

COLLEGE OF EDUCATION

Dean: Calhoun; *Associate Dean:* Edwards; *Assistant Dean:* Hammond; *Director of the Office of Teacher Education Advising and Licensure:* Nixon; *Director of the Office of Field Experiences:* Jaus; *Director of the Office of Educational Outreach:* Farrar; *Director of the Teaching Fellows Program:* Cowan-Hathcock; *Director of the Center for Math, Science, and Technology Education:* Royster; *Instructional Technology Specialists:* Bateman, Conway; *Hughes;* *Academic Advisors:* Avery; Lawrence.

Website: <http://education.uncc.edu/coe/>

MISSION OF THE COLLEGE

The mission of the College of Education at UNC Charlotte is to prepare excellent professionals who are knowledgeable, effective, reflective, collaborative, and responsive practitioners who are leaders in their fields. This mission is accomplished by working in partnership with schools, communities, and university colleagues and in response to the University of North Carolina at Charlotte's commitment to children, families, and schools.

PROGRAM RESPONSIBILITIES AND VALUES

The College of Education has these undergraduate program responsibilities:

- To develop, deliver, and evaluate high quality undergraduate programs that prepare teachers and other professional personnel for schools and related agencies.
- To operate programs that meet the standards of external governing, licensing, and accrediting agencies.
- To address the culturally diverse educational needs of its particular region.
- To initiate and support activities that enrich the global perspectives of its faculty and students.
- To respond effectively to the problems and needs of children, their families, and professionals in schools and related agencies.

The College of Education holds these program values:

- *We are a community of scholars* who are committed individually and collectively to creating learning opportunities and environments where we enhance the capacity of our students to have a positive impact on children, youth, communities, families and schools. We are committed to meeting the developmental and educational needs of our students and to maximize the growth, development, and learning of each individual.
- *In our programs of study*, we are committed to high quality programs that are standards-based, to the ongoing assessment of candidates and programs for the purpose of continuous improvement, to collaboration and outreach, and to the highest standards of professional practice and scholarship. We are committed to international understanding and involvement.
- *In fulfilling our professional roles*, we are committed to the generation, dissemination, and application of

knowledge. We, therefore, expect that faculty will be teacher-scholars and that they will maintain a balanced commitment to teaching, research, and service. We have a strong commitment to academic excellence and exceptional quality in all that we do.

- *In our dealings with each other, our students, and our professional colleagues in schools and communities*, we are committed to valuing diversity and to speaking out against oppression. We are committed to thoughtfulness, reflection, flexibility, and the exploration of new ideas. We are committed to openness, honesty, forthrightness, and the highest standards of integrity and ethical behavior. We strive to be collegial, collaborative, human, and respectful of others, even when we are not in total agreement with their views or with their work, and we are committed to being sensitive to and supportive of others, including students, staff, faculty, and our professional colleagues in the community.

CONCEPTUAL FRAMEWORK FOR TEACHER EDUCATION PROGRAMS

Rising to the Challenge: Preparing Excellent Professionals

Excellent professionals possess a comprehensive knowledge base that is comprised of conceptual knowledge, pedagogical knowledge, and reflective knowledge. Conceptual knowledge relates to the individual's broad knowledge base as well as a more specialized knowledge base in the content field and knowledge of how human beings learn and develop. Pedagogical knowledge entails the understanding of methods of effective teaching: knowledge of how to teach subject matter and knowledge of how to teach the subject matter to specific learners, attention to individual differences and how to create environments that support learning. Reflective knowledge enables cogent evaluation of teaching practice, including self-appraisal. Excellent professionals understand how to blend these types of knowledge in actuating teaching and learning in positive ways. Excellent professionals make connections between the knowledge base and the uses of this knowledge. Four particular uses of knowledge are emphasized within professional education programs at UNC Charlotte.

- To provide effective instruction in order to have a positive impact on P-12 student learning
- To respond to the needs of P-12 learners and to provide developmentally appropriate, age appropriate, individually appropriate, and culturally responsive instruction
- To collaborate with families, communities, and colleagues to benefit children, youth, and young adults
- To provide effective leadership for the improvement of professional practices at a variety of levels for the benefit of children, youth, and young adults.

The UNC Charlotte community charged with the preparation of teachers, including the College of Education and the College of Arts and Sciences and their respective departments, contribute to the knowledge base through course instruction and other worthy experiences. In summary, UNC Charlotte develops excellent professionals who are knowledgeable, effective, reflective, responsive to equity and diversity, collaborative, and who are leaders in their profession.

