



9201 University City Boulevard, Charlotte, NC 28223-0001

TO: Faculty Council Members
FROM: Michael Green, Faculty President
DATE: May 26, 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:

- REEL 3-19-10b Proposal to revise the MAT in Elementary Education
- SPCD 10-20-10 Revision of the M.Ed. in Child and Family Studies: Early Education
- MDSK 4-9-10d M.Ed. in Middle and Secondary Education Program
Revision Curriculum Proposal
- GRAD 10-15-10 Teaching at the College or University Level
- MPAD 2-15-10 Extensive Revisions to the MPA Program's Concentrations
& Course Offerings
- CSLG 10-25-10 Establishment of Addiction, Clinical Mental Health, and
School Counseling Concentration area in MA Counseling
Program
- SOCY 2-12-10 Creation of Concentrations within the Sociology B.A.
- REEL 3-19-10a Revised Graduate Program in Reading Education
- MDSK 4-9-10a Revision of the Master of Arts in Teaching for Middle and
Secondary Education
- EDLD 1-30-11 ADMN 8180 Teaching Strategies for Adults in a Diverse
Society
- MUSC 2-22-11b Graduate Certificate in Vocal Pedagogy

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 June 9, 2011**. If no objections are registered, the proposals will stand approved.

REEL 3-19-10b Proposal to revise the MAT in Elementary Education

PROPOSED CATALOG COPY

The following courses will be dropped from course offering and replaced by the proposed courses:

- ELED 6220: Integrating the Elementary Program
- ELED 6691: Seminars in Professional Leadership
- ELED 6474: Advanced Practicum in Teaching, Learning, and Leadership

The following courses will we added with course descriptions as written in this proposal:

- ELED 6202: Classroom Management and Leadership for Diverse Learners
- ELED 6203: Instructional Differentiation for 21st Century Learners
- ELED 6303: Teacher Inquiry and Data Analysis in the Elementary Classroom
- ELED 6470: Graduate Student Teaching/Internship in Elementary Education.

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

Prerequisites: Completion of Graduate Certificate in Teaching: Elementary Education and acceptance into the M.A.T or M. Ed program in elementary education. Examination of theory, models, and best practices in classroom management, with focus on management of special populations of students. Emphasis on demonstrating best practices of classroom management models of instruction through professional development leadership. *(Spring/Fall)*

ELED 6203: Instructional Differentiation for 21st Century Learners (3) Prerequisites: Acceptance into the M.A.T. or M. Ed program in elementary education. Examination of models, approaches, and best practices for effective instructional differentiation for diverse learning needs of elementary school students. *(Spring/Fall)*

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

Prerequisite: Acceptance into the M.A.T or M. Ed program in elementary education. This is the capstone experience in the M.A.T. and M. Ed programs and, thus, must be taken in the final semester of the program. The examination of data-driven instructional decision making and the use of research to improve student learning. Requires application of advanced content knowledge, instructional planning, and student assessment data in the creation of a capstone experience. *(Spring/Fall)*

~~**ELED 6470. Elementary Education Clinical Experience. (3-6) Prerequisite: completion of all coursework required for the "A" license and department approval. Application required one semester in advance. Full-time internship in an approved K-6 school setting. (Fall, Spring)**~~

Graduate Student Teaching/Internship in Elementary Education. (3) Prerequisite: completion of all program coursework required for eligibility to student teach, an application for the course by the established deadline; and approval of the department. Requires a full-time, semester-long graduate student teaching experience in an elementary education classroom. Includes formal observations in the intern's classroom by university faculty and/or school-based supervisors and face-to-face seminars. *(Spring/Fall)*

PROPOSED CATALOG COPY

CHFD 6102. Learning and Development. (3) Prerequisite: Admittance to the M.Ed program. In-depth study of selected theories of learning and development. (*Fall, Spring, Summer*) (~~*Evenings*~~)

CHFD 6115. Child and Family Advocacy. (3) Prerequisite: CHFD 6102. Study of the principles and practices of child and family advocacy. (~~*On-demand*~~) (*Spring*)

CHFD 6210. Inclusive Education for Young Children. (3). Prerequisite or corequisite: CHFD 6102. Inclusive education provides the opportunity for children with and without developmental disabilities to learn together. Inclusive early childhood curricula and instructional strategies are emphasized as is the professional role of interdisciplinary team member. Legislative mandates for inclusion are studied. (~~*Fall*~~)(*Spring*)

CHFD 6220. Family Theory and Research. (3) Prerequisite or corequisite: CHFD 6102. Study of family theories and research which employ the contextual framework of the family as a system and which explain family of origin, family functioning, family structure, and family process. Application of theory and research will include an understanding of the various levels of family functioning as a model for developing family support and intervention plans. (*Fall*)

CHFD 6240. Advanced Studies in Infant and Child Development. (3) Prerequisite: CHFD 6102. An advanced course to extend knowledge of infant and early years development of typically and atypically developing children. Developmental domains of infants and young children and their relationships within family and society will be emphasized. (*Fall*)

CHFD 6900. Research in Child and Family Studies (Master's ~~Project~~/Thesis). (3) Prerequisites: RSCH 6101; completion of at least 24 hours of graduate program. Design, implementation, presentation, and evaluation of an approved ~~applied research project~~ thesis in student's specialty area. ~~The applied project thesis~~ is of the student's own design under the supervision of an advisor and graduate committee. Graded pass/No Credit only. (*Fall*)

CHFD 7600. Seminar: Leadership in Education of Children and Families. (3) Prerequisite: completion of at least ~~24~~18 hours of graduate program. ~~Corequisite: CHFD 7400.~~ A synthesizing course of study focusing on review, compilations, analysis, and evaluation of the literature, research, and experiences relevant to the student's specialty area. Students will demonstrate leadership by conducting a program evaluation, creating innovative solutions to challenges, and initiating and creating collaboration among persons and across agencies. (*Spring*)

MDSK 4-9-10d M.Ed. in Middle and Secondary Education Program Revision Curriculum Proposal

PROPOSED CATALOG COPY

Middle Grades and Secondary Education

• Master's in Education (M.Ed.)
Department of Middle Grades, Secondary, and

K-12 Education

324 College of Education

704-687-8875

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

Coordinators

Middle Grades: Jeannine Jones, Professor

Secondary: Tina L. Heafner, Associate Professor

~~Dr. Warren J. DiBiase~~

Graduate Faculty

Heather Coffey, Assistant Professor

Joyce Brigman, Lecturer

Warren DiBiase, Associate Professor

Diana Dangenhart, Lecturer

Liv Davila, Assistant Professor

Paul Fitchett, Assistant Professor

Adam Harbaugh, Assistant Professor

Tina Heafner, Associate Professor

Charles Hutchison, Associate Professor

Jeanneine Jones, Professor

Scott Kissau, Assistant Professor

Theresa Perez, Professor

Teresa Petty, Assistant Professor

David Pugalee, Professor

Lan Quach Kolano, Assistant Professor

Spencer Salas, Assistant Professor

Dan Saurino, Assistant Professor

Greg Wiggan, Assistant Professor

MASTER OF EDUCATION IN MIDDLE & SECONDARY GRADES

The Master of Education in Middle and Secondary Grades has been developed specifically for experienced teachers in middle and secondary schools who desire advanced study in content and pedagogy, and seek an opportunity to integrate advanced study with their teaching experiences. In addition, candidates will acquire the skills, knowledge and abilities required to assume a leadership role. For example, candidates are required to take Teacher Leadership in their final semester, a course that will better prepare them to become content department chairs, interdisciplinary team leaders, or staff development specialists. Furthermore, by admitting only experienced teachers, candidates will serve as resources for one another and become active members in a community of professionals who are knowledgeable,

~~reflective, responsive, and~~ effective, and committed -practitioners. At the conclusion of the program, graduates will be teacher leaders who understand and establish respectful educational environments, demonstrate content and curriculum expertise, effectively support student learning through evidence-based research, and exhibit systematic, critical analysis of learning through purposeful and meaningful reflection. Finally, because this degree focuses on a teacher's professional growth, it requires completion of a comprehensive portfolio or research project.

Program Goals

Successful graduates will possess a comprehensive pedagogical, conceptual, and reflective knowledge base that instruction, responsivity and collaboration. This developed

and applied knowledge will be, in turn, shared with other professionals through a variety of leadership opportunities. Both the College's Conceptual Framework and the following goals provide structure for the entire program: Program graduates will be able to:

- 1) Self-direct their personal and professional growth
- 2) Respond effectively to adolescent differences, equity and diversity, and [global learning communities](#)
- 3) Demonstrate advanced pedagogical content knowledge of the curriculum as well as apply 21st century knowledge, skills, and technical expertise
- 4) Improve educational practice through critical ~~selfreflection~~self-reflection, self-assessment, and applied research
- 5) Work collaboratively with colleagues, professionals, parents, guardians, families and individuals charged with the well being of learners
- 6) Assume a leadership role at the local, district, regional, state, or national level

Admission Requirements

- 1) A Bachelor's degree from a regionally accredited college or university
- 2) A North Carolina "A" license in Middle Grades or Secondary Education, or the equivalent from another state in both the track and content field of the program to which the candidate is making application
- 3) Teaching experience in a middle grades or secondary classroom
- 4) An undergraduate GPA of [2.75 overall](#) [\[T1\]](#) and 3.0 in the junior/senior years
- 5) An acceptable score on the GRE or MAT
- 6) A written narrative providing a statement of purpose for Master's degree study
- 7) Satisfactory recommendations from three professional educators

Degree Requirements

This degree requires a total of ~~39~~33 hours of coursework in either middle grades or secondary education. Candidates must fulfill requirements in one of these two tracks.

