** AGENDA**

**UNCP Graduate Council Meeting**

Monday, November 20, 2017, 3:00 p.m.

UC Annex 203

* Approval of the Agenda
* Approval of the Minutes from October 16, 2017 Meeting
* Guest Presenter: Jonathon Petigrew, Office of Student Conduct
* Graduate Faculty Nominations

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Last** | **First** | **Degree** | **Dept** | **Program** | **Nomination Status** | **Currently Interim?** |
| Baird | Jane | PhD | Accounting and Finance | MBA | Full |  |
| Peters | Susan | PhD | Management and Marketing | MBA | Full |  |
| Robinson | Gretchen | PhD | Ed Specialties | Reading Ed | Full |  |
| Goins | Camille | EdD | ELC | MSA | Adjunct |  |
| Bryan | Anna | MSN | Nursing | MSN | Prof Aff |  |
| Arteaga | Sandy | EdD | ELC | Elementary Ed | Prof Aff |  |
| Hart | Ann | MFA | Art | Art Ed | Adjunct |  |

* **Proposals – Courses**

**Elem Education Dept: Elem Ed program:**

Updated discription to six courses based on NC DPI requirements and Program Data.

1. **ELE - 5700 - Language, Literacy, and Diversity**

The purpose of this course is to provide a focus on contexts and processes through which language develops including attainment of second languages, and the cognitive, social/emotional, and cultural aspects of language. This foundation provides the framework to differentiate curricula, instruction and assessment in listening, speaking, reading, writing, and viewing through the use of culturally diverse and appropriate literature. Candidates will demonstrate collaboration skills with families and specialists within the school settings.

1. **ELE - 5750 - Curricula Design and Choices**

The purpose of this course is to assist teachers in developing a comprehensive understanding and ability to implement curriculum frameworks in the 21st century classroom. Candidates will use philosophical viewpoints to inform decisions related to organization, structure, and sequence of curriculum, selection of resources, approaches to engaging learners in inclusive, supportive environments and assessment of learner outcomes.

1. **ELE - 5775 - Development, Diversity, and Differentiated Instruction**

The purpose of this course is to assist candidates in developing a contextual perception of diverse learners and their educational needs based on information about children's family life, culture, and stages of development. Candidates will assess children's development, align curriculum, design instruction to accommodate developmental and cultural differences, and establish respectful learning environments. Candidates will also explore ways to nurture and motivate family involvement in the education process

1. ELE - 5800 - Advanced Elementary Mathematics and Science**ELE - 5800 - Advanced Elementary Mathematics and Science**

The purpose of this course is to assist candidates in deepening their understanding of mathematics and science in facilitating student learning. Emphasis placed on a constructivist approach to learning and incorporating research as it translates to instructional practices.

1. **ELE - 5850 - Advanced Elementary Social Studies and Language Arts**
2. The purpose of this course is to provide an opportunity for candidates to improve student learning in social studies and language arts through systematic analysis and reflection on the cycles of teaching and learning. A primary focus is placed on connecting curriculum and instructional design, desired learning outcomes, content, diverse learners, instructional resources and assessment measures, in the context of developing global understandings and multiple literacies.

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**6. ELE - 5900 - Professional Development and Leadership Seminar**

The purpose of this course is to provide a capstone experience for candidates to integrate the knowledge and insights gained from experiences in previous courses into final revisions of their professional portfolio. Based on updated self‐assessment, candidates develop goals for future professional development and complete data analysis and conclusions to finalize leadership and action research projects.

**Department of Educational Specialties: Program Proposal**

### Master of Arts in Teaching with Special Education Specialization, M.A.T. The Master of Arts in Teaching with Special Education Specialization (M.A.T.) online program is designed as an interdisciplinary degree option within the Teacher Education Program. The M.A.T. is intended for graduates from accredited colleges or universities with an undergraduate major in humanities, sciences, or social sciences who have few, if any, formal courses in education. A 10-week (3 semester hours) internship experience in an approved public school setting is required. With the internship, the program will total 39-42 hours.