UNDERGRADUATE PROGRAMS

The College of Education offers the following majors:

- Child and Family Development: licensure (Birth-Kindergarten) and non-licensure tracks
- Elementary Education (grades K-6)
- Middle Grades Education (grades 6-9)
- Special Education: General Curriculum (grades K-12)
- Special Education: Adapted Curriculum (grades K-12)

In collaboration with appropriate departments in the College of Arts and Sciences, it offers professional education coursework that can lead to licensure to teach in the following areas of Secondary Education (grades 9-12):

- Biology
- Chemistry
- Comprehensive Science
- Comprehensive Social Studies
- Earth Science
- English
- History
- Mathematics
- Physics

In collaboration with appropriate departments in the College of Arts and Sciences, it offers professional education coursework that can lead to licensure to teach in the following areas of K-12 Education:

- Art
- Dance
- Music
- Theatre
- French
- German
- Spanish

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

TEACHER EDUCATION POLICIES AND PROCEDURES

Admission to a Teacher Education Program. Students should apply for admission to a specific teacher education program during their sophomore year, and they must complete the admissions process in order to enroll in any professional education courses at the 3000 level or higher.

Minimum requirements for admission to all teacher education programs at UNC Charlotte include:

1. An overall GPA of at least 2.5 in a minimum of 45 semester hours in University courses;
2. A grade of *C* or higher in both EDUC 2100 and SPED 2100;
3. Passing scores on the Praxis I: Academic Skills Assessments in Reading, Writing, and Mathematics; and
4. Approval of the Chair (or his or her designee) of the Department that offers the program.

Some teacher education programs have additional requirements for admission (e.g., references, an interview, additional tests, discipline-specific coursework). Information about these additional requirements and about procedures for applying for admission to a teacher education program can be obtained in the Office of Teacher Education Advising and Licensure (TEAL) in the College of Education. Students in Art, Music, Dance, or Theatre especially should check for specific admission requirements in their major department.

Retention in a Teacher Education Program. There are two minimum requirements for retention in a teacher education program:

1. A grade of *C* or higher (a) in all professional education courses *and* (b) in all courses in the student's area of teaching specialization; and
2. GPA of 2.5 or higher (a) overall, (b) in all professional education courses, *and* (c) in the student's area of teaching specialization.

Some teacher education programs have additional or higher requirements for retention. Information about these additional requirements can be obtained in the program's home department.

Admission to Year-long Internship and Student Teaching. Most teacher education programs incorporate student teaching in a year-long internship that spans a student's senior year. The year-long internship consists of one semester of intensive clinical work in the classroom in association with regular coursework. This "clinical" semester is followed by a full semester of student teaching, usually completed in the same classroom.

Students must apply and be formally admitted to a year-long internship two semesters prior to the start of student teaching. In addition, during the first semester of their year-long internship they must apply and be formally admitted to student teaching. The minimum requirements for admission to student teaching are higher than the requirements for retention, as shown below:

- 1) Senior status;
- 2) Completion of all other course work in a student's program of study;
- 3) An overall GPA of 2.50 or higher in the student's total program of study
- 4) Grades of *C* or higher in all professional education courses and a GPA of 2.75 or higher in those courses;
- 5) Grades of *C* or higher in all courses in the student's area of teaching specialization and a GPA of 2.75 or higher in those courses;
- 6) Prior admission to a teacher education program
- 7) A recommendation from the student's faculty advisor(s) certifying readiness to student teach.

Some teacher education programs have additional requirements for admission to the year-long internship and student teaching; information about those requirements can be obtained from the program's home department. Some programs offer student teaching only once a year. Information about procedures and deadlines for applying for year-long internships and student teaching in all programs can be obtained in the Office of Field Experiences in COED 139 or on the web at <http://education.uncc.edu/ofe>.

Department of Reading and Elementary Education (REEL)

Chair: Professor Rickelman; *Professors:* H. Jaus, Passe, K. Wood; *Associate Professors:* Audette, Edwards, Finke, Green, Piel, M. Spooner, Yon; *Assistant Professors:* Douville, Fuller, Hancock, McKinney, Mraz, Rock, Taylor; *Clinical Assistant Professors:* Baucom, Chapman, Frazier, Hathcock, Luce, Marr; *Lecturers:* Fleischmann, Hopper
Website: <http://education.uncc.edu/reel/>

MAJOR IN ELEMENTARY EDUCATION: BACHELOR OF ARTS

Coordinator: Louise Baucom
Department: Reading and Elementary Education (REEL)

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

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

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

General Education (35-48 hours). Course options are listed on the program's Academic Planning Worksheet. Course selections must be initially approved by the student's Pre-Education advisor in the Teacher Education Advising and Licensure (TEAL) Office and finally approved by the student's major advisor after admission to the Teacher Education Program in Elementary Education. General Education requirements may also be met through the "Articulation Agreement" with North Carolina Community Colleges.