Tracks

There are two tracks within this degree. One focuses on middle grades education and the other on secondary education. Each requires a total of ~~39~~33 hours as prescribed by program requirements.

Core Courses

There are ~~five~~ six core courses required that are common to both the middle grades and secondary tracks. These include:

- RSCH 6101 Educational Research Methods (3)
- MDSK ~~6356~~6156 ~~Curriculum Studies~~Curriculum, Teaching, and Contemporary Issues (3)
- ~~MDSK 6150 Models of Teaching (3)~~
- MDSK 6220: Adolescence and Learning (3)
- TESL 6206: Globalization, Communities and Schools (3)
- MDSK 6260 Principles of Teacher Leadership (3)
- MDSK 6691 Seminar in Professional Development (3)

Electives

Each track allows one three-hour [advanced specialized pedagogy choice](#) from selected coursework. ~~elective~~.

Capstone Experience

Candidates in both middle grades and secondary must complete a capstone experience. They may choose from

either a comprehensive portfolio or research project.

Advising

Each candidate will have an assigned advisor within the Department of Middle Grades, Secondary, and K-12 Education. ~~Candidates will have access to a second advisor in their area of content specialization through the College of Liberal Arts and Sciences.~~

Licensure

Graduates will be eligible to receive an Advanced Competency "M" license from the state of North Carolina in addition to their Master's Degree.

Qualifying Examination

Acceptable scores on either the GRE or MAT.

Committees

Candidates will convene a committee of three graduate faculty members whom they will select with assistance from their Department advisor [if a research project is selected as the capstone experience](#). The primary role of this committee is to assess the ~~students' comprehensive portfolio~~ [or research project](#). [All other candidates will complete the comprehensive portfolio which will be guided by the course instructor for MDSK 6691.](#)

Research Opportunities and Experiences

There are many opportunities for candidates to participate in research studies on either an independent or collaborative basis. These opportunities are available with Department faculty members, through assigned course work, and through the research project.

Assistantships

There are limited opportunities available within the Department of Middle Grades, Secondary, or K-12 Education. Contact the Department at 704-687-8875 for more information.

Program Certifications/Accreditation

Programs are accredited by both NCATE and NCDPI.

Middle Grades Education

Degree Requirements

Total of ~~39~~33 hours

Core Courses:

RSCH 6101 Educational Research Methods (3)
[MDSK 6156 Curriculum, Teaching, and Contemporary Issues \(3\)](#)
~~MDSK 6356 Curriculum Studies (3)~~
~~MDSK 6150 Models of Teaching (3)~~
[MDSK 6220: Adolescence and Learning \(3\)](#)
[TESL 6206: Globalization, Communities and Schools \(3\)](#)
MDSK 6260 Teacher Leadership (3)
MDSK 6691 Seminar in Professional Development (3)

Middle Grades:

~~MDSK 6220 Adolescence and Learning (3)~~
MDLG 6225 Issues in Middle Grades Education (3)

Methods Course: Choose one from your content concentration (3)

MDSK 6351 Advanced Methods in Middle and Secondary Science (3)

MAED 5040 Topics in Mathematics Education: Intermediate (3)

ENGL 6274 Contexts and Issues in the Teaching of English (3)

MDSK 6354 Advanced Methods in Middle and Secondary Social Studies (3)

Content Specialization Requirements: ~~6-12~~ hours

The content field of study may be chosen from one of the following areas:

Science

Social Studies

Mathematics

English

Including content specific program coursework:

MDSK 6250 Issues in 6-12 Science Education (3)

MDSK 6251 Issues in 6-12 Math Education (3)

MDSK 6254 Issues in 6-12 Social Studies Education (3)

Professional Elective/Advanced Specialized Pedagogy: 3 hours

Graduate-level ~~electives~~ pedagogy course should be chosen in consultation with student's advisor. ~~Other departments offer appropriate~~

~~electives.~~ Possible elective options include and are limited to one of ~~, but are not limited to,~~ the following:

EDUC 6102 Person and School in Urban Society (3)

EDUC 7126 Comparative Education (3)

EIST 5100: Computer Application in Education (3)

EIST 6110 Instructional Design (3)

MDSK 6142: Readings in Assessment, Measurement, and Student Achievement (3)

READ 6265/EDCI 8265: Multiliteracies in a Global World: Reading and Writing Texts in New Times (3)

RSCH 6109 Assessment and Evaluation Methods (3)

RSCH 6110 Descriptive and Inferential Statistics in Education (3)

TESL 5101 Second Language Diagnosis and Evaluation (3)

TESL 5103 Teaching English as a 2nd Language (3)

~~EDUC 7126 Comparative Education (3)~~

~~MDSK 6250 Issues in 6-12 Science Education (3)~~

~~MDSK 6251 Issues in 6-12 Math Education (3)~~

~~MDSK 6254 Issues in 6-12 Social Studies Educ (3)~~

MDLG 6800 Individual Study in Middle Grades Education (1-6)

Secondary Education

Degree Requirements

Total of ~~39-33~~ hours

Core Courses:

RSCH 6101 Educational Research Methods (3)

MDSK 6156 Curriculum, Teaching, and Contemporary Issues (3)

MDSK 6220: Adolescence and Learning (3)

TESL 6206: Globalization, Communities and Schools (3)

~~MDSK 6356 Curriculum Studies (3)~~

~~MDSK 6150 Models of Teaching (3)~~

MDSK 6260 Teacher Leadership (3)

MDSK 6691 Seminar in Professional Development (3)

Methods Course: Choose one from your content concentration (3)

MDSK 6351 Advanced Methods in Middle and Secondary Science (3)

MDSK 6354 Advanced Methods in Middle and Secondary Social Studies (3)

Content Specialization Requirements: ~~18-9~~ hours

The content field of study may be chosen from one of the following areas:

Science

Social Studies

Including content specific program coursework:

MDSK 6250 Issues in 6-12 Science Education (3)

MDSK 6254 Issues in 6-12 Social Studies Education (3)

Note: Master's degrees in mathematics and English education are offered through the Departments of Mathematics & Statistics and English, respectively.

Advanced Specialized Pedagogy: 3 hours

Graduate-level pedagogy course should be chosen in consultation

with student's advisor. Possible elective options include and are limited to one of the following:

EDUC 6102 Person and School in Urban Society (3)

EDUC 7126 Comparative Education (3)

EIST 5100:Computer Application in Education (3)

EIST 6110 Instructional Design (3)

MDSK 6142: Readings in Assessment, Measurement, and Student Achievement (3)

READ 6265/EDCI 8265: Multiliteracies in a Global World: Reading and Writing Texts in New Times (3)

RSCH 6109 Assessment and Evaluation Methods (3)

RSCH 6110 Descriptive and Inferential Statistics in Education (3)

TESL 5101 Second Language Diagnosis and Evaluation (3)

TESL 5103 Teaching English as a 2nd Language (3)

Professional Elective: 3 hours

~~Graduate-level electives should be chosen in consultation with student's advisor. Other departments offer appropriate electives. Possible elective options include, but are not limited to, the following:~~

~~EDUC 6102 Person and School in Urban Society (3)~~

~~EIST 6110 Instructional Design (3)~~

~~RSCH 6109 Assessment and Evaluation Methods (3)~~

~~RSCH 6110 Descriptive and Inferential Statistics in Education (3)~~

~~TESL 5101 2nd Language Diagnosis & Evaluation (3)~~

~~TESL 5103 Teaching English as a Second Language (3)~~

~~EDUC 7126 Comparative Education (3)~~

~~MDSK 6250 Issues in 6-12 Science Education (3)~~

~~MDSK 6251 Issues in 6-12 Math Education (3)~~

~~MDSK 6254 Issues in 6-12 Social Studies Educ. (3)~~

SECD 6800 Individual Study in Secondary Educ. (1-6)

COURSES IN MIDDLE GRADES

EDUCATION AND SECONDARY

EDUCATION

Core Courses

MDSK 6142: Readings in Assessment, Measurement and Student Achievement. (3) An examination of research-based assessment strategies for the 6-12 classroom. Practitioners will construct appropriate assessment items with a focus on reliability and validity. Interpretation and utilization of student outcomes to improve classroom practice is emphasized. 3 hours. No clinical experience required. *(Fall) (Evening)*

MDSK 6150. Models of Teaching. (3) Learning theory associated with information processing, personal, social, and behavioral models; current trends in instructional methodology for a variety of content areas. *(Spring) (Evening)*

MDSK 6156. Curriculum, Teaching, and Contemporary Issues. (3) A consolidated examination of curriculum and learning theory with emphasis on educational reform and the origins of contemporary issues in education. This course merges curriculum and learning theory to examine contemporary issues in education. Drawing from the field of curriculum studies, attention is given to historical roots of curriculum and important theorists, educational reform and the change process, as well as global comparisons among American and international educational systems. In addition, this course approaches learning theory associated with information processing, personal, social, and behavior models as the foundation of current content area instructional methodology. *(Fall) (Evening)*

MDSK 6220. Adolescence and Learning. (3) Study of adolescence as a phase of development and its relationship to the learning process. *(Summer, Fall) (Evening)*

MDSK 6260: Teacher Leadership. (3) An examination of the current research on adult learning and development, expert knowledge, and the professionalization of the field of teaching. Students develop skills to direct other educational professionals. *(Fall, Spring) (Evening)*

MDSK 6356. Curriculum Studies. (3) Examination of the field of curriculum study with particular emphasis on the change process. *(Fall) (Evening)*

MDSK 6464. Primary and Secondary Source Analysis. (3) This course is a 3-hour advanced content course for middle and secondary social studies teachers seeking advanced social studies licensure. The course provides a focused study of primary and secondary sources that effectively support middle and secondary student understanding of social studies content. Emphases include increased content knowledge of social studies, extensive content research and reading, development of content resources, application of advanced instructional methods through the integration of content resources to support student learning of social studies content, and experience in curriculum evaluation.

