



9201 University City Boulevard, Charlotte, NC 28223-0001

TO: Faculty Council Members
FROM: Charles Bodkin, Faculty President
DATE: March 11, 2011
RE: Consent Calendar

Attached is the Consent Calendar (See Article V, Section 3.A (3 & 4), J. (3 & 5) and K.3 of the Standing Rules of the Faculty Council.) consisting of these proposals:

- ECGR 9-15-10 Establishment of ECGR 6189/8189: Wireless Sensor Networks
- ECGR 10-1-10 Establishment of ECGR 6188/8188: Wireless Systems and Protocols
- EDLD 10-19-10 Revision of Graduate Certificate in School Leadership
- MDSK 4-9-10A Revision of TESL 6476 and crosslist with FLED 6200

Below are the catalog copy descriptions. If you wish to read the full proposals, they are posted on the Academic Affairs website.

If there are any objections regarding these proposals, they must be registered with the Faculty Governance Assistant (Clarence Greene, ext. 5719) by **5 PM on March 25, 2011**. If no objections are registered, the proposals will stand approved.

ECGR 9-15-10 Establishment of ECGR 6189/8189: Wireless Sensor Networks

PROPOSED CATALOG COPY

ECGR 6189. Wireless Sensor Networks (3). Prerequisite: Graduate standing and knowledge of (a) fundamentals of computer networking, (b) probability and random variables, and (c) C/C++ programming, or permission from the department. This course will provide the fundamental principles of wireless sensor networks with emphasis on networking protocols and information processing aspects. The course will review basic principles of multi-hop wireless networks and discuss the specific design challenges for the development of networking protocols and applications with wireless sensors. Students will be going through hands-on tutorials and design projects with programmable wireless sensors. Credit will not be given for ECGR 6189 where credit has been given for ECGR 8189. (*on demand*)

ECGR 8189. Wireless Sensor Networks (3). See ECGR 6189 for Course Description. Credit will not be given for ECGR 8189 where credit has been given for ECGR 6189.

ECGR 9-15-10 Establishment of ECGR 6189/8189: Wireless Sensor Networks

PROPOSED CATALOG COPY

ECGR 6188. Fundamentals of Wireless Systems and Protocols (3). Prerequisite: Graduate standing and a prior course in data communications or computer networks. The course provides an overview of different wireless and mobile network standards and systems. It covers the distinct characteristics of these wireless systems that require a fundamental redesign of protocols at layer 2 to layer 4 of the network protocol stack. Protocols for medium access control, routing, and reliable transport, in addition to middleware and applications custom-made for wireless networks will be dealt with. Credit will not be given for ECGR 6188 where credit has been given for ECGR 8188. *(Fall) (Evening)*

ECGR 8188. Fundamentals of Wireless Systems and Protocols (3). See ECGR 6188 for Course Description. Credit will not be given for ECGR 8188 where credit has been given for ECGR 6188.

EDLD 10-19-10 Revise Graduate Certificate in School Leadership

PROPOSED CATALOG COPY

GRADUATE CERTIFICATE IN SCHOOL ADMINISTRATION

Students seeking to “add-on” the *Certificate in School*

Administration to a previous master’s degree must complete ~~18-21~~ course credit hours of which a portion is a supervised 10- month internship. The sequence of courses for this program is:

ADMN 6100 Fundamentals of Educational Leadership (3)

ADMN 6105 Legal Aspects of Schooling (3)

ADMN 6120 Instructional Leadership (3)

~~ADMN 6130 Supervision of Instruction (3)~~ ADMN 6110 School Leadership & Management (3)

ADMN 6161 Principalship (3)

ADMN 6410 Internship and Seminar Part I (3)

ADMN 6420 Internship and Seminar Part II (3)

Admission Requirements

To be eligible and to apply for this program, applicants must:

