



9201 University City Boulevard, Charlotte, NC 28223-0001

TO: Faculty Council Members
FROM: Michael Green, Faculty President
DATE: May 4, 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:

- SOCY 2-12-10 Creation of Concentrations with the Sociology B.A.
- AFRS 9-20-09 Establishment of a Graduate Certificate in Africana Studies
- GES 11-30-09 Addition of a Geographic Information Science & Technologies (GIS&T) Track to existing M.A. in Geography
- MUSC 2-22-11a Establishment of an Undergraduate Certificate in Jazz
- SPED 4-20-10a Revision of M.A.T in Special Education (Adapted Curriculum)
- SPED 4-20-10b Revision of M.A.T in Special Education (General Curriculum)
- SPED 4-20-10c Revision of M of Special Education (M. Ed)
- SPED 10-19-10a Curriculum Changes to M. Ed. In Special Education, Major in Academically of Intellectually Gifted (AIG)

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 May 18, 2011**. If no objections are registered, the proposals will stand approved.

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 prerequisite 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.

AFRS 9-20-09 Establishment of a Graduate Certificate in Africana Studies

PROPOSED CATALOG COPY

Program Description—requirements for completion of the program

The Graduate Certificate in Africana Studies is designed for students interested in the global African and African Diaspora experience, with emphasis on history, culture, and social policy. The program provides advanced credential of analytical knowledge and skills in any area of Africana Studies. The certificate can be earned either as a freestanding course of study or in conjunction with master's or doctoral work in a wide variety of subjects, especially in the Humanities, Social Sciences, Arts and Architecture, Education, and Health Sciences. The graduate certificate curriculum is interdisciplinary and courses offered will provide students with advanced knowledge of the intersecting issues of race, identity, culture and aesthetics, history, globalization, development, and social policy.

To obtain a Graduate Certificate in Africana Studies, admitted students will complete 15 credit hours. It is required that students complete a three-credit hour course in Diaspora and Transnational Theories (AFRS 6610) within the Department of Africana Studies, and another three-credit hour course in one of the following: AFRS 6620 - Advanced Readings in African Modernities; AFRS 6630 - Graduate Colloquium; or AFRS 6901 - Directed Readings/Research. The remaining nine credits may be selected from the list of electives in Section D below or from any of the other UNC Charlotte graduate courses relevant to Africana Studies, as approved by the Department's Graduate Studies Coordinator.

All or part of the 15-hour credit courses may count towards the M.A. or Ph.D. program in which the student is enrolled, provided that the courses are approved for that purpose by the advisors of that program. Students must have a minimum grade point of 3.0 in each course that counts towards the certificate. The award of the graduate certificate is carried on the student's official transcript upon completion of the program. Students in another degree programs must enroll concomitantly in the certificate program. The certificate will not be awarded retroactively.

Admission Requirements

Applications for admission to the Graduate Certificate in Africana Studies will be considered as they are received, and admissions will be ongoing. To be considered for admission, an applicant must (1) hold a bachelor's degree from an accredited university, and with a minimum cumulative grade point average of 3.0 (based on a 4.0 scale); or (2) be enrolled and in good standing in a graduate degree program at UNC Charlotte. If the applicant has earned or attempted a post-baccalaureate degree (i.e., master's, doctoral, or other), grades in that program will also be taken

into consideration.

In addition to the general requirements for graduate certificate programs as explained in the Graduate School Catalog, an applicant must provide official transcripts, three letters of recommendation from persons familiar with the applicant's personal and professional qualifications, and a two-page statement of purpose explaining his/her educational and work background, interests, and plans, with an emphasis on how this certificate will enhance, complement, or advance the applicant's professional goals and/or personal education.

PROPOSED CATALOG COPY

AFRS 5000. Special Topics in Africana Studies (3)

Intensive survey of a topic in African, African American, or the broad African Diaspora studies, depending on the needs of student and staff resources. May be repeated for credit as topics vary. (3 cr.; on demand; no prerequisite; lecture/seminar; evenings)

AFRS 6610. Diaspora and Transnational Theories (3)

The course focuses on the dialectical relationships between the social theories of nation, state, ethnicity, identity, race, and culture on one hand and the emerging theorizing of the diaspora and transnational networks on the other. The historical contexts that have shaped the African Diaspora and the more recent global transnational networks will be emphasized throughout the course. (3 cr.; Fall; no prerequisite; seminar; evening)