1. **SED - 5000 - Internship in Special Education**

This course is intended for students pursuing the Master of Arts in Teaching degree. It is designed to provide the structured field experience that supports the practical application of theoretical constructs. Graduate students in programs at UNCP will actively engage with clinical teachers and the K-12 students to broaden their knowledge bases and engage in school-based professional activities. (Course may be repeated.) *Note that students may waive the requirement for SED 5000: Internship in Special Education by successfully completing a year of full-time teaching under a lateral-entry license in a K-12 Special Education classroom.*

1. **SED - 5020 - Teaching Students with Mild to Moderate Disabilities**

This course provides a comprehensive study of individualized educational programming, modifications, accommodations used with K-12 students with mild to moderate disabilities.  This course will give MAT students a broad working knowledge of research-validated cognitive and meta-cognitive learning strategies for use with students with mild to moderate disabilities.

1. **SED - 5030 - Differentiation and Meeting the Needs of Academically or Intellectually Gifted (AIG) Students**

This course focuses on interdisciplinary approaches to instruction and integrative methods for developing, designing and implementing learning experiences for gifted learners.  It focuses on program design, program implementation, and identification of underserved populations, identification of underachieving gifted learners, and identification of resources for gifted education.

1. **SED - 5040 - Contemporary Issues In Special Education**

This course examines the political, social, and cultural issues associated with teaching students with disabilities. Specific attention will be given to the interface of these issues in regards to the role of the professional on the school, and district level (i.e. EC teacher, EC case manager, EC director).

1. **SED - 5050 - Positive Behavior Interventions and Supports**

This course provides the student with a comprehensive study of the instructional and behavioral techniques, materials, and resources to address learners with challenging behaviors and appropriate ways to conduct observations. Emphasis is on aligning observational data with appropriate positive behavioral supports and strategies.

1. **SED 5060 – Assessment in Special Education**

This course of study is designed to give students the knowledge and skills necessary to understand psychometric measures and issues regarding their use. The course emphasizes the relationship between research and practice. It also provides a theoretical and practical basis for choosing and using the wide range of test and measurement data available to evaluate and respond to the progress of individual student’s toward annual goals.

1. **SED - 5070 - Mild to Moderate Disabilities: Reading/Written Language Strategies and Instruction**

This course is designed to provide students with a comprehensive study of the foundations of reading and writing and the use of reading and writing assessments to determine classroom intervention and instructional strategies for beginning and advanced readers with mild to moderate disabilities. It is designed to give teacher candidates the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, and written expression. It provides foundational information about stages of reading and writing acquisition, factors that impact literacy success or failure, and the nature of literacy difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing, monitoring progress, and evaluating instruction

1. **SED - 5080 - Mild to Moderate Disabilities: Math Strategies and Instruction**

This course is designed to introduce content and methods for teaching mathematics to students with mild to moderate disabilities. Topics include theory, assessment, and an overview of content included in the North Carolina Standard Course of Study for mathematics

* **Proposals – Program Change**

**SOE: Counseling and Ed Lead:** **MSA Add on Program**

The proposal expands the existing 21-credit hour school administration add-on licensure program to 24-credit hours with the inclusion of an existing course, EDNL 5850 Curriculum Leadership.  Currently, students completing the add-on licensure program are not required to take this course, which includes focused instruction on a key school executive standard.

**Graduate School Items/Report**

1. Master of Science in Atheletic Training (MSAT) Approved by BOG
2. Debra Hill’s Retirement Party: Wednesday, November 29 at 3:30 -drop in
3. Recruitment
   1. Update from Jodi
   2. Update from Graduate School
4. Campus Judicial Board makeup
5. Research Symposium **Wednesday, April 4**.

Unfinished/New Business

* Announcements/Reminders

1. Announcements
2. Grad Council Meetings remaining for 17-18 academic year (UC Annex room 203 at 3:00 pm): **Jan 22, 2018; Feb. 19; March 19; and Apr. 16**.
3. Application Deadlines:

March 1 for fall 18 graduation

October 1 for spring 19 graduation

1. Graduate School Fall Commencement: December 8, 2017

Next Meeting: Monday, January 22 (FOURTH MONDAY), 2018, 3:00, UC Annex Room 203