the topic. Provide a one-page handout that delineates the sides of the issue.

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Assignment	Course Objective	Method of Assessing	% of Grade
Weekly Quiz [Chapters/Articles]	All course objectives covered	Percent Grading	25%
Research Paper: Critical Issues in Global and Urban Education	<p>Candidates will understand the importance of creating a learning community that respects individual differences and cultures [INTASC 3.6]</p> <p>Candidates are encouraged to reflect on prior knowledge and its connection to new information [INTASC 2.4] ; Identity biases and critically reflect on solutions [NCDPI 6.1]</p> <p>Candidate reads educational literature critically, including theoretical, philosophical, and research materials [NCDPI A.1]</p>	Rubric	25%
Research Paper: Curriculum Impact on Global Competition	<p>Candidate reads educational literature critically, including theoretical, philosophical, and research materials [NCDPI A.1]</p> <p>Candidate evaluates resources and curriculum materials for (global and local) appropriateness to the curriculum and instructional delivery [INTASC 1.3]</p>	Rubric	25%
Clinical Project: Multimedia Presentation on Global Impact and Local Influence	<p>Candidates demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. [NCDPI 1.2]</p> <p>Candidates will understand the importance of creating a learning community that respects individual differences and cultures [INTASC 3.6]</p> <p>Candidates design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. [NCDPI 2.1]</p>	Rubric	25%

Grades will be earned as follows:

93-100 points = A

85-92 points = B

77-84 points = C

Below 77 points = U

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

Books

- Banks, J. (2004). *Democracy and Diversity: Principles and Concepts for Educating Citizens in a Global Age*
- Banks, J. (2004). *Diversity and citizenship education: Global Perspectives*. Jossey-Bass: San Francisco.
- Darling-Hammond, L. & Bransford, J. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: Jossey-Bass.
- *Hahn, C. Citizenship Education: An empirical study of policy, practices and outcomes* Author Routledge Publishing.
- *Merryfield, M. Joint Guidelines for Multicultural and Global/International Education*. Co-author. (1997). Washington D.C.: The American Association of Colleges for Teacher Education.
- *Merryfield, M. Social Studies and the World: Teaching Global Perspectives*. (2005). Silver Spring, MD: National Council for the Social Studies. (co-author with Angene Wilson).
- Lipman, P. (2004). *High stakes education: Inequality, globalization, and urban school reform*. New York: Routledge.
- Nelson, J. , Palonsky, S. & McCarthy, M. (2010). *Critical Issues in Education: Dialogues and Dialectics*. New York: McGraw-Hill.
- Noguera, P.(2003). *City schools and the American dream: reclaiming the promise of public education*. NY: Teachers College Press.
- Osler, A., Vincent, K. (2002). *Citizenship and the challenge of global education*. Sterling, VA: Trentham Books:

Journal Articles

- Diamond, J. & Spillane, J. (2010). *High Stakes Accountability in Urban Elementary Schools: Challenging or Reproducing Inequality?* Institute for Policy Research Working Paper. <http://pdfcast.org/pdf/high-stakes-accountability- in-urban-elementary-schools- challenging-or-reproducing-inequality>
- McDermott, P and Rothenberg, J. (2000). *Why Urban Parents Resist Involvement in their Children's Elementary Education* *The Qualitative Report*, Volume 5, Numbers 3 & 4, October, 2000
(<http://www.nova.edu/ssss/QR/QR5-3/mcdermott.html>)
- Kimberly Williams (2006, Feb). *Collaboration between elementary schools and community agencies to reduce violence: Can it work?* *Current Issues in Education* [On-line], 9(1). Available: <http://cie.ed.asu.edu/volume9/number1/>

- [Kennedy, Kerry J.](#); [Hahn, Carole L.](#); [Lee, Wing-on](#) Constructing Citizenship: Comparing the Views of Students in Australia, Hong Kong, and the United States *Comparative Education Review*, v52 n1 p53-91 Feb 2008
- Levin, B. B. (2004). The State of Global Education in an Urban, Suburban, and Rural High School *The American Journal of Psychology* Vol. 117, (3), pp. 468-473.
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SPECIFIC POLICIES THAT APPLY TO THE COURSE

Teaching is a profession and, as such, establishes standards and expectations for its members. As educational leaders, we must hold ourselves to these standards. Such expectations include respect for self and others. Here are just a few of the ways which we show that respect:

- Be punctual to class. Attendance is required.
- Participate fully across contexts (in class, on line, etc.)
- Respect others even when you disagree with them
- Be a thoughtful and reflective learner
- Turn all cell phones and pagers off or to a silent mode before class begins

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>.