MDSK 6691. Seminar in Professional Development (3). Seminar focused on the self-direction and professional development of teachers. Emphasis will be placed on the design, development, and completion of the candidate's comprehensive portfolio, thesis, or research project. *(Fall, Spring) (Evening)*

Middle Grades Education:

~~**MDSK 6220. Adolescence and Learning. (3)** Study of adolescence as a phase of development and its relationship to the learning process. *(Fall) (Evening)*~~

MDLG 6225. Issues in Middle Grades Education. (3) Examination of educational practices in the middle grades (6-9) including trends and issues unique to that philosophy. Emphasis on broadening understanding of foundational components, organizational patterns, instructional programs and management techniques. *(Spring) (Evening)*

~~**MDSK 6464. Primary and Secondary Source Analysis. (3)** This course is a 3-hour advanced content course for middle and secondary social studies teachers seeking advanced social studies licensure. The course provides a focused study of primary and secondary sources that effectively support middle and secondary student understanding of social studies content. Emphases include increased content knowledge of social studies, extensive content research and reading, development of content resources, application of advanced instructional methods through the integration of content resources to support student learning of social studies content, and experience in~~

~~curriculum evaluation.~~

MDLG 6800. Individual Study in Middle Grades

Education. (1-6) Prerequisite: Permission of the student's advisor. Independent study under the supervision of an appropriate faculty member. May be repeated for credit.

(Fall, Spring, Summer)

Advanced Graduate Only

MDLG 7999. Master's Degree Graduate Residency

Credit. (1) Meets Graduate School requirement for continuous enrollment during completion of a capstone project or comprehensive examination. *(Fall, Spring)*

Secondary Education:

SECD 6800. Individual Study in Secondary Education. (1-

6) Prerequisite: Permission of the student's advisor.

Independent study under the supervision of an appropriate faculty member. May be repeated for credit. *(Fall, Spring, Summer)*

Advanced Graduate Only

SECD 7999. Master's Degree Graduate Residency Credit.

(1) Meets Graduate School requirement for continuous enrollment during completion of a capstone project or comprehensive examination. *(Fall, Spring)*

Methods Courses:

MDSK 6351. Advanced Methods in Middle and

Secondary Science. (3) Examination of current research and scholarship on the teaching of science in middle and secondary schools. Particular emphasis on the development of advanced instructional expertise and leadership. *(Spring, On demand)*

MDSK 6354. Advanced Methods in Middle and

Secondary Social Studies. (3) Examination of current research and scholarship on the teaching of social studies in middle and secondary schools. Particular emphasis on the development of advanced instructional expertise and leadership. *(Spring, On demand)*

Examples of Possible Electives:

MDSK 6250. Issues in 6-12 Science Education. (3)

Orientation to content, curriculum and methods appropriate for teaching science. Emphasis is on a critical examination of current trends and practices in the teaching of science. *(On demand)*

MDSK 6251. Issues in 6-12 Mathematics Education. (3)

Orientation to content, curriculum and methods appropriate for teaching mathematics. Emphasis is on critical examination of current trends and practices in the teaching of mathematics. *(On demand)*

MDSK 6254. Issues in 6-12 Social Studies Education. (3)

Current issues in teaching and learning social studies. Emphasis on current trends in curriculum, advanced instructional methods, and research. *(On demand)*

GRAD 10-15-10 Teaching at the College or University Level

PROPOSAL SUMMARY AND CATALOG COPY:

SUMMARY. The graduate school proposes to add a new course, GRAD 6001/8001, to support its focus on graduate teaching.

PROPOSED CATALOG COPY. This course is designed for graduate students, who teach, either as teaching assistants or in other teaching roles at a college or university. Topics will include issues such as power and age diversity in the classroom, managing controversial topics, how to navigate peer-teacher relationships with undergraduates and graduate students, and how to balance life as student, researcher, and teacher. Students will gain teaching experience during class meetings throughout the semester, and benefit from peer review. GRAD 6001/8001, 3 credits -- to be offered Fall and Spring semester day or evening. (May eventually be offered in Fall only)

MPAD 2-15-10 Extensive Revisions to the MPA Program's Concentrations & Course Offerings

Proposal Summary and Catalog Copy:

Summary

The Department of Political Science proposes to make the following revisions to the MPA curriculum:

- 1) Create a new concentration in Public Finance.
- 2) Eliminate five courses from curriculum: MPAD 6140, MPAD 6144, MPAD 6170, MPAD 6176, MPAD 6293
- 3) Combine MPAD 6291 & MPAD 6293 into one course.
- 4) Create seven new elective courses: MPAD 6312, MPAD 6314, MPAD 6316, MPAD 6318, MPAD 6332, MPAD 6350, MPAD 6352
- 5) Change the name of MPAD 6324.
- 6) Make minor corrections to the MPA Program section of the Graduate Catalogue.

Proposed Catalog Copy:

The MPA Program section of the Graduate Catalogue should be as follows:

The primary objective of the Master of Public Administration (MPA) degree program is to provide professional training in public administration. The curriculum of this National Association of Schools of Public Affairs and Administration (NASPAA) accredited program emphasizes the analysis of the political and administrative environments as well as the administrative decision-making approaches of public administration. Application of techniques and administrative skills to the management of nonprofit organizations is also included in the curriculum. The methods of instruction employed in the program expose students to a variety of approaches to public management.

Students may enroll in the Master of Public Administration program on either a full-time or part-time basis. The majority of classes are scheduled in the evening throughout the year. However, classes are sometimes scheduled on Saturdays and during the afternoon. Classes meet on the main campus and at UNC Charlotte Uptown Center.

Admission Requirements

Admission to the Master of Public Administration program is open to qualified graduates of recognized colleges and universities accredited by a regional or general accrediting agency. There are seven major requirements for admission:

- 1) Application in writing submitted to the Graduate Admissions Office, accompanied by the application fee, which is neither deductible nor refundable.
- 2) Possession of a bachelor's degree, or its equivalent, from an accredited college or university.
- 3) An undergraduate grade point average of at least 3.0 on a 4.0 scale.
- 4) An appropriate score on the Verbal, Quantitative, and Analytical portions of the Graduate Record Exam (GRE). Although there is no required score for these exams, typically an acceptable score would be above the 35th percentile. The average score for admitted applicants is approximately 500 Verbal and 600 Quantitative.
- 5) A written statement of professional career goals and a description of any significant work experience, particularly in the public or nonprofit sectors.
- 6) Three supporting letters of recommendation from professors or employers.
- 7) Submission of two official transcripts from all postsecondary educational institutions in which the candidate was enrolled.

Prerequisite Requirements

In addition to the admission requirements, MPA students must complete the following prior to taking MPAD 6126, MPAD 6131, MPAD 6134, and their elective coursework: POLS 1110, Introduction to American Government (or the equivalent) with a grade of C or higher; STAT 1222, Elementary Statistics for the Social Sciences (or the equivalent) with a grade of C or higher; and demonstrate proficiency in computer applications (e.g. ability to use Microsoft Word, Excel, and PowerPoint). Students may complete these after admission into the program.

Degree Requirements

The Master of Public Administration program is structured in three distinct phases: 1) core, 2) advanced work, and 3) directed study or research project. In all, the program requires 39 hours of graduate credit for completion of the degree. The MPA Program Handbook, available on the program website (<http://mpa.uncc.edu>), presents the most up-to-date listing of degree requirements.

