** MINUTES**

**UNCP Graduate Council Meeting**

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

UC Annex 203

Present: **Irene Aiken (chair), Nick Arena, Michael Baker (GSO President), Kirill Bumin (secretary), Ki Chae, Serina Cinnamon, Leah Fiorentino, Karen Granger, Roger Guy, Rita Hagevik, Julie Harrison-Swartz, Ann Horton-Lopez, Shenika Jones, Mary Klinikowski, Roger Ladd, Lisa Mitchell, Kim Sellers, Jeff Warren, Joe West, Summer Woodside**

Absent: **Karen Helgeson, Velinda Woriax**

**Guests:** Jonathon Petigrew, Gretchen Robinson

**Call to order**

1. Dr. Irene Aiken called the meeting to order at 3:00 pm. The agenda was approved by consent.
2. The minutes from October 16, 2017 were approved by consent, with the following changes.
	1. On the graduate faculty nominations, Jo Ann Hart’s name was corrected
	2. SED 5010 course proposal was added to the agenda
	3. Elementary Education had a number of deletions of Education courses that did not appear appropriately in curriculog and were added for consideration
3. Guest Presenter: Jonathon Petigrew (Office of Student Conduct). Dr. Petigrew introducing himself and addressed the Council about student code of conduct and student appeal process relevant to graduate students.
	1. Dr. Aiken noted that there are 6 graduate faculty members on the 2017-18 Student Conduct Hearing Board. She and other members expressed concern that currently a graduate violation hearing can take place without a graduate faculty participating in the hearing. Drs. Petigrew and Aiken noted that they will explore how to make a regulation change that at least one graduate faculty member serve at a hearing involving a graduate student.
	2. Dr. Petigrew went over the student code of conduct violation flow chart.
	3. Dr. Petigrew proposed that more graduate faculty could join the hearing board.
	4. Dr. Aiken reminded that every instance of academic dishonesty must be properly documented, even if resolved by the instructor so the hearing board would know of the event if another case was brought forth.
4. The following **Graduate Faculty nominations** were approved:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 | Jo Ann | MFA | Art | Art Ed | Adjunct |  |

1. **Proposals**

The Graduate Council heard and approved the following proposals:

* **Proposals – Courses**

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

The Council voted to suspend the regulation for prior notice of the Elementary Education Department course deletions and description modifications not listed in the original November agenda (courses did not appear properly in curriculog) and voted to accept the following proposals:

Elementary Education Department Updated discription and co/prerequites courses based on NC DPI requirements and Program Data (see Appendix I for full details):

* EDN 5040: ~~An Introduction to the~~ Basic Tenets of Education (course description updated; see Appendix I for full details)
* EDN 5120: ~~Advanced Study of Exceptionality in Children~~ Advanced Studies of Exceptional Children
* EDN 5260: Advanced Instructional Approaches to Middle School ~~PREREQ:~~ [~~EDN 5650~~](https://uncp.acalogadmin.com/preview/content.php?catoid=7&navoid=399) ~~or~~ [~~EDN 5820~~](https://uncp.acalogadmin.com/preview/content.php?catoid=7&navoid=399)~~,~~ [~~EDN 5660~~](https://uncp.acalogadmin.com/preview/content.php?catoid=7&navoid=399)~~,~~ [~~EDN 5500~~](https://uncp.acalogadmin.com/preview/content.php?catoid=7&navoid=399)~~.~~ COREQ: EDN 5460 Field experience required
* EDN 5450: ~~Introduction to~~ Curriculum Design and Best Practices
* EDN 5460: Field Experience (course description updated; see Appendix I for full details)
* EDN 5470: Advanced Classroom Management COREQ: EDN 5460 Field experience required (course description updated; see Appendix I for full details)
* EDN 5480: Advanced Foundations of American Education COREQ: EDN 5460 Field experience required (course description updated; see Appendix I for full details)
* EDN 5490: Effective Educational Leadership COREQ: EDN 5460 (course description updated; see Appendix I for full details)
* EDN 5660: Applied Educational Research COREQ: EDN 5460 (course description updated; see Appendix I for full details)
* ELE 5700: Language, Literacy, and Diversity ~~PREREQ: EDN 5660~~ (course description updated; see Appendix I for full details)
* ELE 5750: Curricula Design and Choices ~~PREREQ: EDN 5660~~ (course description updated; see Appendix I for full details)
* ELE 5775: Development, Diversity, and Differentiated Instruction ~~PREREQ: EDN 5660~~ (course description updated; see Appendix I for full details)
* ELE 5800: Advanced Elementary Mathematics and Science ~~PREREQ: EDN 5660~~ (course description updated; see Appendix I for full details)
* ELE 5850: Advanced Elementary Social Studies and Language Arts ~~PREREQ: EDN 5660~~
* ELE 5900: Professional Development and Leadership Seminar (course description updated; see Appendix I for full details)