An Academic Concentration (18 hours, including two courses that also meet General Education Requirements) is required in one of the following six subject areas relevant to an elementary 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 Academic Concentration are listed on the program's Academic Planning Worksheet. Course selections must be initially approved by the student's Pre-Education advisor in the Teacher Education Advising and Licensure Office and finally approved by the student's major advisor after admission to the Teacher Education Program in Elementary Education. With advisor approval, a full second major in an Arts and Sciences discipline may be substituted for the academic concentration.

Related Licensure Courses (1-13 hours). If these courses or acceptable substitutes have already been taken for General Education or Academic Concentration credit, no additional courses are required.

- 1) Practicing the Creative Arts (0-3): ARTE 2121: Development Arts, or MUSC 2191: Musicianship, or DATH 1100: Exploration of Voice and Movement: The course must be in an area of the arts different from that taken for General Education,
- 2) Children's Literature (0-3): ENGL 3103: Children's Literature

Professional Education Courses (57 hours)

- EDUC 2100 An Introduction to Education and Diversity in Schools (3)
SPED 2100 Introduction to Students with Special Needs (3)

(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. Admission to Teacher Education and advisor's approval are required in order to register for any of the following courses. The ELED 4121, ELED 4122, and ELED 4220 courses should be taken the semester before student teaching.)

- ELED 3110 Instructional Design and the Use of Technology with Elementary School Learner (3)
ELED 3120 The Elementary School Child (3)
ELED 3221 Teaching Science to Elementary School Learners (3)
ELED 3223 Teaching Social Studies to Elementary School Learners (3)
ELED 3226 Teaching Language Arts to Elementary School Learners (3)
MAED 3222 Teaching Mathematics in the Elementary School, K-2 (3)
MAED 3224 Teaching Mathematics in the Elementary School, 3-6 (3)
HPKD 3228 Integrating Physical Activity and Movement in Elementary Schools (2)
HPKD 3229 Teaching Health and Safety to Elementary School Learners (2)
READ 3224 Teaching Reading to Primary Level Learners (3)
READ 3226 Teaching Reading to Intermediate Grade Learners (3)
EDUC 4290 Modifying Instruction for Learners with Diverse Needs (3)
ELED 4121 Measuring and Evaluating Learning in the Elementary School Curriculum (3)
ELED 4122 Research and Analysis of Teaching Elementary School Learners (3)
ELED 4220 Integrating Curriculum for Elementary School Learners (3)
ELED 4420* Student Teaching/Seminar: K-6 Elementary Education (15)

**Enrollment in ELED 4420 requires admission to student teaching through the College's Office of Field Experiences*

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

Academic Advising. Freshmen and sophomores who intend to major in Elementary Education are classified as Pre-Education students in Elementary Education. They are assigned an advisor in the College's Office of Teacher Education Advising and Licensure (TEAL), who helps them select appropriate General Education and Academic Concentration courses, and also helps them meet the requirements for admission to teacher education. Upon admission to the Teacher Education Program in Elementary Education, which typically occurs at the end of the sophomore year, students are assigned a major advisor in elementary education, who helps them plan the remainder of their program of study. Assignment of the student's major advisor is the responsibility of the Chair of the Department of Reading and Elementary Education (REEL).

Note: Upper-division elementary education courses are available on a limited basis in the summer.

Department of Middle, Secondary, and K-12 Education

Chair: Professor Jones; **Professors:** Brannon, Perez; **Associate Professors:** DiBiase, Pugalee; **Assistant Professors:** Bailey, Cook, Hartman, Heafner, Hutchison, Quach; **Clinical Assistant Professor:** V. Jaus; **Lecturer:** Foster

Website: <http://education.uncc.edu/mdsk/>

MAJOR IN MIDDLE GRADES EDUCATION: BACHELOR OF ARTS

Coordinator: Kimberly J. Hartman

Department: Middle, Secondary, and K-12 Education (MDSK)

The B.A. program in Middle Grades Education qualifies graduates for an entry-level ("A") license to teach two of the following four content areas in grades 6-9: English language arts, mathematics, science, or social studies.