I. Core

All students are required to complete 18 hours in core study. The emphasis in the core is twofold: (a) Understanding the various managerial and analytical approaches salient to the environment of public administration, and (b) Achieving an overall perspective on the problems of public administration. Students must attain a grade of B or higher in each core course prior to enrolling in MPAD 6187 and MPAD 6188. Students earning grades of C in a core course must retake that course at the earliest possible opportunity. The core courses are:

- MPAD 6102 Foundations in Public Admin (3)
- MPAD 6104 Public Organizations & Management (3)
- MPAD 6125 Quantitative Research Methods in Public Administration (3)
- MPAD 6126 Data Analysis for Decision Making (3)
- MPAD 6131 Public Budgeting and Finance (3)
- MPAD 6134 Human Resources Management (3)

II. Advanced Courses

a) Electives: The MPA program offers several advanced elective courses in areas important to public administrators. With the approval of the Director, students may take advanced elective work with other departments. Students are required to take a minimum of fifteen hours of advanced electives unless they opt for the Directed Study option (see below) in which case they need only take twelve hours of advanced electives. The MPA electives are:

- MPAD 6000 Topics for Graduate Study in Public Administration (1-4)
- MPAD 6128 Foundations of Public Policy Analysis
- MPAD 6142 Managing Grants and Contracts in the Public & Nonprofit Sectors (3)
- MPAD 6143 Introduction to Administrative Law (3)
- MPAD 6160 Information Systems in Public Administration (3)
- MPAD 6172 Administration of Health Care Systems in the U.S. (3)
- MPAD 6174 Public Policy & Politics in Health Care Administration (3)
- MPAD 6184 Urban Government and Politics
- MPAD 6185 Intergovernmental Relations (3)
- MPAD 6210 Aging and Public Policy (3)
- MPAD 6211 Administration of Aging Programs (3)
- MPAD 6290 Emergency Management (3)
- MPAD 6291 Homeland Security & Terrorism (3)
- MPAD 6292 Disaster Management (3)
- MPAD 6310 Foundations of the Nonprofit Sector (3)
- MPAD 6311 Intro to Nonprofit Management (3)
- MPAD 6312 Fundraising (3)
- MPAD 6314 Marketing for Arts & Nonprofit Organizations (3)
- MPAD 6316 Introduction to Arts Administrations (3)
- MPAD 6318 Arts Administration II (3)
- MPAD 6324 Financial Analysis for Nonprofit Organizations (3)
- MPAD 6326 Applied Economics for Public Administrators (3)
- MPAD 6327 Internal Capacity Building in Nonprofit Organizations (3)
- MPAD 6328 Urban & Community Development (3)
- MPAD 6329 Nonprofit Organizations and their Environment (3)
- MPAD 6330 Program Evaluation for the Public & Nonprofit Sectors (3)
- MPAD 6332 Project Management (3)
- MPAD 6350 Public Sector Financial Management I (3)
- MPAD 6352 Public Sector Financial Management II (3)
- MPAD 6820 Independent Study (1-3)

b) Capstone Seminar: Students are required to complete MPAD 6187: Advanced Seminar in Public Management Problem Solving as a capstone course. Students must successfully complete all of their core courses with a grade of B or better prior to enrolling in this course.

III. Directed Study or Research Applications (each MPA student must complete one of the options “a” or “b”). Students must successfully complete all of their core courses with a grade of B or better prior to enrolling in any courses listed in this section.

a) Research Applications: Students who select this option will complete a one-semester written project course on an approved topic of significance in public administration or nonprofit management. The project will include the submission of revised paper drafts based on instructor evaluation. Students must enroll in the following course which is graded A, B, C, or U:

- MPAD 6188 Research Applications in Public Administration (3)

b) Directed Study: Students who select this option will complete a written project on a topic of significance based on a field experience or research in public administration, nonprofit management, or arts administration. The Directed Study requires the following courses, graded on a pass/unsatisfactory basis:

MPAD 6800 Directed Study in Public Administration (Proposal) (3)

MPAD 6801 Directed Study in Public Administration (Completed Study) (3)

University regulations governing the preparation and submission of Master's theses apply to the Directed Study option. Rules for the Directed Study committee are provided in the MPA Program Handbook. Students who select option "b" may take one less elective course for 3 credits to complete the MPA degree in the required 39 hours.

Admission to Candidacy Requirements

Students are required to complete an "Application for Admission to Candidacy" due November 1st (for May graduation), September 1st (for December graduation), or May 1st (for August graduation). This form lists all courses to be counted toward the degree. It must be signed by the student and returned to the MPA Program office. The form is available online from the Graduate School web page.

Internships

Each student in the Master of Public Administration Program is required to complete a field experience. This requirement may be satisfied in one of these ways: (1) through a position in a public or nonprofit organization; (2) through a position in a business where the work experience is approved for internship by the MPA director; or (3) through an approved internship in a public or nonprofit organization. Each student must complete an "MPA Internship Information" form and submit it to the MPA office for approval. Forms to evaluate the internship experience must also be completed. These forms are available in the main MPA office. Current guidelines for the internship requirement are provided in the MPA Program Handbook.

Degree Concentrations

Students may either develop their own program of study with their elective credits or complete one of five approved 15 credit hour concentrations. Students who choose a concentration must focus their research in MPAD 6188, or MPAD 6800 and MPAD 6801 on an approved topic related to the concentration subject matter.

Nonprofit Management

The nonprofit management concentration consists of fifteen credit hours within the MPA curriculum. Students must fulfill the following requirements:

1-Students are required to take the following two courses:

MPAD 6311 Introduction to Nonprofit Management (3)

MPAD 6324 Financial Analysis for Nonprofit Organizations (3)

2-Students must complete two of the following courses:

MPAD 6142 Managing Grants and Contracts in the Public & Nonprofit Sectors (3)

MPAD 6310 Foundations of the Nonprofit Sector (3)
MPAD 6312 Fundraising (3)
MPAD 6314 Marketing for Arts & Nonprofit Organizations (3)
MPAD 6316 Introduction to Arts Administration (3)
MPAD 6318 Arts Administration II (3)
MPAD 6327 Internal Capacity Building in Nonprofit Organizations (3)
MPAD 6329 Nonprofit Organizations and their Environment (3)
MPAD 6330 Program Evaluation for the Public & Nonprofit Sectors (3)
MPAD 6332 Project Management (3)

3-Students must complete an additional three credit hours of MPAD electives.

Appropriate non-MPAD courses may be taken within this concentration upon approval of the student's advisor and the MPA Director.

Urban Management and Policy

The urban management and policy concentration consists of fifteen credit hours within the MPA curriculum. Students must fulfill the following requirements:

1-Students are required to take the following two courses:

MPAD 6184 Urban Government and Politics (3)
MPAD 6185 Intergovernmental Relations (3)

2-Students must complete two of the following courses:

MPAD 6128 Foundations of Public Policy (3)
MPAD 6142 Managing Grants and Contracts in the Public & Nonprofit Sectors (3)
MPAD 6143 Introduction to Administrative Law (3)
MPAD 6160 Information Systems in Public Administration (3)
MPAD 6290 Introduction to Emergency Management (3)
MPAD 6324 Financial Analysis for Nonprofit Organizations (3)
MPAD 6326 Applied Economics for Public Administrators (3)
MPAD 6328 Urban and Community Development (3)
MPAD 6330 Program Evaluation for the Public & Nonprofit Sectors (3)
MPAD 6332 Project Management (3)
MPAD 6350 Public Sector Financial Management I (3)
MPAD 6352 Public Sector Financial Management II (3)
GEOG 5155 Retail Location (3)
GEOG 5190 Geographic Info Systems for Non-Majors (3) or GEOG 5120 Introduction to
Geographic Information Systems (3)
GEOG 5210 Urban Planning Methods (3)
GEOG 5260 Transportation Policy Formulation (3)
GEOG 6300 Applied Regional Analysis (3)
GEOG 6301 Industrial Location (3)
GEOG 6500 Urban Planning: Theory and Practice (3)

3-Students must complete an additional three credit hours of MPAD electives.

Appropriate non-MPAD courses may be taken within this concentration upon approval of the student's advisor and the MPA Director.

Public Finance

The public finance concentration consists of fifteen credit hours within the MPA curriculum. Students must fulfill the following requirements:

1-Students are required to take the following three courses:

MPAD 6326 Applied Economics for Public Administrators (3)

MPAD 6350 Public Sector Financial Management I (3)

MPAD 6352 Public Sector Financial Management II (3)

2-Students must complete two of the following courses:

MPAD 6142 Managing Grants and Contracts in the Public & Nonprofit Sectors (3)

MPAD 6184 Intergovernmental Relations (3)

MPAD 6324 Financial Analysis for Non-Profit Organizations (3)

MPAD 6330 Program Evaluation for the Public & Nonprofit Sectors (3)

MPAD 6332 Project Management (3)

ECON 6112 Graduate Econometrics (3)

ECON 6218 Advanced Business and Economic Forecasting (3)

MBAD 6159 Real Estate Development (3)

Appropriate non-MPAD courses may be taken within this concentration upon approval of the student's advisor and the MPA Director.

Arts Administration

Prerequisites: For students with an undergraduate degree not in the arts: *You are required to take no less than four 3-credit hour undergraduate arts courses (or the equivalent) in order to develop the necessary foundation of appreciation for the arts required of arts administrators.*

The exact set of courses will be determined by the field of arts on which you desire to focus and in consultation with your advisor. The prerequisites vary by visual arts, dance, theater, and music. Ideally, these prerequisites will be completed prior to admission into the MPA program. However, students who opt for the arts administration concentration after being admitted to the MPA program will have to complete these prerequisites prior to admission into MPAD 6316, MPAD 6187, or MPAD 6188. Substantive professional experience in the arts field can be used as a substitute or partial substitute (e.g., students may be required to take less than 4 arts courses) for the undergraduate prerequisites at the discretion of the MPA Director.