**Proposals – Elementary Education Department offered the following course deletions** noting a lack of course need in Teacher Education programs

* EDN 5000. Educational Leadership (3 credits)
* EDN 5010. Principles of Supervision (3 credits)
* EDN 5030. School Finance (3 credits)
* EDN 5050. School Facilities (3 credits)
* EDN 5130. Individualized Program Development for Exceptional Students (3 credits)
* EDN 5140. Management of Exceptional Students in the General Classroom (3 credits)
* EDN 5440. Survey of Educational Research (3 credits)
* EDN 5500. Applied Educational Psychology (3 credits)
* EDN 5520. Psychology of the Emerging Adolescent (6-9) (3 credits)
* EDN 5600. Sociological Foundations of Education (3 credits)
* EDN 5650. Applied Philosophy of Education (3 credits)
* EDN 5740. Reading Practicum (3 credits)
* EDN 5750. Advanced Diagnosis of Reading Difficulties (3 credits)
* EDN 5760 Advanced Methods for Middle Grades Instruction
* EDN 5900. Advanced Practicum in Teaching (K-6 ) (3 credits)
* EDN 5950 Professional Development and Leadership Seminar

**The following Program and Course proposals by Department of Educational Specialties with one modification, the internship is to read “3 hours” (as appears below) as in the catalog:**

### 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 3-credit hour 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-5010 – Policies and Procedures in Special Education**

This course of study is designed to give students pursuing a Master’s in Teaching a thorough understanding of the North Carolina Policies Governing Services for Children with Disabilities and the federal laws covering special education. Through this knowledge the student will understand the policies, process and procedures for providing special education services

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 Report Items/Report**

* 1. Dr. Aiken noted that the Master of Science in Athletic Training (MSAT) was approved by BOG
	2. Dr. Aiken announced that Debra Hill’s retirement party will be Wednesday, November 29 at 3:30 – drop in
	3. Dr. Aiken gave an update on recruitment
		1. Update from Jodi – Dr. Aiken shared marketing update from Jodi Phelps, including images. Jodi said that there will be a marketing effort for MSW, Counseling, and Ed programs through April 2018.
			+ Dr. Warren asked if PDs would receive statistical usage data to assess whether marketing efforts are paying off
		2. Update from Graduate School

 Dr. Aiken shared a list compiled by Ms. Debra Hill about Grad School marketing efforts for September, October, and November 2017.

* 1. Dr. Aiken reminded the Council that the Research Symposium will be **Wednesday, April 4**.
1. **Unfinished/New Business**

None

1. Announcements/Reminders
	1. Dr. Aiken announced that Debra Hill’s retirement party will be Wednesday, November 29 at 3:30 – drop in
	2. Dr. Warren announced SOAR conference Dec. 11 at UC Annex
	3. Dr. Fiorentino noted that there were 6 master’s thesis defenses over the last few weeks.
	4. 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**.
	5. Application Deadlines:
		1. March 1 for fall 18 graduation
		2. October 1 for spring 19 graduation
	6. Graduate School Fall Commencement: December 8, 2017

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

Meeting was adjourned at 4:00 pm.