Program Objectives. Graduates of the program are prepared to: implement a middle grades philosophy to its fullest intent; design curriculum that is integrated, competency- and technology-based, and relevant to students' future academic and career expectations; transform their knowledge of two disciplines so they are accessible to middle grades students; use teaching methods appropriate to the unique developmental needs of early adolescents; make informed decisions about curricular issues and instructional practices in middle grades education; demonstrate pervasive caring and innovative leadership in their work with students and colleagues; and function as lifelong learners.

Requirements. The major in Middle Grades Education leading to the B.A. degree requires 120-128 semester hours as follows:

General Education (hours vary). 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 Teacher Education Advising and Licensure (TEAL) and finally approved by the student's major advisor after admission to the Teacher Education Program in Middle Grades Education.

Academic Concentrations (41-48 hours). Academic Concentrations are required in *two* of the following four subject areas relevant to a middle grades classroom:

- English Language Arts
- Mathematics
- Science
- Social Studies

The required and elective courses in each Academic Concentration are listed on the program's Academic Planning Worksheet. Course selections must be initially approved by the student's Pre-Education advisor in the Office of Teacher Education Advising and Licensure (TEAL) and finally approved by the student's major advisor after admission to the Teacher Education Program in Middle Grades Education.

Professional Education (48 hours)

EDUC 2100* An Introduction to Education and Diversity in Schools (3)
 SPED 2100* Introduction to Students with Special Needs (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 Middle Grades Education.*

Admission to Teacher Education and advisor's approval are required in order to register for any of the following courses. See Academic Planning Worksheet in department for course sequence.

MDLG 3130 The Early Adolescent Learner (4)
 MDSK 3150 Research and Analysis of Teaching Middle and Secondary School Learners (3)
 KNES 3152 Health and Safety Issues in Middle and Secondary Schools (2)
 MDSK 3151 Instructional Design and the Use of Technology with Middle and Secondary School Learners (3)
 MDLG 3131 The Philosophy and Curriculum of Middle Grades Education (4)
 READ 3255 Integrating Reading and Writing Across Content Areas (W) (3)
 MDSK 4251 Teaching Science to Middle and Secondary School Learners (3) **and/or**
 MAED 3232 Teaching Mathematics to Middle School Learners (3) **and/or**
 MDSK 4253 Teaching Social Studies to Middle and Secondary School Learners (3) **and/or**
 ENGL 4254 Teaching English/Communication Skills to Middle and Secondary School Learners (3)
 EDUC 4290 Modifying Instruction for Learners with Diverse Needs (2)
 MDLG 4430** Student Teaching/Seminar: 6-9 Middle Grades (15)

***Enrollment in MDLG 4430 requires admission to student teaching through the College's Office of Field Experiences*

Students are required to complete a year-long internship beginning the semester prior to student teaching and ending upon the successful completing of student teaching.

Academic Advising. Freshmen and sophomores who intend to major in Middle Grades Education are classified as Pre-Education students in Middle Grades Education. They are assigned an advisor in the College's Office of Teacher Education Advising and Licensure (TEAL), who helps them select appropriate General Education and Academic Concentration courses and who helps them meet the requirements for admission to teacher education. Upon admission to the Teacher Education Program in Middle Grades Education, which typically occurs at the end of the sophomore year, students are assigned a major advisor in Middle Grades Education, who helps them plan the remainder of their program of studies. Assignment of the student's major advisor is the responsibility of the Chair of the Department of Middle, Secondary, and K-12 Education (MDSK).

LICENSURE IN K-12 EDUCATION IN FOREIGN LANGUAGES AND IN THE FINE AND PERFORMING ARTS

The Department of Middle, Secondary, and K-12 Education (MDSK) in the College of Education assists Departments in the College of Arts and Sciences to serve students interested in K-12 licensure for teaching French, German, Spanish, Art, Dance, Music, or Theatre Arts. With the assistance of their major advisor, students apply to the Teacher Education Program through the Office of Student Academic Services in the College of Education and through their department. Interested students are also encouraged to visit the Office of Student Academic Services at any time before applying to teacher education.