AFRS 6620. Advanced Readings in African Modernities (3)

The advanced seminar explores the meanings, character, complexity, and consequences of modernity in Africa. The interdisciplinary readings and the analyses that derive from a wide range of disciplines – philosophy, history, anthropology, politics, literature, and the arts - will be deployed to understand the African realities of modernity as a product of 500 years of history from the Atlantic Slavery through colonialism, to the present. (3 cr.; Spring; seminar; evening; prerequisite: three credits of Africana Studies course(s) at the graduate-level or approval of the graduate director)

AFRS 6630. Graduate Colloquium (3)

Focuses on an interdisciplinary theme that combines two or more of the following: literature, language, politics, health issues, social policy, education, popular culture, history, performance theory, pedagogy, etc. Students will write short papers and reports directed toward developing breadth in the theoretical and empirical understanding of a topic in Africana Studies using interdisciplinary approaches. May be repeated for credit as topics vary. (3 cr.; on demand, evening; seminar; prerequisite: prior written permission of instructor and graduate coordinator)

AFRS 6901. Directed Readings/Research (3)

A directed research on a specific theme in Africana Studies. Students will produce a publishable essay at the end of the semester based on original research. The goal is for students to develop research, theoretical and analytical depth in an area of study in Africana Studies. May be repeated for credit as topics vary. (3 cr.; on demand; evening). Prerequisite: prior written permission of instructor and graduate coordinator.

GES 11-30-09 Addition of a Geographic Information Science & Technologies (GIS&T) track to existing M.A. in Geography

PROPOSED CATALOG COPY

Overview: Given the increasingly diverse uses of geospatial technology in government, industry, and academia, this track will prepare students for jobs with public agencies and private companies, such as GIS systems designers, geospatial analysts, geospatial project coordinators, geospatial information technologists, cartographers, spatial planners, and remote sensing analysts.

The Geographic Information Science & Technologies (GIS&T) track will offer course work giving each student the opportunity to acquire and apply GIS&T tools and techniques, specifically digital image processing, environmental, transportation and urban applications of GIS, GPS, GIS programming and customization, geocomputation, geovisualization, location modeling, network analysis, planning applications of GIS, remote sensing, spatial database design, spatial decision support systems, spatial optimization spatial statistics and geostatistics.

Course Work:

The following courses (12 credits total) are required for a track in GIS&T:

GEOG 6100 Quantitative Analysis in Geography (3)

GEOG 6131 Research Design Fundamentals (3)

GEOG 7900 (Individual Research Project) (6)

A total of 24 credits originating from the following lists of GIS&T electives are recommended for a track in GIS&T (*). In customizing their programs, students should endeavor to take at least 3 to 6 elective hours of geography courses in the areas of community planning, transportation, locational analysis or urban regional analysis.

A. GIS&T tools and techniques

GEOG 5120 Introduction to Geographic Information Systems (**) (4)

GEOG 5102 Cartographic Design and Map Construction (3)

GEOG 5150 Spatial Database Development with GPS/GIS (4)

GEOG 5000 GIS Programming and Spatial Database (3)

ESCI 5170 Fundamentals of Remote Sensing (4)

ESCI 5180 Digital Image Processing in Remote Sensing (4)

GEOG 6120 Spatial Statistics (3)

GEOG 6130 Geovisualization (3)

B. GIS&T applications

GEOG 5101 Applied Cartographic Design (3)

GEOG 5131 Environmental Modeling with GIS (4)

GEOG 5132 Spatial Modeling for Social and Economical Applications (4)

GEOG 5140 GIS and Planning (4)

GEOG 6030 Topics in Geographic Techniques (3)

GEOG 6121 Advanced Seminar on Spatial Modeling (3)

GEOG 6122 GIS&T and Urban Regional Analysis (3)

GEOG 6400 Advanced Seminar in Spatial Decision Support Systems (4)
GEOG 6402 Multi-Attribute Assessment/Evaluation for Planning &
Decision-Making (3)
GEOG 6404 Spatial Data Analysis in GIS (3)
GEOG 6406 Spatial Information and Mobility Systems (3)
GEOG 6407 Geocomputation (3)
GEOG 6408 Spatial Optimization (3)

*In addition, selected course work offered by the Civil and Environmental Engineering Department and the College of Computing and Informatics is available to students with the approval of their academic advisor, provided that course prerequisites are satisfied. Students can also elect to complete an internship with a private company or a public agency for credit to acquire practical experiences in GIS&T.