UNC Charlotte College of Education Diversity Commitment:

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability,

age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

Approved by the College of Education Faculty 1/11/05

Inclement Weather Statement:

There may be times when the University officially remains open but bad weather in the region makes it unsafe or unwise for faculty or students to travel. If you cannot travel to class because of bad weather, please let the instructor know. There will be no penalty for missing class due to weather conditions. As always, it is the student's responsibility to obtain notes from missed classes from fellow students. To determine if the University is closed due to weather conditions, call the University inclement weather hotline at 704-687-2877.

Faculty Responsible for Developing this Course Outline

Tracy Rock, REEL
Stephen D. Hancock, REEL

Approved on _____ by the College Graduate Curriculum Committee

Date

Chair: _____



Course Outline Template
New or Revised Undergraduate and Graduate Courses

COURSE NUMBER ELED 6201 **CREDIT HOURS** 3

COURSE TITLE Theories of Development for Urban Classrooms

CATALOG DESCRIPTION

- The course is a theoretical treatment of approaches to child study and pedagogy. It is designed for elementary teachers whose certification requires integrated knowledge of child development, developmentally appropriate instruction, and professional roles of teachers. M. Ed. students undertake a critical examination of paradigms and theories of development, conceptual relationships between education and developmental paradigms, the concepts of learning and development, and the roles and responsibilities of school staff for meeting children's developmental needs. No clinical placement is required.

COURSE PREREQUISITES N/A **COURSE COREQUISITES** N/A

COURSE RATIONALE

- Describe the rationale for the course. This course is the only theory-based course in the M. Ed. program. As such it is the sole experience directed at thinking, understanding, and explaining from a scientific point of view. The course requires graduate students to rise above personal experience in order to systematically analyze and compare the powerful explanatory principles found principally in theories of development.
- Indicate how the course relates to other courses or degree programs in the College. Because the course introduces students to *analysis by concept* (as opposed to personal experience), it builds an intellectual framework for other courses and topics in the program. It requires students to transcend personal experiences as a basis for understanding learning and development. In that vein, it provides more powerful conceptual tools for analyzing educational issues and problems that would otherwise be possible.
- Describe how the course supports and contributes to the COED Conceptual Framework for teacher education, administrative preparation, or counselor education programs. The Elementary Education program is built on a conceptual framework of principles and characteristics identified with effective teachers. In this course, a number of activities directly reflect elements of the conceptual framework and will be formally evaluated. These elements and their evaluation are identified below.

- Demonstrate highly advanced knowledge of human development and of student needs [*exams, analytic essays*]
- Make links among theory, research and practice as well as between content and pedagogy [*analytic essays*]
- Demonstrate knowledge, high regard and adherence to the ethical standards of the field [*analytic essays*]
- Use data to make professional decisions [*analytic essays*]
- Demonstrate positive impact on student learning [*analytic essays*]
- Demonstrate flexibility and adaptability [*analytic essays*]
- Apply knowledge and skills to foster educational environments that are respectful of diverse backgrounds and cultures [*exams, analytic essays*]
- Provide developmentally appropriate, age appropriate, individually appropriate, and culturally responsive instruction [*exams, analytic essays*]

COURSE OBJECTIVES

North Carolina Professional Teaching Standards

Standard 4: Student Learning

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Teacher leaders:

- Seek out and use existing research to inform school practices.
- Design action research to investigate and improve student learning and school policies and practices.
- Model technology integration that supports student learning.
- Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

NCDPI Professional Competencies

The elementary teacher candidate must understand the integrative and complex relationship between the following key concepts:

Nature of the Learner

- Child Development and Growth

- Differentiation of instruction
- Diverse learners/societies/families
- Parental, family, community relationships
- Learning styles and modalities
- Responsive, unbiased instruction for all learners
- Appropriate tiered instructional strategies (e.g. Responsiveness To Instruction)
- Knowledge in ELL and EC content and instructional strategy

NCATE Standards

Pedagogical Content Knowledge - Candidates in advanced programs for teachers have expertise in pedagogical content knowledge and share their expertise through leadership and mentoring roles in their schools and communities. They understand and address student preconceptions that hinder learning. They are able to critique research and theories related to pedagogy and learning.