**Appendix I**

Course changes – submitted in Curriculog system for campus committees

Green text additions, Red text deletions,

|  |  |  |
| --- | --- | --- |
| Course | Title | Catalog Course Description |
| EDN 5040 | ~~An Introduction to the~~ Basic Tenets of Education | ~~This course is intended for students pursuing the Master of Arts in Teaching degree. It is designed to introduce students~~ This course is a graduate-level introduction to the foundational fields of education: philosophy and psychology, with an emphasis on the development of an appreciation for the role and responsibility of the teacher as the instructional leader in the educational community. ~~There is a field experience component~~. COREQ: EDN 5460 Field experience required |
| EDN 5120 | ~~Advanced Study of Exceptionality in Children~~Advanced Studies of Exceptional Children | **Crosslisted:** **(SED 5120)** This course is a graduate-level introduction to the areas of focus addressed within the Individuals with Disabilities Education Act. This course familiarizes students with the practices, philosophies, roles and responsibilities of educators working with a diverse population of students. Field experience required. COREQ: EDN 5460 ~~An introduction to and an analysis of the principles, problems, characteristics, and psychological aspects of children who have mental retardation; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders multiple, severe, and physical handicaps; as well as talents and gifts. Contemporary issues in special education as they relate to the inservice educator are explored. Field experience required~~. |
| EDN 5260 | Advanced Instructional Approaches to Middle School Grades  | This course addresses the unique teaching strategies and specialized materials and resources for the middle grades classroom. Focus on specialized curriculum, and teaching styles which meet these needs, especially interdisciplinary team teaching. COREQ: EDN 5460 Field experience required ~~PREREQ:~~ [~~EDN 5650~~](https://uncp.acalogadmin.com/preview/content.php?catoid=7&navoid=399) ~~or~~ [~~EDN 5820~~](https://uncp.acalogadmin.com/preview/content.php?catoid=7&navoid=399)~~,~~ [~~EDN 5660~~](https://uncp.acalogadmin.com/preview/content.php?catoid=7&navoid=399)~~,~~ [~~EDN 5500~~](https://uncp.acalogadmin.com/preview/content.php?catoid=7&navoid=399)~~.~~ |
| EDN 5450 | ~~Introduction to~~ Curriculum Design and Best Practices | ~~This course is intended for students who are enrolled in the Master of Arts in Teaching Program. It is designed to provide students with an~~ ~~introduction to~~ This course examines curriculum design and ~~best~~ research-based practices in lesson design and instructional practices, including backward design, instructional strategies such as differentiated instruction, and ~~various forms of~~ formative and summative assessment. ~~There is a field experience component.~~ COREQ: EDN 5460 Field experience required |
| EDN 5460 |  Field Experience | ~~This course is intended for students pursuing the Master of Arts in Teaching degree.~~ ~~It is designed to~~ This course provides the structured field experience that supports the practical application of theoretical constructs. Field experiences involve activities completed outside of the college classroom connecting to EDN course content, assignments and assessments. 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 and may include observation, co-teaching and working with students in supervised settings. (Course may be repeated.)  |
| EDN 5470 | Advanced Classroom Management  | This course is designed to develop graduate students’ knowledge base related to the theory and techniques of classroom management. Emphasis is placed on how those understandings can be utilized to establish a positive and respectful learning environment for all students. A variety of classroom management programs are examined and evaluated. COREQ: EDN 5460 Field experience required |
| EDN 5480 | Advanced Foundations of American Education | This course focuses on the multicultural 21st-century classroom and its foundations in educational philosophy and educational psychology. Course ~~activities~~ requirements are designed to nurture the professional disposition for critical self-reflection and to develop the theoretical knowledge base ~~that undergirds best~~ including research-based practices in the classroom. Emphasis is placed on promoting positive learning outcomes for all students. COREQ: EDN 5460 Field experience required |
| EDN 5490 | Effective Educational Leadership | This course is designed to nurture and develop practitioners as leaders in their classrooms, in their schools, in their professions, in their communities, and in the broader society. The primary focus is on teachers as leaders in the teaching-learning process. Graduate students will begin their leadership projects in this course candidates will begin and may finish their leadership projects in this course. Field experience required. COREQ: EDN 5460.  |