** Unless students have had a substantial introductory GIS course prior to entering the MA program, GEOG 5120 is strongly recommended as this course serves as a foundation for the other GIS&T courses.

MUSC 2-22-11a Establishment of an Undergraduate Certificate in Jazz

Proposal Summary and Catalog Copy

Summary. The Department of Music proposes to add an Undergraduate Certificate program in Jazz. This certificate program will be available to instrumentalists in any of our three degree tracks (B.A. in Music, B.M. in Music Education, and B.M. in Music Performance) who wish to supplement their required instruction in classical music with elective training in jazz.

Requirements. The Undergraduate Certificate in Jazz will consist of 20 credits of coursework that combines training in performance and theory:

MUPF 1111. Jazz Ensemble (1 credit) (4 semesters)
MUPF 1111L. Jazz Ensemble Sectionals (0 credits) (4 semesters)
MUPF 1170. Jazz Combo (1 credit) (2 semesters)
MUPF 22xx. Applied Music: Jazz (1 credit) (4 semesters)
MUSC 2235. Jazz Improvisation I (2 credits)
MUSC 2236. Jazz Improvisation II (2 credits)
MUSC 4138. Jazz Pedagogy and Materials *or* MUSC 4234. Jazz Arranging (3 credits)
MUSC 4298. Jazz History (3 credits)

Only grades of “B” or better in the above classes will meet the requirements.

Proposed Catalog Copy for the Certificate. The Undergraduate Certificate in Jazz is designed for instrumentalists who wish to enhance their undergraduate study with intensive training in jazz. The curriculum consists of 20 credits of jazz studies that combine instruction in performance and theory, including lessons, ensembles, improvisation, history, and a course in either arranging or pedagogy.

Students may begin working towards the Undergraduate Certificate in Jazz at any point in their curriculum, but must complete the following requirements before being formally

admitted into the Certificate program:

1. A Sophomore Review (see the Department of Music Student Handbook for details).
2. Both semesters of Jazz Improvisation (MUSC 2235 and MUSC 2236) with grades of B or better.
3. A juried audition.

All jazz courses completed prior to formal admission into the Undergraduate Certificate in Jazz program (including lessons, ensembles, and improvisation classes) will subsequently be applied towards the Certificate. All courses must be passed with a grade of B or better to earn an Undergraduate Certificate in Jazz.

Catalog Copy for Existing Courses

MUPF 1111. Jazz Ensemble. (1) Prerequisite: audition. Corequisite: MUPF 1111L. An ensemble specializing in performance and study of music composed for standard “big band” instrumentation. Performs music styles from the Swing era to present day. May be repeated for credit. Three contact hours. (*Fall, Spring*)

MUPF 1111L. Jazz Ensemble Sectional Rehearsals. (0) Corequisite: MUPF 1111. Sectional rehearsals for MUPF 1111. May be repeated for credit. (*Fall, Spring*)

MUPF 1170. Jazz Combo. (1) Prerequisite: Permission of instructor. A small performing ensemble that focuses on jazz repertoire and improvisation. May be repeated for credit. (*Fall, Spring*)

MUSC 2235. Jazz Improvisation I. (2) Prerequisites: MUSC 1231 and/or permission of instructor. An introduction to jazz theory and its execution through instrumental improvisation. Detailed study of harmony, chord/scale relationships, musical forms, and the integration of this knowledge into performance. Open to instrumentalists only. Three contact hours. (*Fall*)

MUSC 2236. Jazz Improvisation II. (2) Prerequisites: MUSC 2235 and permission of instructor. A continuation of MUSC 2235, with greater emphasis on performance and integration of advanced harmonic/melodic devices and concepts, solo transcriptions, basic piano voicings, and composition memorization. Open to instrumentalists only. Three contact hours. (*Spring*)

MUSC 4138. Jazz Pedagogy and Materials. (3) Prerequisite: MUSC 2400. The teaching and conducting of public school instrumental and vocal jazz ensembles, including rehearsal techniques, concert presentation, the history and theory of jazz, sources for appropriate teaching materials and improvisation techniques. Field work required. Three contact hours. (*Fall*)

Proposed Catalog Copy for New Courses

MUPF 2241-2259. Applied Music: Jazz. Courses consist of private instruction in jazz, a half-hour lesson per week or an hour lesson every two weeks, leading to a formal jury at the end of the semester. May be repeated for credit. Students must enroll in an approved principal ensemble (see the Department of Music Student Handbook for

details) concurrently.