COURSE OBJECTIVES

- List the objectives of the course in terms of learning outcomes and the knowledge, skills, and/or dispositions that candidates will develop and be able to demonstrate in the course.
- Begin objectives with a leader such as, *Upon completion of the course, the candidate will be able to:*
- Link the objective to the standards referenced in the Course Rationale above (perhaps with abbreviations and numbered standards)
- **NOTE:** For parallel courses that are submitted for both undergraduate and graduate credit, indicate the additional objectives for graduate credit, if any.

To achieve these purposes, candidates completing the Course will be able to:

- Analyze, compare, and critique theories and principles of learning.
- Demonstrate an understanding of principles and patterns of human growth and development.
- Demonstrate an understanding of the physical, cognitive, social, and emotional developmental characteristics of children in grades K-6.
- Recognize elementary school children as individuals with feelings, attitudes, and emotions that shape their responses.
- Analyze the impact and effect of prior experiences on cognitive development.
- Understand the implications of cognitive development among elementary school children, including their ability to establish personal goals, to organize information, and to assume greater control of their learning.
- Analyze the interrelationships among self-esteem sense of security, and school achievement and the necessity for elementary school children to develop a realistic sense of self.
- Critically observe behavior of elementary school children, discriminate among behaviors manifested, and identify patterns of growth and development.
- Understand factors that affect social growth.

- j. Understand how elementary school children can become aware of their roles in and contributions to the classroom society, including developing an increased awareness of the rights and feelings of others.
- k. Demonstrate an awareness of and sensitivity to children from diverse backgrounds (e.g., race, gender, socio-economic status, cultural heritage, special needs, handicapping conditions).

COURSE CONTENT

Week	Topic	Reading	Instructional Method
1	-Introduction and course overview -Why we study theories/ learning theory in a cultural context -Philosophical antecedents of developmental theories -Non Western developmental theories	Various articles and chapters	Lecture/ Discussion
2	Evaluating theories of human development and learning Scientific Worthiness and relevance Developmental Adequacy Pedagogical Usefulness	Various articles and chapters	Lecture/ Discussion
3	Historical perspectives and research in child development Psychology of racism; racism in psychology Multicultural critiques of theories	Various articles and chapters	Lecture/ Discussion
4	The Endogenous Paradigm Sigmund Schlomo Freud – Psychoanalysis	Various articles and chapters	Lecture/ Discussion
5	E. O. Wilson – Sociobiology Erik Erikson - Psychosocial	Various articles and chapters	Lecture/ Discussion
6	Educational Problems and the Endogenous paradigm	Various articles and chapters	Lecture/ Discussion
7	The Exogenous Paradigm B. F. Skinner – Operant and classical conditioning	Various articles and chapters	Lecture/ Discussion
8	Lev Vygotsky – Sociocultural theory Albert Bandura – Social cognitive theory	Various articles and chapters	Lecture/ Discussion
9	Educational Problems and the Exogenous Paradigm	Various articles and chapters	Lecture/ Discussion
10	The Constructivist Paradigm Jean Piaget – Cognitive development	Various articles and chapters	Lecture/ Discussion
11	Lawrence Kohlberg – Moral development The NeoPiagetians – Cognitive development and skill learning	Various articles and chapters	Lecture/ Discussion
12	Educational Problems and the Constructivist Paradigm	Various articles and chapters	Lecture/ Discussion
13	Information Processing Making informed educational decisions	Various articles and chapters	Lecture/ Discussion
14	Language acquisition	Various articles and chapters	Lecture/ Discussion
15	Racial Identity development William E. Cross and Janet E. Helm	Various articles and chapters	Lecture/ Discussion

ILLUSTRATIVE COURSE ACTIVITIES

Online Discussion Question: Students are required to respond to the online question concerning

an issue, development, or thought concerning theories of development. Each student must respond to the question and comment on at least 2 other post.

Essay: The purpose of the essay is to apply theories to teaching and learning problems. To accomplish this, begin each essay with an opening paragraph that starts with a specific NC-SCOS goal(s). With this goal in mind, explicitly identify which type of essay you are presenting:

- Problems of teaching this goal
- Problems of student learning of this goal
- Problems with the goal itself

The paper should address a current problem or issue with the NC-SCOS as relate to urban schools. Then analyze theoretical concepts of human development for implications of a solution or lack of solution to the problem.