LICENSURE IN SECONDARY EDUCATION: BACHELOR OF ARTS OR BACHELOR OF SCIENCE

Coordinator: Tina Heafner

Departments: An appropriate academic department in the College of Arts and Sciences in collaboration with the Department of Middle, Secondary, and K-12 Education (MDSK) in the College of Education

The undergraduate program in Secondary Education qualifies graduates for an entry-level ("A") 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 and also complete a sequence of courses (including student teaching) in secondary education. The Comprehensive Social Studies license builds on a major in History; the Comprehensive Science license builds on a major in Earth Sciences.

Program Objectives. Graduates of the secondary education program are prepared to: design a curriculum that is integrated, competency- and technology-based, and relevant to students' future academic and career expectations; transform their knowledge of a discipline so

that it is accessible to high school students; use teaching methods appropriate to the unique developmental needs of adolescents; make informed decisions about curricular issues and instructional practices in secondary education; demonstrate pervasive caring and innovative leadership in their work with students and colleagues; and function as lifelong learners, especially in their discipline.

Degree Requirements. The undergraduate program in secondary education requires a major in the College of Arts and Sciences in a discipline relevant to the curriculum in grades 9-12 and a maximum of 128 hours as follows:

General Education (26-41 hours). These course requirements vary with a student's academic major in Arts and Sciences and are defined by faculty in each major.

Core and Related Courses in an Appropriate Arts and Sciences Major (30-78 hours). Academic majors relevant to secondary education include English, History, Mathematics, Biology, Chemistry, Earth Sciences, and Physics. The requirements for each major are defined by faculty in that major.

Secondary Education (43 hours)

EDUC 2100* An Introduction to Education and Diversity in Schools (3)
 SPED 2100* Introduction to Students with Special Needs (3)
 SECD 2140 The Adolescent Learner (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 for the student to qualify for admission to the Teacher Education Program in the selected field of secondary education.*

Admission to Teacher Education and advisor's approval are required in order to register for any of the following courses:

SECD 3141 Secondary Schools (3)
 MDSK 3150 Research and Analysis of Teaching Middle and Secondary School Learners (3)
 MDSK 3151 Instructional Design and the Use of Technology with Middle and Secondary School Learners (3)
 HPKD 3152 Health and Safety Issues in Middle and Secondary Schools (2)
 READ 3255 Integrating Reading and Writing Across Content Areas (W) (3)
 EDUC 4290 Modifying Instruction for Learners with Diverse Needs (3)
 MDSK 4251 Teaching Science to Middle and Secondary School Learners (3) **or**
 MAED 3252 Teaching Mathematics to Secondary School Learners (3) **or**
 MDSK 4253 Teaching Social Studies to Middle and Secondary School Learners (3) **or**
 ENGL 4254 Teaching English/Communication Skills to Middle and Secondary School Learners (3)
 SECD 4441*** Student Teaching/Seminar: 9-12 Secondary Science (15) **or**
 SECD 4442*** Student Teaching Seminar: 9-12 Secondary Mathematics (15) **or**
 SECD 4443*** Student Teaching/Seminar: 9-12 Secondary Social Studies (15) **or**
 SECD 4444*** Student Teaching/Seminar: 9-12 Secondary English (15)

***Enrollment in any one of these four student teaching courses requires admission to student teaching through the College's Office of Field Experiences

Students are required to complete a year-long internship beginning the semester prior to student teaching and ending upon the successful completing of student teaching.

Elective Courses. These courses must be approved by the student's advisor in his or her arts and sciences major.

Academic Advising. With the assistance of their major advisor in Arts and Sciences, students intending to seek a teaching license in an area of secondary education (gr. 9-12) apply to the Teacher Education Program through the Office of Student Academic Services in the College of Education. Interested students are encouraged to visit the Office of Student Academic Services at any time before applying to teacher education. Upon admission to the Teacher Education Program, which typically occurs at the end of the sophomore year, students are assigned a second advisor in the Department of Middle, Secondary, and K-12 Education. This advisor has particular responsibility for professional education coursework. Assignment of the student's secondary education advisor is the responsibility of the Chair of the Department of Middle, Secondary, and K-12 Education (MDSK).