The arts administration concentration consists of fifteen credit hours within the MPA curriculum. Students must fulfill the following requirements:

1-Students are required to take the following two courses:

MPAD 6311 Introduction to Nonprofit Management (3)

MPAD 6316 Introduction to Arts Administration (3)

2-Students must complete at least one of the following courses:

MPAD 6312 Fundraising (3)
MPAD 6314 Marketing for Arts & Nonprofit Organizations (3)

3-Students must complete one of the following courses:

MPAD 6128 Foundations of Public Policy (3)
MPAD 6142 Managing Grants and Contracts in Public & Non-Profit Sectors (3)
MPAD 6160 Information Systems in Public Administration (3)
MPAD 6324 Financial Analysis for Non-Profit Organizations (3)
MPAD 6327 Internal Capacity Building in Nonprofit Organizations (3)
MPAD 6329 Nonprofit Organizations and their Environment (3)
MPAD 6318 Arts Administration II (3)
COMM 5102 Federal Interpretation of the First Amendment (3)
COMM 6145 Communication Campaign Management (3)
COMM 6146 Media Relations (3)
HIST 6310 History Museums (3)
ANTH 5120 Intercultural Communications (3)
ENGL 5182 Information Design & Digital Publishing (3)

4-Students must complete an additional three credit hours of MPAD electives.

Appropriate non-MPAD courses may be taken within this concentration upon approval of the student's advisor and the MPA Director.

Emergency Management

The Emergency Management concentration consists of fifteen credit hours within the MPA curriculum. Students must fulfill the following requirements:

1-Students are required to take the following two courses:

MPAD 6290 Emergency Management (3)
MPAD 6185 Intergovernmental Relations

2-Students must complete one of the following four courses:

MPAD 6142 Managing Grants and Contracts in Public & Non-Profit Sectors (3)
MPAD 6291 Homeland Security & Terrorism (3)
MPAD 6292 Introduction to Disaster Management (3)
GEOG 5190 Geographic Information Systems for Non-Majors (3) or GEOG 5120
Introduction to Geographic Information Systems (3)

3-Students must complete one of the following courses:

MPAD 6128 Foundations of Public Policy (3)
MPAD 6143 Administrative Law (3)
MPAD 6160 Information Systems in Public Organizations (3)
MPAD 6184 Urban Government and Politics (3)
MPAD 6324 Financial Analysis for Nonprofit Organizations (3)

MPAD 6330 Program Evaluation for the Public & Nonprofit Sectors (3)
MPAD 6332 Project Management (3)
GEOG 5130 Advanced Geographic Information Systems (3)
CJUS 5103 International Criminal Justice
CJUS 6120 Criminal Justice Mgmt & Decision Making (3)
CJUS 6132 Legal Issues in Law Enforcement
COMM 5102 Federal Interpretation of the First Amendment (3)
COMM 6120 Communication and the Network Society (3)
PSYC 6155 Community Psychology (3)
ITIS 5250 Computer Forensics (3)
CSLG 7680 Crisis Counseling (3)

4-Students must complete an additional three credit hours of MPAD electives.

Appropriate non-MPAD courses may be taken within this concentration upon approval of the student's advisor and the MPA Director.

Advising

Each student is assigned an advisor and given access to the MPA Program Handbook when admitted to the program. The advisor is a member of the MPA Program faculty. Students should meet with their advisors each semester to develop a schedule before registering. Students are also encouraged to meet with the Program Director for additional advising when necessary.

Transfer Credit

Up to six credits taken at another university can be transferred to the MPA program on the recommendation of the Director and the approval of the Dean of the Graduate School.

Scholarships

- 1) The North Carolina City and County Management Association funds a scholarship for an MPA student to help train students for careers in North Carolina local government. The MPA Program selection committee nominates the eligible recipient each fall.
- 2) Burkhalter Alumni Scholarship. The MPA Alumni Association has established a scholarship fund to honor a former Charlotte City Manager.
- 3) Brown-Dorton MPA Scholarship. The MPA selection committee nominates eligible recipients each fall.
- 4) Other awards are available on a competitive basis through the Graduate School.
- 5) Other professional associations occasionally offer scholarships for which MPA students have competed successfully.

Public Service Fellowships

The department works with local area government and nonprofit agencies to provide fellowships to students on a competitive basis. Host agencies employ fellows on a part-time basis (20 hours per week) for a period of one to two years. In exchange for their services, agencies pay fellows a small stipend and tuition expenses for Fall and Spring semesters.

Assistantships

The department offers a number of graduate assistantships each academic year. To apply for an assistantship students must check the appropriate box on the Graduate Admissions form.

Graduate assistantships are also available in several administrative units on campus. The application form is available online from the Graduate School web page.

Tuition Waivers

Out-of-state tuition waivers are available to students appointed to graduate assistantships. These are awarded on a competitive basis. Partial waivers of in-state tuition are also awarded competitively to students who are residents of North Carolina. A limited number of partial tuition awards are made available through the Graduate School.

Financial Assistance

Other forms of financial aid, such as loans, are available. Students should contact the Financial Aid Office at 704-687-2461 for further information. Several administrative units on campus also employ graduate students.

COURSES IN PUBLIC ADMINISTRATION

MPAD 6000. Topics for Graduate Study in Public Administration. (1-4) Intensive study of a topic in public administration. The topic of investigation may vary from semester to semester. May be repeated for credit. *(On demand) (Evening)*

MPAD 6102. Foundations in Public Administration. (3) Pre- or Co-requisite: POLS 1110 Introduction to American Government (or the equivalent). Consideration of the political context of contemporary public administration, with attention to the role of administration in the policy process, the legal basis for public administration, legislative-executive relations, and accountability, ethics, and responsibility in democratic administration. *(Fall, Spring) (Evening) (MPAD only)*

MPAD 6104. Public Organizations and Management. (3) Pre- or Co-requisite: POLS 1110 Introduction to American Government (or the equivalent). Changing images of people, organizations and organizational environments; research findings and applications related to organization structure, motivation, leadership, communications, decision-making, group dynamics, interpersonal skills; ethics and values important to the study and practice of organizational leadership; and assessment of value systems and the impact of competing value systems on public and organizational policy making. *(Fall, Spring) (Evening) (MPAD only)*

MPAD 6125. Research Methods for Public Administrators. (3) Pre- or Co-requisite: STAT 1222 Elementary Statistics (or the equivalent). An introduction to the application of social science research methods to problems in public management and policy. Topics include research design, measurement, data collection techniques, sampling, and decision-making theory. Includes basic introduction to the manipulation of data sets with statistical software. *(Fall, Spring) (Evening) (MPAD only)*

MPAD 6126. Data Analysis for Decision Making. (3) Pre-requisite: STAT 1222 Elementary Statistics (or the equivalent) and MPAD 6125. Continues MPAD 6125 by developing proficiency with an array of statistical procedures and tools for choosing which procedure applies to various decision making situations. Focus is on problem setup, computer-based computations, and outcome interpretation in applied settings. *(Fall, Spring) (Evening) (MPAD only)*

MPAD 6128. Foundations of Public Policy. (3) An examination of the role of public administrators in the policy process. Topics focus on issue formation, agenda setting, decision making, implementation, and policy evaluation. Course emphasizes the role of political actors and institutional constraints in various policy arenas. *(Alternate years) (Evening)*

MPAD 6131. Public Budgeting and Finance. (3) Pre- or Co-requisite: POLS 1110, Introduction to American Government (or the equivalent). An introduction to the basics of public finance and an examination of the theory and development of public budgeting, the budget processes, the budget cycle, budget reforms, capital budgets, revenue sources, taxation policies and processes, intergovernmental fiscal relations and governmental accounting practices, debt management and cash management in public organizations. *(Fall, Spring) (Evening) (MPAD only)*

MPAD 6134. Human Resources Management. (3) Pre- or Co-requisite: POLS 1110, Introduction to American Government (or the equivalent). Study of the context of public personnel administration; basic functions of job evaluation and compensation, employee rights and responsibilities; the legal constraints including equal opportunity, health and safety, collective bargaining; government productivity. *(Spring, Summer) (Evening) (MPAD only)*

MPAD 6141. Conflict Management in Public Organizations. (3) Deals with how to handle conflict within public and nonprofit agencies, as well as between organizations. Students will examine how the “publicness” of government agencies makes conflict management an especially difficult endeavor. *(On Demand) (Evening)*

MPAD 6142. Managing Grants and Contracts in the Public & Nonprofit Sectors. (3) Understanding government contracting and practice in government grant proposal writing with the development of contract administration skills. *(Alternate years) (Evening)*

MPAD 6143. Introduction to Administrative Law. (3) Prerequisite: MPAD 6102 or permission of the instructor. Examines the legal principles governing the modern administrative state, including: the Constitutional status of administrative agencies; legislative, judicial, and executive control of administrative agencies; discretion in making, adjudicating, and enforcing law and policy; the Administrative Procedures Act; and judicial review of agency action. *(Alternate years) (Evening)*

MPAD 6160. Information Systems in Public Administration. (3) Issues involved in administering and managing information system resource activities in public organizations. Topics include the system development life cycle including issues ranging from information system design and development through installation and evaluation. Special emphasis on challenges to achieving improved performance through information technologies in the public sector. *(On demand) (Evening)*