MUPF 2241. Applied Music: Jazz Trumpet. (1) Prerequisite: acceptance into the Undergraduate Certificate in Jazz program or permission of instructor. Corequisite: an approved principal ensemble. May be repeated for credit. *(Fall, Spring)*

MUPF 2243. Applied Music: Jazz Trombone. (1) Prerequisite: acceptance into the Undergraduate Certificate in Jazz program or permission of instructor. Corequisite: an approved principal ensemble. May be repeated for credit. *(Fall, Spring)*

MUPF 2245. Applied Music: Jazz Guitar. (1) Prerequisite: acceptance into the Undergraduate Certificate in Jazz program or permission of instructor. Corequisite: an approved principal ensemble. May be repeated for credit. *(Fall, Spring)*

MUPF 2248. Applied Music: Jazz Piano. (1) Prerequisite: acceptance into the Undergraduate Certificate in Jazz program or permission of instructor. Corequisite: an approved principal ensemble. May be repeated for credit. *(Fall, Spring)*

MUPF 2252. Applied Music: Jazz Bass. (1) Prerequisite: acceptance into the Undergraduate Certificate in Jazz program or permission of instructor. Corequisite: an approved principal ensemble. May be repeated for credit. *(Fall, Spring)*

MUPF 2256. Applied Music: Jazz Saxophone. (1) Prerequisite: acceptance into the Undergraduate Certificate in Jazz program or permission of instructor. Corequisite: an approved principal ensemble. May be repeated for credit. *(Fall, Spring)*

MUPF 2259. Applied Music: Jazz Percussion. (1) Prerequisite: acceptance into the Undergraduate Certificate in Jazz program or permission of instructor. Corequisite: an approved principal ensemble. May be repeated for credit. *(Fall, Spring)*

MUSC 4234. Jazz Arranging & Composition (3) Prerequisites: MUSC 2235 and MUSC 2400. The study of arranging and orchestration techniques in the jazz style. Detailed analysis of historically important music scores for jazz combo and jazz ensemble. Instrument ranges, scoring techniques, and advanced harmonic substitutions will be addressed. Combo and large ensemble writing projects will be assigned. *(Spring)*

MUSC 4298. Jazz History (3) Prerequisite: MUSC 2400. The study of significant musicians and literature in the history of jazz. Detailed analyses of influential scores and recordings will constitute a significant part of the course. Written projects such as research and listening reaction papers will be assigned. *(Fall)*

SPED 4-20-10a Revision of M.A.T in Special Education (Adapted Curriculum)

PROPOSAL SUMMARY AND CATALOG COPY:

SUMMARY OF GRADUATE CHANGES: The Special Education and Child Development Department proposes the revisioning of the M.A.T. in Special Education (Adapted Curriculum) by aligning course curriculum to the North Carolina State Board of Education Standards for Teacher Education and NCATE standards. The M.A.T in Special Education General Curriculum is composed of two phases. First students must meet initial teaching licensure standards with successful completion

of the 27 hour Graduate Certificate Program in general Curriculum (approved Spring 2010). At that point students may apply to the Graduate School for admission to the M.A.T. program with a transfer of the 27 initial licensure hours. An additional 12 hours are required to earn the M.A.T.

Curricular changes include the alignment of course content with new standards and judicial placement of candidate assessment measures and evidences.

SPED 6690 *Consultation and Collaboration* was changed from a 3 credit course to a 2-credit course.

SPED 6691a (1), SPED 6691b (1), SPED 6691c (1) *Seminar in Professional and Leadership Development* was changed to SPED 6691 *Seminar in Professional and Leadership Development* (1) .

RSCH 7113 Single Case Research (3), SPED 6502 Advanced Classroom Management, and SPED 6503 Instructional Design in Special Education were retained.

RSCH 6101 was deleted from the M.A.T and standards originally met through this course are shared among the 12 required hours.