| EDN 5660 | Applied Educational Research | Emphasis is on understanding research designs and methods in education including an introduction to elementary statistics, interpreting and critiquing professional research literature, using research findings to validate and modify decisions about teaching and learning, and conducting action research in the classroom, school, and community. Graduate candidates will begin and may finish the research project in this course. Field experience required. COREQ: EDN 5460.  |
| EDN 5760 | Advanced Methods for MGInstructionTo be deletedNo longer used | Course is designed to identify appropriate student learning goals; design learning experiences that include a variety of developmentally appropriate instructional strategies; manage a range of students, materials, and classroom activities; and honor students’ diversity with respect to learning style, motivation, race/ethnicity, gender, and language proficiency.  |
| EDN 5810 | Internship | Full-time internship experiences in an off-campus public school setting appropriate for the licensure area. PREREQ: Approval of Graduate Program Director.  |
| EDN 5950 | Prof Dev and Leadership SeminarTo be deletedNo longer used | This is the capstone experience for teachers completing the M.A.Ed. in Middle Grades Education. Teachers integrate the knowledge and insights gained from experiences in previous courses into final revisions of their conceptual frameworks and related plans. Based on updated self-assessment, teachers also develop goals for future professional development. Leadership projects are finalized, published, and submitted for review by the appropriate education graduate faculty.  |
| EDN 5990 | Independent Study  | An independent study of the problems and issues of education relevant to the student’s major study areas or areas of concentration carried out by the student at the University and in the field under the supervision of the student’s major advisor.  |
| EDNS 5XXX | Special Topics | Examination of a special area or topic of special importance and relevance within the field of education. Topics to be considered will be announced prior to registration and may vary. PREREQ: Permission of instructor. This course may be repeated for different topics.  |
| 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 ~~will~~ 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. ~~Students~~ Candidates will demonstrate collaboration skills with families and specialists within the school settings ~~PREREQ: EDN 5660~~  |
| ELE 5750 | Curricula Design and Choices | The purpose of this course is to assist teachers in developing comprehensive understanding and ability to implement curriculum frameworks in the 21st century classroom. ~~Teachers~~ 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. ~~PREREQ: EDN 5660~~  |
| ELE 5775 | Development, Diversity, and Differentiated Instruction | The purpose of this course is to assist ~~teachers~~ 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. ~~Teachers~~ Candidates will assess children’s development, align curriculum, design instruction to accommodate developmental and cultural differences, and establish respectful learning environments. ~~Teachers~~ Candidates will also explore ways to nurture and motivate family involvement in the education process ~~PREREQ: EDN 5660~~  |
| ELE 5800 | Advanced Elementary Mathematics and Science | The purpose of this course is to assist ~~teachers~~ candidates in deepening their understanding of mathematics and science in facilitating student learning. Emphasis ~~will be~~ placed on a constructivist approach to learning, and incorporating research as it translates to instructional practices. ~~Practices will include: skillful structure in sequence of curriculum, approaches to learner motivation and content engagement, establishing routines for managing the learning environment, appropriate methods for assessing resources and student outcomes, differentiation of instruction for students with special needs (environmental and cultural), and establishing collaborative efforts with colleagues and resource specialists in schools and community.~~ ~~PREREQ: EDN 5660~~  |
| ELE 5850 | Advanced Elementary Social Studies and Language Arts  | The purpose of this course is to provide opportunity for ~~teachers~~ 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. ~~PREREQ: EDN 5660~~  |
| ELE 5900 | Professional Development and Leadership Seminar | The purpose of this course is to provide a capstone experience for candidates to ~~for teachers completing the M.A.Ed. degree in Elementary Education. Teachers~~ integrate the knowledge and insights gained from experiences in previous courses into final revisions of their professional portfolio~~, their conceptual 32 frameworks and related plans~~. Based on updated self‐assessment, ~~teachers~~ ~~also~~ candidates develop goals for future professional development and complete data analysis and conclusions to finalize leadership and action research projects. ~~are finalized published and~~ ~~submitted for review by the appropriate education graduate faculty.~~  |