MPAD 6172. Administration of the Health Care Systems in the United States. (3) Cross-listed as HADM 6100. Components of the health care system in the United States, with emphasis on the relationships among public (local, state and federal), private, voluntary and nonprofit entities; including points of access for recipients of health care; relationships with other human services and professions involved in providing health care; and the regulatory environment governing these relationships. *(On demand) (Evening)*

MPAD 6174. Public Policy and Politics in Health Care Administration. (3) Cross-listed as HADM 6142. Prerequisite HADM 6100; MPAD 6172. Examination of the formulation, adoption and implementation of public policy for health care through federal, state and local political processes. *(On demand) (Evening)*

MPAD 6184. Urban Government & Politics. (3) Prerequisite: MPAD 6102 or permission of the instructor. Introduces students to urban affairs: the development of urban areas, the structures of local governmental bodies, the actors common to urban political scenes, and the incentives that motivate citizens and city officials. Illustrates urban policy issues such as poverty, race, transportation, housing, public safety, education, economic development, land-use, and service delivery. *(Fall) (Evening)*

MPAD 6185. Intergovernmental Relations. (3) Survey of the complex relationships of governments in an urban environment set in the federal system. A review of the problems created by that system and the approaches to their solutions. *(Spring) (Evening)*

MPAD 6187. Advanced Seminar in Public Management Problem Solving. (3) Prerequisite: all core courses. Seminar viewed as a capstone to the student's coursework in public management and is required to be taken by all students. Seminar devoted to topics in public management, which involve problem identification and solution. *Permit Only. (Fall, Spring) (Evening)*

MPAD 6188. Research Applications in Public Administration. (3) Prerequisite: all core courses. Preparation of a major paper on a topic of significance in public or nonprofit administration. Topics must be approved by the instructor, and paper drafts will be revised by the student following evaluation by the instructor. Each paper must be well grounded in the appropriate professional literature and must demonstrate competence in professional communication skills. *Permit Only. (Fall, Spring) (Evening)*

MPAD 6210. Aging and Public Policy. (3) Examination of the public policy making process with attention to aging policy. Consideration of determinants of aging policy and institutions and actors in the policy making process and piecemeal development of legislation will be analyzed as factors related to the making of policy for the aged. (Same as GRNT 6210) *(Alternate years) (Evenings)*

MPAD 6211. Administration of Aging Programs. (3) Cross-listed as GRNT 6211. Focus will be the implementation of public policies and programs for the aged and the development and administration of these programs. Students will become familiar with the process through which policies are transformed into aging programs and the budgetary, management and evaluative considerations that must be considered. *(Alternate years) (Evenings)*

MPAD 6290. Emergency Management. (3) This course focuses on the principles and practices of emergency management at the local, state, and national levels and will explore the concepts of preparedness, mitigation, response and recovery. The course will also be conducted from the perspective of emergency management's impact on local government and infrastructure, and the community's ability to prepare for, respond to, and recover from a wide array of catastrophes. *(Spring) (Evening)*

MPAD 6291. Homeland Security & Terrorism. (3) This course investigates the organization and operation of the Department of Homeland Security, with a special emphasis placed on how the Department deals with the threat of terrorism. Strategies and tactics for fighting terrorism as well as other threats to homeland security will be examined. *(On Demand) (Evening)*

MPAD 6292. Disaster Management. (3) Emergency managers must be prepared to face a wide variety of natural, technological and public health disasters in their communities. Having a good understanding of a potential disaster's unique characteristics and dynamics can help an emergency manager better prepare for the worst-case scenario. This course focuses on a series of natural and weather-related disasters, technological or man-made disasters and public health disasters. *(Spring) (Evening)*

MPAD 6310. Foundation of the Nonprofit Sector. (3) Survey of the history, culture and legal foundation of the nonprofit sector. Key definitions, scope and relationships between the nonprofit, for profit and government sectors are discussed. Examines current policy issues confronting nonprofits. *(On Demand) (Evening)*

MPAD 6311. Introduction to Nonprofit Management. (3) Examination of the structure, function and administration of nonprofit organizations. Developing strategies to ensure financial and ethical management. *(Fall) (Evening)*

MPAD 6312. Fundraising. (3) This course will provide a comprehensive overview of fundraising techniques geared toward various types of nonprofit organizations including education, health, arts and social services. Topics include: Annual giving, major gifts, estate planning, working with corporations and foundations, ethics and legal responsibilities. Students will learn to balance organizational needs with donor interests and the vehicles that can accomplish those goals. *(Alternate years) (Evening)*

MPAD 6314. Marketing for Arts & Nonprofit Organizations. (3) Recognizing the breadth and complexity of cultural organizations, the purpose of this class is to familiarize students with the fundamentals of marketing organizational programs and activities within the visual art field. Students will be given a broad overview of the functional components of administrative management and participation in the theory and techniques of public relations, audience development, market research, advertising and various promotional strategies. They will have the opportunity to explore, discuss and understand the principles of successful marketing for art organizations. *(Alternate years) (Evening)*

MPAD 6316. Introduction to Arts Administration. (3) Pre-requisite: MPAD 6311. Recognizing the breadth and complexity of career options in art administration, the purpose of this class is to orient students to the basic profiles of organizational activities within the visual art field. Students will be given a broad overview of the fundamentals of administrative structure, standards of operation, and functional components that are found in various visual art organizations. They will have the opportunity to explore, discuss and understand the principles of successful art organization management. *(Fall) (Evening)*

MPAD 6318. Arts Administration II. (3) Pre-requisite: MPAD 6316. This is an advanced course in the administration of arts nonprofits. This course goes into detail about several issues that are unique to the field of arts management including career paths in arts administration,

marketing, legal issues, arts boards, arts councils, cultural districts, and constituent development. *(Spring) (Evening)*

MPAD 6324. Financial Analysis for Nonprofit Organizations. (3) Topics include fund accounting basics for nonprofit organizations, preparation and analysis of financial statements, evaluating and monitoring financial condition, capital budgeting and investment analysis, debt policy and management. *(Fall) (Evening)*

MPAD 6326. Applied Economics for Public Administrators. (3) The course introduces students to the fundamental concepts of microeconomics in order to enhance their analytical skills to a level that is appropriate for practitioners in the public sector. The course will focus on how the market works, why the market results in beneficial exchanges between sellers and buyers, what effects government intervention can have upon the market, whether government intervention is necessary, and how the tools of economics can be used by public administrators to improve decision making. *(On Demand) (Evening)*

MPAD 6327. Internal Capacity Building in Nonprofit Organizations. (3) Development of proficiency among an array of internal management tools, including: strategic planning; volunteer recruitment, management, and retention; and program evaluation and performance measurement. *(On Demand) (Evening)*

MPAD 6328. Urban and Community Development. (3) The course examines the policies and programs designed to reduce social and economic distress in U.S. communities and focuses on local and neighborhood-based efforts to address problems of inadequate housing, unemployment, lack of community services and facilities, crime etc. This course also considers the various roles that government, private sector, and nonprofit organizations play in community revitalization. *(On demand) (Evening)*

MPAD 6329. Nonprofit Organizations and their Environment. (3) Development of the skills needed to navigate in the complex external environment, including: fundraising, resource development, and donor development; networking, strategic alliances, and public relations; and legal requirements and issues of liability. *(On Demand) (Evening)*

MPAD 6330. Program Evaluation for the Public and Non-Profit Sectors. (3) This course is designed to give students a comprehensive overview of the theory, concepts, methods, and tools of program evaluation. In addition to providing an overview of various types and uses of program evaluation, the course will emphasize building expertise in evaluation design, developing process and outcome measures, analyzing data, and reporting results. The course will also address the use of evaluation tools to support the development and management of programs. *(On demand) (Evening)*

MPAD 6332. Project Management. (3) A project is a temporary endeavor undertaken to create a unique product, service, or result. The temporary nature of projects indicates a definite beginning and end. The end is reached when the project's objectives have been achieved or when the project is terminated because its objectives will not or cannot be met, or when the need for the project no longer exists. This course explores the discipline of project management across the project lifecycle. The course is based on the Project Management Institute's (PMI) *Project Management Body of Knowledge*. At the completion of the course, students should have the knowledge to successfully complete the PMI's certification exam. *(On demand) (Evening)*

MPAD 6350 Public Sector Financial Management I. (3) This course takes students beyond the introductory material in MPAD 6131 into a more thoroughgoing analysis of the finance function in modern governments. The dimensions of budgeting and financial management theory and practice which are examined include: management and accounting for revenues and expenditures; basic governmental accounting principles and procedures; the relationship of budgets to the accounting system; principles and concepts of revenue policy and administration. The material covered in this course should be regarded as “required knowledge” for public financial managers. *(Fall) (Evening)*

MPAD 6352 Public Sector Financial Management II. (3) This course is a continuation of MPAD 6350, extending the coverage of public financial management topics to include public debt management and accounting, business-type activities of governments, governmental third-party fiduciary activities, agency relationships, financial reporting and auditing, financial statement analysis, credit analysis, capital budgeting and investment evaluation, capital markets, pensions and investment management, cash and risk management and related policies. A unit of the course also concerns ethics, risk-taking and accountability, with a special emphasis on high-risk “derivative securities,” and the need to maintain the highest standards of fiduciary responsibility. *(Spring) (Evening)*