PROPOSED CATALOG COPY: Graduate

SPED 6690. Consultation and Collaboration. (2) Graduate students in Special Education will likely assume leadership roles in their individual schools and/or their LEA's. The proposed course is designed to provide students with the background, knowledge base, experience, and personal contact to work collaboratively with professionals and parents. The proposed course will be offered in a true seminar manner. Learning consultation and collaboration skills assures that the needs of individuals with Exceptional Learning Need (ELN) are addressed throughout their school career. It also enhances the view of Special Educators as specialists and a resource to colleagues for instruction, inclusion, transition, and collaboration with outside agencies. Students enrolled in the course will use these skills, the professional literature, and their professional experience to formulate training packages for successful collaboration. *(Fall)*

SPED 6691. (1) Prerequisites: An "A" level special education teaching license and admittance to the Special Education M.A.T. Program, SPED 6502, SPED 6503, RSCH 7113. Pre or Co-requisite: SPED 6690. The course is designed to support graduate students in the design, implementation, and write up of their Data-based Decision Project, required for M.A.T. candidates in special education. This project involves the candidate implementing an academic or behavioral intervention with one or more students using a single subject research methodological design and support/mentor a colleague to implement a similar intervention with other students. This project must be implemented in a school setting. The resulting product serves as the capstone project for the M.A.T. *(Fall, Spring)*

SPED 4-20-10b Revision of M.A.T in Special Education (General Curriculum)

PROPOSAL SUMMARY AND CATALOG COPY:

SUMMARY OF GRADUATE CHANGES. The Special Education and Child Development Department proposes a revision of the M.A.T. in Special Education (General Curriculum) by aligning course curriculum to the North Carolina State Board of Education Standards for Teacher Education and NCATE standards. The M.A.T in Special Education General Curriculum is composed of two phases. First students must meet initial teaching licensure standards with successful completion of the 27 hour Graduate Certificate Program in general Curriculum (approved Spring 2010). At that point students may apply to the Graduate School for admission to the M.A.T. program with a transfer of the 27 initial licensure hours. An additional 12 hours are required to earn the M.A.T.

Curricular changes include the alignment of course content with new North Carolina State Board of Education Standards for Teacher Education and NCATE standards and judicial placement of candidate assessment measures and evidences.

SPED 6690 *Consultation and Collaboration* has been shifted from an initial licensure requirement to the final advanced licensure course sequence and changed from a 3-credit course to a 2-credit course.

SPED 6691a (1), SPED 6691b (1), SPED 6691c (1) *Seminar in Professional and Leadership Development* was changed to SPED 6691 *Seminar in Professional and Leadership Development* (1).

RSCH 7113 Single Case Research (3), SPED 6502 Advanced Classroom Management, and SPED 6503 Instructional Design in Special Education have been retained.

RSCH 6101 was deleted from the M.A.T and standards originally met through this course are shared among the 12 required hours.

PROPOSED CATALOG COPY: **Graduate**

SPED 6690. Consultation and Collaboration. (2) Graduate students in Special Education will likely assume leadership roles in their individual schools and/or their LEA's. The proposed course is designed to provide students with the background, knowledge base, experience, and personal contact to work collaboratively with professionals and parents. The proposed course will be offered in a true seminar manner. Learning consultation and collaboration skills assures that the needs of individuals with Exceptional Learning Need (ELN) are addressed throughout their school career. It also enhances the view of Special Educators as specialists and a resource to colleagues for instruction, inclusion, transition, and collaboration with outside agencies. Students enrolled in the course will use these skills, the professional literature, and their professional experience to formulate training packages for successful collaboration. *(Fall)*

SPED 6691. (1) Prerequisites: An "A" level special education teaching license and admittance to the Special Education M.A.T. Program, SPED 6502, SPED 6503, RSCH 7113. Pre or Co-requisite: SPED 6690. The course is designed to support graduate students in the design, implementation, and write up of their Data-based Decision Project, required for M.A.T. candidates in special education. This project involves the candidate implementing an academic or behavioral intervention with one or more students using a single subject research methodological design and support/mentor a colleague to implement a similar intervention with other students. This project must be implemented in a school setting. The resulting product serves as the capstone project for the M.A.T. *(Fall, Spring)*

SPED 4-20-10c Revision of M of Special Education (M. Ed)

PROPOSAL SUMMARY AND CATALOG COPY:

SUMMARY OF GRADUATE CHANGES. The Department of Special Education and Child Development proposes the revision of the Master of Education in Special Education by aligning course curriculum to the North Carolina State Board of Education Advanced Teaching Standards for Teacher Education and NCATE standards. The Master of Education in Special Education reduces the total required hours from 39 to 33 graduate hours.

The program includes a **Special Education Core** (9 hours): This core includes advanced knowledge in individualizing instruction for diverse learners, advanced classroom management, and instructional design in special education.

The program includes a **Research Core** (12 hours). This research core includes educational research methods, single case research, and a sequence of three courses focused on a master's research proposal, research implementation, and research dissemination and leadership. This research core has been expanded from the current 9 hours.