Formatting	Structure and Composition	Submission	Writing
<p>Use Microsoft Office Word-formatted documents (no other formats are supported at UNCC) Use 1" margins, double spacing, <u>12 point</u> non-decorative font, and "word wrap" throughout (use "enter" only for new paragraphs) Type YOUR email address in top left corner of page 1 Center title and name on next two lines of first page Insert "automatic" page numbering bottom center or bottom right Spell check everything, THEN proof read for spelling, punctuation, grammar, and organization All submitted reports must be VIRUS-FREE (20 point penalty for viruses)</p>	<p>Describe a K-6 learning objective from the NC-SCOS <u>or</u> a significant educational problem about <u>teaching</u> or <u>learning</u>. An important problem is one that is generalizable to urban schools (not student-specific).</p>	<p>Essays MUST BE virus-free and emailed as attachments Printed papers will not be accepted</p>	<p>End your introductory paragraph by identifying an appropriate theory and indicating whether it will help you solve the problem you have identified or whether it cannot help solve the problem. Limit your introductory paragraph to no more than ½ page. Devote the remainder of your essay to analyzing theoretical concepts and their implications for solving or NOT solving the problem described in the paragraph. Be sure to succinctly define theoretical terms and use them correctly in your report. Your essays are original work; you won't typically find ready-made answers or essays in the library or on the internet. While exams assess learning of specific content in the course, essays assess your ability to apply theory learning to practical, classroom situations.</p>

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Grading Criteria

Formatting and submission requirements	10 points
Clarity of educational problem	10 points
Clarity, accuracy, relevance of theory concepts and arguments	60 points
Writing mechanics (grammar, punctuation, spelling, organization)	20 points
Late penalty: -10 points per week or portion of a week	
Viruses: - 20 points and must resubmit virus-free report	

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

- Green, M., & Piel, J. A. (2010). *Theories of development: A comparative approach (2nd ed.)*. Boston, MA: Allyn & Bacon.
- Trawick-Smith, J. (2010). *Early child development: A multicultural perspective (5th ed.)*. Upper Saddle River, NJ: Merrill.
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SPECIFIC POLICIES THAT APPLY TO THE COURSE

COMMITMENT TO DIVERSITY

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INCLEMENT WEATHER POLICY

- In the event of severe inclement weather, the University will operate on its normal schedules unless the Chancellor (or appropriate designee) publicly announces otherwise.
- This class regularly meets on the UNC Charlotte campus. Follow campus inclement weather policy. If any class is cancelled, the following class will take up with the prior week's material (including exams and essays)
- Any other adjustments in course material, due dates, and assignments will be made on an "as needed" basis and announced in class.
- In the event of extreme emergency conditions, every possible effort will be made to communicate procedures to be followed by the University community. A telephone number (704-687-2877) has been established to provide a recorded announcement to answer inquiries regarding the status of campus conditions during inclement weather.

COURSE GRADING

The *weighted mean* of exams and analytic reports will determine course grades according to the following schedule: This should be a 7 point grading scale, per the department vote

A =	93– 100	B =	85 – 92	C =	77 – 84
U =	Below 77				

ACADEMIC INTEGRITY

NOTE: The Department of Reading and Elementary Education has a policy for its students who receive an "x" designated grade due to an Academic Integrity violation. Elementary Education or Reading program graduate students with an "x" designated grade will not be approved for Admission to Candidacy so long as the "x" remains on the transcript (which effectively prevents program completion and awarding of the degree).

The UNC Charlotte Code of Student Academic Integrity applies to this course. All students are expected to abide by the UNC Charlotte *Code of Academic Integrity*. The following conduct is prohibited in the *Code*:

- A. **Cheating.** Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during and academic exercise.
- B. **Fabrication and Falsification.** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
- C. **Multiple Submissions.** The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
- D. **Plagiarism.** Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when ideas, information, etc. are common knowledge.
- E. **Abuse of Academic Materials.** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.
- F. **Complicity in Academic Dishonesty.** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

The UNC Charlotte Code of Student Responsibility. The purpose of the student conduct code is to maintain a campus community conducive to a positive learning environment. Consistent with this purpose, intentional efforts are made to foster the personal, social and ethical development of those students whose behavior is in conflict with University expectations, both in and out of the classroom. Please visit <http://www.legal.uncc.edu/policies/ps-104.html> to detail behavior unacceptable in classrooms.

Accommodating Students with Disabilities. Any student in this course who has a *documented* disability that may prevent him/her from fully demonstrating his/her abilities should contact the instructor as soon as possible to discuss accommodations that are necessary to ensure his/her full participation and to facilitate his/her educational and professional development. If you have any further questions, visit <http://www.ds.uncc.edu/StudentServices/>.