MPAD 6800. Directed Study in Public Administration. (3) Prerequisite: all core courses. Individual project proposal on a directed topic of significance based on field experience in public administration. Pass/In Progress grading. *Permit Only. (Fall, Spring) (Evening)*

MPAD 6801. Directed Study in Public Administration. (3) Prerequisite: MPAD 6800. Individual project report on a directed topic of significance based on field experience in public administration. Pass/In Progress grading. *Permit Only. (Fall, Spring)*

MPAD 6820. Independent Study. (1-3) Prerequisite: permission of the instructor and the MPAD Director. Supervised study of a public administration topic or problem of special interest to the student, within the instructor’s expertise, and normally an extension of previous coursework with the instructor. May be repeated for credit as topics vary. *(Fall, Spring, Summer)*

MPAD 7999. Master’s Degree Graduate Residency Credit. (1) Maintains continuous enrollment as required by University policy. *(Fall, Spring, Summer)*

CSLG 10-25-10 Establishment of Addiction, Clinical Mental Health, and School Counseling Concentration area in MA Counseling Program

PROPOSED CATALOG COPY

The M.A. program in Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in both school counseling, community counseling, and addiction counseling. These specializations qualify graduates to become Licensed Professional Counselors in North Carolina and for certification eligibility by the National Board of Certified Counselors. The school counseling specialization qualifies graduates for advanced level K-12 school counseling licensure in North Carolina. The addiction

counseling specialization provides students with the coursework and a portion of the clinical experiences for licensure as Licensed Clinical Addictions Specialists by the North Carolina Substance Abuse Professional Practice Board.

(Please note: once approval is given by UNC Charlotte for this specialization, application will be made to the CACREP Board for this specialization to be added to our accreditation).

SOCY 2-12-10 Creation of Concentrations within the Sociology B.A.

PROPOSED CATALOG COPY

FOR CONCENTRATIONS:

A major in Sociology leading to the B.A. degree consists of: (1) a minimum of 32 semester hours of sociology courses; including (2) a core curriculum of SOCY 110 1, 3153 or 3154, 4155, and 4156; with a grade of "c" or better for each core course; (3) at least 23 hours at the 3000 level or above; (4) at least three hours designated W in the major; and (5) a minimum of 18 semester hours of related work or a minor.

Students can, if desired complete a concentration in one of three substantive areas as part of the B.A. degree. The three areas are Sociological Social Psychology; Social Problems and Policy; and Organizations, Occupations, and Work. Each concentration will require a total of four (4) courses, in which one is a required course for the specific concentration and the other three courses are selected from an approved list of electives for the specific concentration. A grade of "c" or higher must be earned in the required course and a OP A of 2.5 must be earned in the concentration. These courses will not add to the total number of hours required for the major, but will count toward the elective hours already required for the major.

The Sociological Social Psychology Concentration will require SOCY 2161 as a pre-requisite or co-requisite with three (3) electives from the following: SOCY 2112; SOCY 3261; SOCY 3267; SOCY 4150; SOCY 4263(W, 0); SOCY 4265 (W); and other courses with advisor approval.

The Social Problems and Policy Concentration will require SOCY 2171 as a pre-requisite or co-requisite with three (3) electives from the following: SOCY 2100; SOCY 3143; SOCY 3173; SOCY 3250/3251(0); SOCY 4111; SOCY 4125; SOCY 4130; SOCY 4168; SOCY 4172/4173(W); SOCY 4480; and other courses with advisor approval.

The Organizations Concentration will require a SOCY 2115 as a pre requisite or co-requisite with three (3) electives from the following: SOCY 4111; SOCY 4112; SOCY 4115; and other courses with advisor approval.

FOR COURSES:

SOCY 2115. Introduction to Organizations. (3) Prerequisite: SOCY 1101 or permission of the instructor. The ubiquity of formal organizations is a distinctively modern phenomenon. Today,

organizations not only dictate activities at the workplace, but also exert profound impacts on nearly all aspects of modern life. As one of the most vibrant and fast growing branches of the discipline, organizational sociology provides the conceptual tools to understand a variety of organizational processes. In this course, you will be introduced to some of the basic concepts and topics in organizational sociology. Special emphases will be placed on the social impacts of organizations.

SOCY 2161. Sociological Social Psychology. (3) Prerequisite: SOCY 1101 or permission of instructor. How the actual, imagined or implied presence of other people influences a person's thoughts, feelings and behavior. Socialization, self and identity, attitudes, social perception, language, and group processes.

SOCY 4265. Sociology of Law (W). (3) Prerequisite: SOCY 1101 or permission of instructor. The social structure and process of deviant behavior-why and how society and social relations work, especially when violations of major rules take place. How societal definitions create and perpetuate deviance.

SOCY 4115. Organizational Sociology. (3) Prerequisite: SOCY 1101 or permission of instructor. The sociological analysis of formal organizations. Organizational structures, practices, internal processes, and their relationships with the external environment. Organizations as rational instruments designed to achieve predetermined goals, as human groups where spontaneous social interactions take place, and as organisms situated in broader social, cultural, and economic contexts.

REEL 3-19-10a Revised Graduate Program in Reading Education

PROPOSAL SUMMARY AND CATALOG COPY:

SUMMARY. State clearly and concisely the actions proposed:

The Reading and Elementary Education Department is proposing a revision of its current Reading Education Master's Degree Program:

- ***Reduce required hours from 39 to 33 hours.***
- ***Eliminate RSCH 7111: Qualitative Research Methods in Education***
- ***Eliminate READ A, B, and C: Seminar in Professional Development***
- ***Eliminate Elective Course Offerings***
- ***Add READ 6204: Teaching Reading to English Language Learners***
- ***Add READ 6265: Multiliteracies in a Global World: Reading and Writing Texts in New Times***
- ***Change the names of phases of the program and regroup courses under the phases***

Proposed Catalog

Reading Education

• M.Ed. in Reading Education

Department of Reading and Elementary Education

367 College of Education

704-687-8889

<http://education.uncc.edu/reel/>

Coordinator

Dr. Karen D. Wood

Graduate Faculty

Jennifer Hathaway, Assistant Professor

Brian Kissel, Assistant Professor

Adriana Medina, Assistant Professor

Maryann Mraz, Associate Professor

Paola Pilonieta, Assistant Professor

Robert J. Rickelman, Professor

D. Bruce Taylor, Associate Professor

Jean Vintinner, Clinical Assistant Professor

Karen D. Wood, Professor

MASTER OF EDUCATION IN READING EDUCATION

Designed for experienced teachers, the M.Ed. Program in Reading Education qualifies graduates for the Masters/Advanced Competencies “M” license in K-12 reading education. Relevant to all areas of the K-12 curriculum, this program is designed for classroom teachers and aspiring literacy specialists who are interested in improving instructional programs and practices that promote literacy among all learners.

Program Objectives

Based on professional standards published by the International Reading Association and the N. C. State Board of Education, the program prepares graduates who: 1) understand the theoretical and evidence-based foundations of reading and writing processes and instruction ; 2) use instructional approaches, materials and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing; 3) use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction ; 4) create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences and diversity in our society and 5) demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility by serving as a resource who: (1) provides specialized K-12 literacy instruction and assessment in cooperation with other professionals to students in schools, reading resource centers, or clinics, (2) works cooperatively and collaboratively with other professionals in planning classroom and school-wide programs to educate meet the needs of a diverse population of learners, (3) serves as a resource in the area of literacy education for teachers, administrators, and the community., and (4) provides leadership in literacy instruction through mentoring and staff development.

Additional Admission Requirements

In addition to the general requirements for admission to the Graduate School, applicants must hold an A level license in any teaching field from the North Carolina Department of Public Instruction (or its equivalent from another state).

Degree Requirements

NOTE: The following plan of study is pending approval for implementation for the fall semester 2011.

The M.Ed. Program in Reading, Language, and Literacy Education requires a total of ~~33~~³⁹ hours of courses to be taken in ~~four~~^{three} sequenced phases: I. ~~Foundations of Reading~~^{Developing Plans and Technology} (12 hrs.); II. ~~Perspectives (10 hours)~~, Expanding Content and Pedagogical Knowledge (9 hrs.); III. ~~Developmentally Appropriate Assessment and~~^{10 hours}, ~~Influencing Literacy~~ Instruction (9 hrs.); IV ~~Reflective Leadership (3 hrs.)~~^{7 hours}, ~~plus 6 hours of electives~~.