Department of Special Education and Child Development

Chair: Professor White; *The Lake and Edward J. Snyder, Jr. Distinguished Professor of Special Education:* Browder; *Professors:* Calhoun, F. Spooner, Test; *Associate Professor:* Campbell-Whatley, Ceglowski, Cooke, Gallagher, W. Wood; *Assistant Professors:* Anderson, Beattie, Jordan, Lo, Rhoden, Romanoff, Smith, Springs, Young; *Clinical Assistant Professor:* Baxter; *Lecturers:* Brooks, Deason, Moore, Rebich

Website: <http://education.uncc.edu/spcd/>

MAJOR IN CHILD AND FAMILY DEVELOPMENT: BACHELOR OF ARTS

Coordinator: Richard White (Interim)
Dept: Special Education and Child Development (SPCD)

The Child and Family Development program leading to the B.A. degree prepares graduates to work in educational and related settings that serve infants, toddlers, preschoolers, and kindergartners with and without disabilities. The licensure track prepares graduates for an entry-level ("A") license in birth-kindergarten (B-K) education. Admission to and retention in the Child and Family Development major, in either the licensure or non-licensure track, requires a GPA of at least 2.5.

Program Objectives. Graduates of the program are prepared to: apply their understanding of the various stages of growth and development of young children, the unique patterns with which children progress through these stages, and the factors that distinguish typical from atypical development; collect data on children's individual development and effectively access and utilize screening

and assessment procedures for children with special needs; design, adapt, implement, and evaluate developmentally appropriate learning environments for children from birth through age eight; work collaboratively with families and with interdisciplinary teams from agencies that serve young children and their families; and demonstrate positive attitudes toward children and families and a strong commitment to continuous lifelong study of young children.

MAJOR IN CHILD AND FAMILY DEVELOPMENT WITH B-K LICENSURE:

Requirements. This major requires 124-128 semester hours as follows:

General Education (31-35 hours). Course options are listed on the program's Academic Planning Worksheet. Course selections must be approved by the student's major advisor.

Child and Family Development (27 hours)
 CHFD 2111 Child Study: Interpreting Children's Behavior (3)
 CHFD 2113 Infant and Early Years (3)
 CHFD 2115 Education of the Young Child (3)
 CHFD 2412 Practicum I: Observing and Recording Children's Behavior (3)
 CHFD 2416 Practicum II: The Child and the Community (3)
 CHFD 3112 Approaches to Preschool Education (3)
 CHFD 3113 Parent Education (3)
 CHFD 3115 Learning and Development (3)
 CHFD 3412 The Family and the Community (Birth to 3 Years) (3)

Professional Education (30 hours)
 EDUC 2100* An Introduction to Education and Diversity in Schools (3)
 SPED 2100* Introduction to Students with Special Needs (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.

Admission to Teacher Education and advisor's approval are required in order to register for any of the following courses:

SPED 4111 Issues in Early Intervention for Children with Disabilities (3)
 SPED 4112 Assessment of Young Children with Disabilities: B-K (3)
 SPED 4210 Methods in Early Intervention: B-K (3)
 CHFD 4410** Student Teaching/Seminar: B-K Child and Family Development (15)

**Enrollment in CHFD 4410 requires admission to student teaching through the College's Office of Field Experiences

Related Courses (15 hours)
 EIST 4100 Computer Applications in Education (3)
 SOCY – Two approved SOCY courses related to the Family Theme (6)
 PSYC – Two approved PSYC courses at or above the 3000 level that relate to cognitive, social, and/or personality development (6)

Elective Courses (13-17 hours)
 These courses must be approved by the student's advisor in Child and Family Development.

MAJOR IN CHILD AND FAMILY DEVELOPMENT (Non-Licensure Track)

Requirements. This major requires 124-128 semester hours as follows:

General Education (31-35 hours). Course options are listed on the program's Academic Planning Worksheet. Course selections must be approved by the student's major advisor.

Child and Family Development (42 hours)

- CHFD 2111 Child Study: Interpreting Children's Behavior (3)
- CHFD 2113 Infant and Early Years (3)
- CHFD 2115 Education of the Young Child (3)
- CHFD 2412 Practicum I: Observing and Recording Children's Behavior (3)
- CHFD 2416 Practicum II: The Child and the Community (3)
- CHFD 3112 Approaches to Preschool Education (3)
- CHFD 3113 Parent Education (3)
- CHFD 3115 Learning and Development (3)
- CHFD 3412 The Family and the Community (Birth to 3 Years) (3)
- CHFD 3416*** Internship in Child and Family Development (12)
- CHFD 3619*** Senior Seminar in Child and Family Development (3)

***Enrollment in CHFD 3416 and CHFD 3619 requires admission to the internship through the CHFD program

Related Courses (18 hours)

- EIST 4100 Computer Applications in Education (3)
 - SOCY – Two approved SOCY courses related to the Family Theme (6)
 - PSYC – Two approved PSYC courses at or above the 3000 level that relates to cognitive, social, and/or personality development (6)
- One approved course in any one or two of these areas: nursing, anthropology, creative arts, social work, or psychology (3)

Elective Courses (25-29 hours)

These courses must be approved by the student's advisor in Child and Family Development.