- Hold a master’s degree from a regionally accredited institution
- Have a cumulative grade point average of at least 3.2 in all previously completed graduate degree coursework
- Have three years of successful teaching experience
- Submit a complete résumé
- Submit a valid NC teaching license or equivalent
- Submit three letters of reference from current or past supervisors that document leadership and administrative experiences and potential for success as a site-based school administrator
- Submit a 1-2 page personal statement that addresses professional experiences, future goals, and an understanding that school administrators must possess a comprehensive conceptual, pedagogical, and reflective knowledge base

- Follow all admission guidelines established by UNC Charlotte's Graduate School

COURSES IN SCHOOL ADMINISTRATION

ADMN 6000. Topics in Educational Administration. (1-6) May include classroom and/or clinic experiences in the content area. With department approval, may be repeated for credit for different topics.

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

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

ADMN 6106. Legal Issues in Special Education. (3) Survey of federal and state statutory and administrative provisions governing the delivery of education and related services to exceptional students.

ADMN 6107. School Law for Counselors and Related Professionals. (3) Legal issues and problems of special relevance to school counselors, psychologists, social workers, and related professionals who work with school-age children.

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

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

ADMN 6130. Supervision of Instruction. (3) Introduction to clinical supervision and development of skills in classroom observation, analysis, evaluation, and assistance. Systems of observation, principles of adult development in school settings, techniques for conducting classroom observations and conferences, and development of staff development programs to remedy assessed weaknesses.

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

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

ADMN 6166. Educational Leadership. (3) Examination of leadership in formal organizations and social and behavioral science research concerning leadership ability with emphasis on educational organizations and the role of the leader in the accomplishment of organizational goals.

ADMN 6410. Internship and Seminar Part I. (1-9) Fulltime, academic year internship in educational administration designed to allow theoretical and course-based practical learning to be translated and interwoven into a supervised field-based experience.

ADMN 6420. Internship and Seminar Part II. (1-9) A continuation of the internship experiences and seminar begun in ADMN 6410.

ADMN 6490. Internship and Seminar: Administration. (3-6) Prerequisite: Department approval. Internship under the supervision of University and on-site personnel in a setting consistent with the student's professional goals in which the student will be involved in the diverse activities expected of the professional administrator. Seminars are held concurrently.

ADMN 6491. Internship and Seminar: Supervision. (3-6) Prerequisite: Permission of the department. Internship under the supervision of University and on-site personnel in a setting consistent with the student's professional goals in which the student will be involved in the diverse activities expected of the curriculum-instructional specialist. Seminars are held concurrently.

ADMN 6601. Seminar in Administration and Supervision. (1-3) Prerequisite: Permission of the department. Examination of selected areas of interest in educational administration and supervision. May be repeated for credit.

ADMN 6800. Individual Study in Educational Administration. (1-6) Prerequisite: Permission of the student's advisor. Independent study under the supervision of an appropriate faculty member. May be repeated for credit.

Revise TESL 6476 and crosslist with FLED 6200

PROPOSED CATALOG COPY

FLED 6200. Advanced Methods of Teaching Foreign Languages. (3) Prerequisite: Admission to the M.A.T. in Foreign Language Education and completion of Phase I of the program. A variety of topics will be addressed in order to prepare experienced second language teachers to be critical thinkers, second-language researchers, and instructional and program leaders. Exemplar topics include the history and trends of second language instructional methods, curriculum design, research-based practices, multicultural education, foreign language status, and mentoring of beginning teachers ([cross-listed with TESL 6476](#)).

TESL 6476. Advanced Pedagogy in Teaching English as a Second Language. (3) Prerequisite: Permission of department. ~~This seminar helps students develop skills in identifying problems ESL students encounter in mainstream classrooms, ascertaining if mainstream teachers are accommodating ESL students, collaborating with other professionals in applying accommodations, and also in the application of complex instruction for the English language learners.~~ A variety of topics will be addressed in order to prepare experienced second language teachers to be critical thinkers, second language researchers, and instructional and program leaders. Exemplar topics include the analysis of instructional methods and teaching strategies, curriculum design, research-based practices, multicultural education, and the mentoring and/or professional development of novice ESL teachers ([cross-listed with FLED 6200](#)). (Fall)