Phase I: ~~Foundations of Reading and Technology (12~~^{Developing Plans and Perspectives (16} hours)

READ 6100 Current Issues and Practices in Literacy (3)

READ 6252 K-12 Writing Development & Instruction (3)

READ 6265 Multiliteracies in a Global World: Reading and Writing Texts in New Times (3)

~~READ 6691A Seminar in Professional Development (1)~~

RSCH 6101 ~~Introduction to Educational~~ Research (3)

~~RSCH 7111 Qualitative Research Methods in Education (3) or alternate graduate level research course approved by advisor (May delay until Phase II)~~

~~ENGL XXXX Any advisor approved graduate course in juvenile literature (May delay until Phase II)~~

Phase II: ~~Expanding Content and Pedagogical Knowledge (9~~¹⁰ hours)

~~EDUC 6254 Individualizing Instruction for Diverse Learners (3)~~

READ 6250 Emergent and Elementary Literacy (3)

READ 6255 Middle/Secondary Reading and Writing (3)

ENGL XXXX Any advisor-approved graduate course in juvenile literature

~~READ 6691B Seminar in Professional Development (1)~~

Phase III: ~~Developmentally Appropriate Assessment and~~^{Influencing Literacy} Instruction (9~~7~~⁷ hours)

EDUC 6254 Individualizing Instruction for Diverse Learners (3)

READ 6260 Diagnostic Assessment and Instruction in Reading (3)

READ 6204 Teaching Reading to English Language Learners (3)

Phase IV: ~~Reflective Leadership (3~~³ hours)

READ 6474 Collaborative Leadership in Literacy Education (3)

~~READ 6691C Seminar in Professional Development (1)~~

~~Elective Courses (6 hours)~~

~~Courses may be selected from the following categories and must be approved by the student's advisor: Pedagogy, Research, Diversity, Resources, and Leadership.~~

Capstone Experience

Candidates demonstrate leadership to teachers, administrators and the community by making a presentation to attendees of the leading reading organization in the state, the North Carolina Council of the International Reading Association. They become the voice, the leaders, the experts who are sharing their knowledge of research and best practices with the professional community. Preparation for this begins in the first course of the program and continues

throughout all of the courses as students develop a proposal, assess the needs of teachers and students and then work collaboratively to plan their mode of dissemination.

~~Students have the choice of a Master's Research Project or a Master's Comprehensive Portfolio. The final document will be presented to graduate students and faculty during READ 6691 C: Seminar in Professional Development. A committee of graduate faculty using the department's scoring rubric will evaluate both the presentation and the document.~~

Assistantships

The Department typically has a limited number of Graduate Assistantships, pending resources. Applications are available from the Department of Reading and Elementary Education.

COURSES IN READING EDUCATION

READ 6000. Topics in Reading, Language, and Literacy. (1-6) Cross-listed as EDCI 8040. May include classroom and/or clinic experiences in the content ~~areas~~area. With department approval, may be repeated for credit for different topics. (*Fall, Spring, Summer*)

READ 6100. Current Issues and Practices in Literacy Education. (3) Cross-listed as EDCI 8140. Theories, research, and instructional methods associated with reading and language arts, preschool through high school; questions of effectiveness related to instructional approaches and materials; related topics such as multicultural literacy, the role of phonics, and assessment. (*Fall*) (*Evenings*)

READ 6204. Teaching Reading to English Language Learners (3) Research, theory, and instructional practices related to the reading process and reading instruction for English Language Learners in K-12 classrooms; relationship between language development and reading; examination of instructional materials including literature, basal readers, and information texts; field-based application of course content. (*Spring*) (*Evenings*)

READ 6250. Emergent and Elementary Literacy. (3) Cross-listed as EDCI 8250. Prerequisite: Completion of Phase I. Critical reading and use of the literature in literacy education, examination of literacy content taught in the K-6 curriculum with an emphasis on pre-K and beginning reading instruction research, theory and practice, multiple models and approaches for teaching and assessing learning in literacy development, required action research project. (*Fall*) (*Evenings*)

READ 6252. K-12 Writing Development and Instruction. (3) Cross-listed as EDCI 8252. Theories, research, and critical issues related to students' writing development and effective writing instruction. Field experience required. (*Spring, Summer*) (*Evenings*)

READ 6255. Middle/Secondary Reading and Writing. (3) Cross-listed as EDCI 8255. Prerequisite: Completion of Phase I. Theories, research, and instructional methods associated with reading and writing in the content areas, with a special emphasis on grades 6-12. Field experience and action research project are required. (*Spring*) (*Evenings*)

READ 6260. Diagnostic Assessment and Instruction in Reading. (3) Cross-listed as EDCI 8256.

Prerequisite: Completion of **Phases I and Phase II**. Examination, uses, and critique of theories and research about literacy processes and problems; diagnosis and correction of reading disabilities; instructional strategies and action research designed to improve reading proficiency. (*Fall Evenings*)

READ 6265. Multiliteracies in a Global World: Reading & Writing Texts in New Times (3)

This course immerses students in both the theory and practice of multiliteracies and considers how globalization has created a more complex environment for teachers and students. The focus goes beyond traditional print-based literacy to multiple forms of knowing, including print, images, video, combinations of forms in digital contexts, which are represented in inter-related and complex ways. (*Fall Evenings*)(*Summer*)

READ 6474. Collaborative Leadership in Literacy Education. (3) Cross-listed as EDCI 8254.

Prerequisites: Completion of **Phases I, Phase II, III** and READ 6260 course. Investigates models and strategies for assuming the leadership responsibilities of a literacy specialist, including mentoring, staff development, school-wide literacy program development and assessment, supporting the action research of teachers, and developing partnerships with parents and community volunteers. (*Spring Evenings*)

~~**READ 6691A/B/C. Seminar in Professional Development.** (3) Prerequisites: None for READ 6691A; completion of Phase I for READ 6691B; completion of READ 6260 for READ 6691C. Seminar focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders, as students plan to meet their own learning needs in instructional expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio. (Taken for one credit in Phase I [READ 6691A]; one in Phase II (READ 6691B) and one in Phase III [READ 6691C] for a total of three credits.) (*Fall, Spring Evenings*)~~

READ 6800. Individual Study in Reading, Language, and Literacy. (1-6) Cross-listed as EDCI 8840.

Prerequisite: Permission of the student's advisor. Independent study under the supervision of an appropriate faculty member. May be repeated for credit. (*Fall, Spring, Summer*)

Advanced Graduate ONLY

READ 7999. Master's Degree Graduate Residency Credit. (1) Meets Graduate School requirement for continuous enrollment during completion of a capstone project or comprehensive exam. (*Fall, Spring, Summer*)

MDSK 4-9-10a Revision of the Master of Arts in Teaching for Middle and Secondary Education

PROPOSAL SUMMARY AND CATALOG COPY:

Summary. The Department of Middle, Secondary & K-12 Education proposes to delete one graduate content course from the Master of Arts in Teaching for the Middle and Secondary Education program. To replace this graduate content course and keep the program at 39 hours, MDSK 6220 - Adolescence and Learning will be added.

Proposed Catalog

MDSK 6220. Adolescence and Learning. (3) Study of adolescence as a phase of development and its relationship to the learning process. (*Fall, Summer*) (*Evening*)

EDLD 1-30-11 ADMN 8180 Teaching Strategies for Adults in a Diverse Society

PROPOSED CATALOG COPY

ADMN 8180: *Teaching Strategies for Adults in a Diverse Society*. (3) This course explores the practice of teaching adults in its complexity and variety. It is a study of methods and techniques employed in facilitating adult learning as well as an in-depth concentration of the role of philosophical orientation on teaching. Emphasis will be on the process of designing and delivering effective individual and group learning experiences for adult learners, applying methods to learning objectives, the examining the role of the educators and their philosophies and the influence of context on the teaching of adults. (*Offered: On Demand*)

MUSC 2-22-11b Graduate Certificate in Vocal Pedagogy

PROPOSED CATALOG COPY

MUSC 5153. Advanced Vocal Pedagogy. (3) Prerequisite: MUSC 5137. Advanced research in singing. Topics include advanced anatomy and physiology, singer health, complementary modalities, and practical studio application. (*Spring*)

MUSC 6453. Voice Teaching Internship. (1) Prerequisite: Admission to the Graduate Certificate in Vocal Pedagogy program. Applied teaching with a select number of students, both male and female, and a weekly seminar to review and discuss issues and solutions in the studio. The student will develop and document a systematic teaching methodology, learn how to select appropriate repertoire based on singer ability, and apply appropriate protocols for technical issues. May be repeated for credit (*Fall, Spring*)

MUPF 6253. Applied Music: Voice. (2) Prerequisite: Admission to the Graduate Certificate in Vocal Pedagogy program. Co-requisites: MUPF 6253L and approved principle ensemble. This course consists of private instruction, a one-hour lesson per week leading to a formal jury at the end of the semester. May be repeated for credit. (*Fall, Spring*)

MUPF 6253L. Voice Masterclass. (0) Co-requisite: MUPF 6253. Weekly masterclasses for MUPF 6253. May be repeated. (*Fall, Spring*)

MUPF 6120. Graduate Choral Ensemble. (1) Prerequisite: Audition. Co-requisite: MUPF 6120L. A mixed chorus that performs music of many styles from the Baroque period to the present. 3 contact hours. May be repeated for credit. (*Fall, Spring*)

MUPF 6120L. Graduate Choral Ensemble Sectional Rehearsals. (0) Co-requisite:

MUPF 6120. Sectional rehearsals for MUPF 6120. May be repeated. (Fall, Spring)

MUSC 6600. Concluding Seminar (3) Prerequisite: Admission to the Graduate Certificate in Vocal Pedagogy program. Concluding Seminar consists of a Directed Learning Project, enabling the student to focus on his or her area of pedagogical interest. Students are mentored through the project by a supervising instructor. Concluding Seminar is intended to provide a learning experience for students to gain additional knowledge that will reinforce their Vocal Pedagogy program and support the student's career goals.