Academic Advising. Students who intend to major in Child and Family Development and to earn B-K licensure are classified as Child and Family Development majors. They are assigned a major advisor within the Child and Family Development Program, who helps them select appropriate coursework for their major.

Students who intend to major in Child and Family Development without earning B-K licensure are assigned a major advisor within the Child and Family Development Program as well.

Assignment of the student's major advisor is the responsibility of the Chair of the Department of Special Education and Child Development (SPCD).

MINOR IN CHILD AND FAMILY DEVELOPMENT

Students who have a GPA of 2.5 or better may elect a minor in Child and Family Development. A minor requires 18 semester hours: CHFD 2111, CHFD 2113, CHFD 2115, CHFD 3115, and six semester hours of child and family development elective courses.

MAJOR IN SPECIAL EDUCATION: BACHELOR OF ARTS

Coordinator: Nancy Cooke

Undergraduate Coordinator: John Beattie

Dept: Special Education and Child Development (SPCD)

The B.A. program in Special Education includes a choice of one of two licensure areas: the (1) Special Education: General Curriculum license or the (2) Special Education: Adapted Curriculum license. The Special Education: General Curriculum license qualifies graduates for an entry-level ("A") license to teach children with 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 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 special needs; provide educational services to students with special needs in general classrooms, resource classrooms, and other educational settings; and help students with 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 leading to the B.A. degree requires 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. General Education requirements may also be met through the "Articulation Agreement" with North Carolina Community Colleges.

Professional Education (61 hours)

- EDUC 2100* An Introduction to Education and Diversity in Schools (3)
- SPED 2100* Introduction to Students with Special Needs (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.

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	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	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)
EDUC	4290	Modifying Instruction for Learners with Diverse Needs (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	4475**	Student Teaching/Seminar: K-12 Special Education: 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	4476**	Student Teaching/Seminar: K-12 Special Education: Adapted Curriculum (15)

**Enrollment in SPED 4475 or SPED 4476 requires admission to student teaching through the College's Office of Field Experiences

Elective (6-10 hours)

Academic Advising. Freshmen and sophomores who intend to major in Special Education 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 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 Special Education and Child Development (SPCD).

Department of Educational Leadership

Chair: Professor Queen; *Professors:* Algozzine, Gretes, Locke, Lyons; *Associate Professors:* Flowers, Lambert, McColl; *Assistant Professors:* Friedman, Hancock, Hartshorne, Howley, Jazzar, Mitchell, Poole, Porfeli, Wang, White

Website: <http://education.uncc.edu/eart/>

Support Offices and Special Resources

The Office of Teacher Education Advising and Licensure (TEAL). (<http://education.uncc.edu/teal>)

Located in COED 119, this office serves all students involved in teacher education programs. The staff, including a director and two full-time academic advisors, is responsible for:

- Promotion of Teacher Education programs and recruitment of students prior to their admission to UNC Charlotte
- Collaboration with Pre-Education students and advisors at community colleges in North Carolina
- Orientation and academic advisement of pre-education students prior to their admission to a specific Teacher Education Program (which typically occurs during their sophomore year)
- Collaboration with Arts and Sciences departments concerning admission to Teacher Education Programs when those departments have teacher education tracks or degrees
- Academic support services for both students and their faculty advisors as students admitted to a teacher education program progress through their programs, complete student teaching, and apply for licensure
- Management of all applications for teacher licensure
- Follow-up contacts with graduates for purposes of both program and product evaluation.

In collaboration with academic departments involved in teacher education, the Office of Teacher Education Advising and Licensure is the College of Education's central source of information about academic program requirements; criteria and procedures for admission to a specific teacher education program; student advising before admission to teacher education; schedules and applications for taking Praxis I and Praxis II examinations; requirements and procedures for obtaining licensure in North Carolina (or in other states that have reciprocity agreements with North Carolina), including the state's new licensure requirements for demonstration of advanced technology competencies;

and final audits to ensure completion of all program and licensure requirements.