ATTENDANCE POLICY

Class attendance is the expected norm for all elementary education students and classes. Given this norm, attendance by itself is NOT a factor in determining course grade.

Attachment A: Selected Bibliography and Reference Materials

Many of the following bibliographic citations are considered “classics” in child development. Most refer to writings of important theorists or to work containing important or unusual discoveries about human nature and its development.

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- Bower, T. G. R. (1972). A primer of infant development. San Francisco: W. H. Freeman.
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- Bowlby, J. (1969). Attachment and Loss, Vol. I. Attachment. New York: Basic Books.
- Bowlby, J. (1973). Attachment and Loss, Vol. II. Separation: Anxiety and anger. New York: Basic Books.
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- Case, R. (1985). *Intellectual development: Birth to adulthood*. New York: Academic Press.
- Case, R. (1988). The structure and process of intellectual development. In A. Demetriou (Ed.), *The Neo-Piagetian theories of cognitive development: Toward an integration* (pp. 65-101). Amsterdam: Elsevier.
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* Unless otherwise noted, Sigmund Freud references above are from: J. Strachey, Ed. and trans., The standard edition of the complete psychological works of Sigmund Freud. 24 vols. London: The Hogarth Press and the Institute of Psychoanalysis, 1953-1962.

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ACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

Michael Green
Tehia Starker

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM

COMMITTEE:

Approved on _____ by the College Undergraduate Curriculum Committee

Date

Chair: _____

Approved on _____ by the College Graduate Curriculum Committee

Date

Chair: _____

Consultation from Dr. Warren DiBiase,, Chair of the Department of Middle, Secondary and K-12 Education



Department of Middle, Secondary and K-12 Education

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.8875 f/ 704.687.6430 www.uncc.edu

November 22, 2010

Dr. Janice Hinson, Chair
Department of Reading and Elementary Education
UNC Charlotte
9201 University City Blvd.
Charlotte, NC 28223-0001

Dear Dr. Hinson:

The Department of Middle, Secondary and K-12 Education gives full support to the Department of Reading and Elementary Education's revised M.Ed in Elementary Education. The add-on licensure in Teaching English as a Second Language (TESL) will not only increase the content pedagogical knowledge of the teacher candidates, but will make them better equipped to deal with the realities of today's classrooms.

Sincerely<

A handwritten signature in black ink, appearing to read "Warren J. DiBiase", written over a horizontal line.

Warren J. DiBiase
Chair

Consultation from Dr. Dawson Hancock, Chair of the Department of Educational Leadership

From: Hancock, Dawson
Sent: Tuesday, November 23, 2010 2:42 PM
To: Hinson, Janice
Cc: Gretes, John
Subject: RE: Consultation/approval

Dr. Hinson:

We applaud the creation of a 12-hour concentration/emphasis in Instructional Systems Technology within the M.Ed. in Elementary Education program and we will be happy to accommodate approximately ten M.Ed. in Elementary Education students per year in EIST 6101, EIST 6100, EIST 6110, and EIST 6135. Please recognize that these courses will be taught during the following semesters:

EIST 6101 The Adult Learner - Fall
EIST 6100 Readings in EIST - Fall
EIST 6110 Instructional Design - Spring
EIST 6135 Learning, Media, Resources and Technology - Spring

Dawson

Dawson R. Hancock, Ph.D. | Professor of Educational Research
Chair of the Department of Educational Leadership
UNC Charlotte | Department of Educational Leadership
9201 University City Boulevard | Charlotte, North Carolina 28223
Telephone: 704-687-8863 | Fax: 704-687-3493
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From: Hinson, Janice
Sent: Sunday, November 21, 2010 1:45 PM
To: Hancock, Dawson
Cc: Hancock, Stephen; Jaus, Vicki
Subject: Consultation/approval

Dear Dr. Hancock,

I am writing to ask for your approval of the following changes to the M.Ed program in Elementary Education.

Last spring, members of the Department of Reading and Elementary Education revised the M.Ed in Elementary Education.

As part of this process, we establish concentrations or emphasis strands in the following add-on licensure areas:

- Instructional Systems Technology
- Academically/Intellectually Gifted
- Special Education
- Teaching English as a Second Language
- Elementary Math

Each strand consists of a 12-hour course sequence that will prepare candidates to pass Praxis II in the add-on field.