The Office of Field Experiences (OFE)

(<http://education.uncc.edu/ofe>)

Located in COED 139, this office provides support services for school-based clinical experiences that students complete for courses and during year-long internships and student teaching. Field experiences -- observing, interacting with, and teaching children and youth -- are a critical part of all undergraduate teacher education programs at UNC Charlotte. Early clinical experiences are linked to specific courses, designed by the instructors of those courses, and described in course syllabi. These field experiences continue throughout a candidate student's program, progressing from observation and analysis to planning and implementing instruction to assessing learning outcomes with PK-12 students. They culminate in a 15-week, full-time student teaching experience after completion of all other course work.

Special Facilities and Resources. The following special facilities and resources support the work of both faculty and students in teacher education programs:

- The new College of Education Building, opened in December 2004, includes *model classrooms* for reading and language arts; science and mathematics; and social studies.
- On the ground floor of the College of Education Building are *two computer classrooms* and *two open computer labs*.
- The College of Education Building includes a student lounge and an undergraduate student study room.
- The *Teacher Education Learning Community* is a two-year residential program in Cypress Hall for students who wish to become teachers. Community members participate in social activities, community service, professional development activities, and have the opportunity to take some general education classes as a cohort group.
(<http://education.uncc.edu/coe/freshman/FLC%20FAOS.pdf>)
- The College of Education has partnerships with *seven Professional Development Schools* in the region, public schools that work closely with the College to provide excellent clinical experience opportunities.
- The Atkins Library supports teacher education programs through a large children's literature collection on the 3rd floor, curriculum and instructional materials on the 2nd floor (<http://libweb.uncc.edu/cimc>); hotlinks from Jasmine, the online *catalog*, to curricular support materials such as Primary Search in EBSCO host which provides full text for over 50 children's magazines (<http://library.uncc.edu/electronic>).
- *Media Services* in Atkins Library, maintains an extensive collection of audiovisual equipment and provides graphic and television production services to support instruction.
- The *Center for Math, Science, and Technology Education* in COED 222 sponsors a wide variety of

programs and projects that involve preservice and inservice teachers and that are designed to enhance the quality of instruction in mathematics, science, and technology for both pre-college and university students. (<http://education.uncc.edu/cmste>)

- The *Office of Educational Outreach*, in COED 162, fosters collaborative relationships between schools and UNC Charlotte by developing, supporting, and publicizing activities and projects that involve UNC Charlotte students and faculty in public school systems throughout the University's service region. (<http://education.uncc.edu/oeo>)

The NC Teaching Fellows Program. Please see the Honors College section of this *Catalog*.

Undergraduate Student Organizations and Awards.

Examples of organizations that are especially relevant to undergraduate students in teacher education programs include:

- The *Student National Education Association (SNEA)*, affiliated with the North Carolina Association of Educators (NCAE) and the National Education Association (NEA)
- The *Student Council for Exceptional Children (SCEC)*, affiliated with the Council for Exceptional Children (CEC)
- The *College Middle Level Association* promotes excellent teaching in the middle grades and support for middle grades teacher candidates.
- The *Omicron Pi Chapter of Kappa Delta Pi*, an international honor society for students in education

Examples of awards and scholarships that recognize the achievements of undergraduate students in teacher education programs include:

- *The Teacher Education Award*, presented annually to two seniors who have demonstrated leadership and scholarship and who plan to teach
- *The Phi Kappa Phi Scholar Award*, presented annually to a junior majoring in a program in the College of Education who demonstrates outstanding leadership in an academic discipline and in research or independent study
- *The Military Order of the Purple Heart Award*, presented annually by the American Association of Colleges for Education to two juniors majoring in programs in the College of Education who have shown scholarly achievement, teaching ability, and concern for the educational rights of children with disabilities
- *The North Carolina Alpha Chapter of Alpha Delta Kappa Memorial Scholarship*, awarded annually to a student who has been admitted to a teacher education program and demonstrated both outstanding academic performance and a commitment to teaching

- *The Alma and Sharon Goudes Educational Scholarship*, presented annually to highly capable men and women who have demonstrated their intention to teach English and/or mathematics in middle or secondary schools
- *The Bertha and Irvin Fishman Award*, presented annually to an individual with a strong academic record who plans to teach at the middle school level
- *The Ronald J. Anderson Memorial Scholarship*, presented annually to individuals with strong academic achievement who have overcome significant physical disability

More information about these organizations and awards for undergraduate students in teacher education is available on the web at <http://studentorgs.uncc.edu> and at <http://education.uncc.edu/teal/finaidt.html>, as well as in the Office of Teacher Education Advising and Licensure (TEAL) in COED 119.