This was done because candidates and school leaders indicated that the second licensure areas were an attractive and competitive option for the M.Ed. program. In addition, the emphasis areas provide specialized preparation in fields that are needed in elementary schools. School personnel directors also indicate that teachers with multiple licenses provide principals with greater staffing flexibility.

We are in the process of recruiting a 30 member cohort to begin Fall 2010, and then another to start in the Spring, 2011. Although we are not certain, we expect that as many as 10 students per year may choose Instructional Systems Technology strand, which consists of these courses:

- EIST 6101 The Adult Learner
- EIST 6100 Readings in EIST
- EIST 6110 Instructional Design
- EIST 6135 Learning, Media, Resources and Technology

I welcome your comments and seek your approval for these changes to the M.Ed In Elementary Education.

Thanks,

Jan

Janice M. Hinson, Professor and Chair
Department of Reading and Elementary Education
UNC Charlotte
College of Education, 367
9201 University City Blvd
Charlotte, NC 28223
704-687-8019
janicehinson@uncc.edu

Consultation from Dr. Lee Sherry, Chair of the Department of Special Education and Child Development

From: Sherry, Lee
Sent: Monday, November 22, 2010 9:25 AM
To: Hinson, Janice
Cc: Romanoff, Brenda; Anderson, Kelly; Baxter, Janet
Subject: RE: Consultation/approval

Dr. Hinson,

Thank you for the opportunity to review the proposed add-on licensure areas in the Department of Reading and Elementary Education revised M.Ed. in Elementary Education. It is my opinion that these two areas will contribute to your program.

In fact, the proposed addition of the Academically/ Intellectually Gifted is consistent with current requirements for the Graduate Certificate. The current Graduate Catalog states that “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 provides 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 (3)

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 (3)

The four courses in Special Education should prepare graduates to successfully pass the Praxis II in Special Education General Curriculum. My only concern is that M.Ed. graduates should have completed a special education survey course in their undergraduate program. A course similar to SPED 2100: Introduction to Students with Special Needs or EDUC 4290: Modifying Instruction for Learners with Diverse Needs would increase graduates’ knowledge and skills and contribute to a successful experience with the Praxis. Your admissions process should assure that students who plan to focus on the Special Education strand have this/these courses (or their equivalents) on their undergraduate transcripts.

I approve your specialized preparation efforts. Best wishes in your recruitment efforts.

Lee

Lee Sherry, Ph.D. | Associate Professor and Chair
Department of Special Education and Child Development
UNC Charlotte | College of Education
9201 University City Blvd. | Charlotte, NC 28223
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From: Hinson, Janice
Sent: Sunday, November 21, 2010 1:38 PM
To: Sherry, Lee
Cc: Hancock, Stephen; Jaus, Vicki
Subject: Cousultation/approval

Dear Dr. Sherry,

I am writing to ask for your approval of the following changes to the M.Ed program in Elementary Education.

Last spring, members of the Department of Reading and Elementary Education revised the M.Ed in Elementary Education.

As part of this process, we establish concentrations or emphasis strands in the following add-on licensure areas:

- Academically/Intellectually Gifted
- Special Education
- Instructional Systems Technology
- Teaching English as a Second Language
- Elementary Math

Each strand consists of a 12-hour course sequence that will prepare candidates to pass Praxis II in the add-on field.

This was done because candidates and school leaders indicated that the second licensure areas were an attractive and competitive option for the M.Ed. program. In addition, the emphasis areas provide specialized preparation in fields that are needed in elementary schools. School personnel directors also indicate that teachers with multiple licenses provide principals with greater staffing flexibility.

We are in the process of recruiting a 30 member cohort to begin Fall 2010, and then another to start in the Spring, 2011. Although we are not certain, we expect that as many as 10 students per year may choose either the AIG or SPED option.

Academically or Intellectually Gifted	Special Education
SPED 5211 Nature and Needs of Gifted Students	EDUC 6254 Individualizing Instruction for Diverse Learners
SPED 6124 Methods of Instructing Gifted Students	SPED 6503 Instructional Design in Special Education
SPED 6161 Social and Emotional Needs of Gifted Students	SPED 6690 Consultation and Collaboration
SPED 6224 Adapting Curriculum Material and Classroom Differentiation	SPED 6502 Advanced Classroom Management

I welcome your comments and seek your approval for these changes to the M.Ed In Elementary Education.

Thanks,

Jan

Janice M. Hinson, Professor and Chair
 Department of Reading and Elementary Education
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