The proposed program contain **Specialty Tracks** (12 hours) in the areas of Adapted Curriculum (add on license for students with SPED license in General Curriculum), AIG (Academically and Intellectually Gifted) specialty (add on license), Autism Specialty (certificate program), Leadership Specialty, General Education Specialty (for teachers interested in passing the Praxis II in a content area), Instructional Technology Specialty, and TESL Specialty (Teaching English as a Second

Language). Additional specialty tracks may be developed with advisor approval. This specialty track replaces the current curriculum of 15 elective hours.

Additions to the Master's in Special Education, Major in Special Education plan of study include: SPED 6692 *Research Proposal* (2), SPED 6693 *Research Implementation* (2), and SPED 6694 *Research Dissemination and Leadership* (2).

Deletions to the Master's in Special Education, Major in Special Education plan of study include ADMIN 6106 *Legal Issues in Special Education* (3); SPED 6690 *Consultation and Collaboration* (3); SPED 6691 *SPED 6691a Seminar in Professional and Leadership Development* (1); SPED 6691b *Seminar in Professional and Leadership Development* (1); and SPED 6691c *Seminar in Professional and Leadership Development* (1)

Curricular changes include the alignment of course content with new advanced teaching standards, judicial placement of candidate assessment measures and evidences, and elimination of duplication of standards across course outlines.

PROPOSED CATALOG COPY: Graduate

SPED 6692 Research Proposal. (2) Prerequisites: An "A" level special education teaching license and admittance to the Special Education M.Ed. Program, SPED 6502, SPED 6503, RSCH 7113. This course provides evidence that a candidate can conceptualize and design a single subject research study and supports the development of the capstone project required for M.Ed. candidates in special education. Candidates must complete the University's Institutional Review Board (IRB) Research with Human Subjects online tutorial, submit a research protocol application, and receive IRB approval prior to implementing the study. This course will not be a traditional, instructor-taught course sequence, but will be directed by the candidate's academic advisor and supported by another faculty committee member. (*Fall, Spring*)

SPED 6693. Research Implementation (2) Prerequisites: SPED 6692. This course provides evidence that a candidate can implement a single subject research study and supports the development of the capstone project required for M.Ed. candidates in special education. This course will not be a traditional, instructor-taught course sequence, but will be directed by the candidate's academic advisor and supported by another faculty committee member. (*Fall, Spring*)

SPED 6694. Research Dissemination and Leadership (2) Prerequisites: SPED 6693. This course provides evidence that candidates will develop necessary skills and dispositions to assume the roles and responsibilities of collaborative leaders in schools and communities; demonstrate leadership in their classrooms, school, and professional organizations; and advocate for students and effective educational practices and policies. Candidates will produce a written report of a research study and deliver a workshop for their school colleagues. The workshop will include a report of the research results and implications for addressing a problem or issue in the school. This course will not be a traditional, instructor-taught course sequence, but will be directed by the candidate's academic advisor and supported by another faculty committee member. (*Fall, Spring*)

SPED 10-19-10a Curriculum Changes to M. Ed. In Special Education, Major in Academically of Intellectually Gifted (AIG)

PROPOSAL SUMMARY AND CATALOG COPY:

Summary:

The Department of Special Education and Child Development (SPED) proposes to add three new graduate courses (the 3 credit course **SPED 6637** and a 6 credit, two-course sequence comprised of **SPED 6695 & 6696**) for students in the AIG major of the SPED M.Ed. program. The Department also will shorten this degree program from the current 39 hours to 33 hours by removing a three-hour sequence (**SPED 6691a, b, and c Seminar in Professional Leadership**)

Development, at one credit hour each); removing the three credit course **SPED 6271 Leadership in Gifted Education** from the degree requirements; and removing the requirement for a three credit elective course. The current elective Special Topics course, **SPED 6000**, will be replaced by **SPED 6637 Theory and Development of Creativity** for no net change in hours. Some content from **SPED 6271 Leadership in Gifted Education** will be incorporated into **SPED 6270**, for which a minor revision and name change from *Planning and Evaluation of Gifted Programs* to *Gifted Assessment and Program Evaluation* also is being proposed.

Proposed Course Descriptions and Catalog Copy:

1. **SPED 6637 Theory and Development of Creativity** (3 hours). Prerequisites: SPED 6224 and SPED 6161, or approval of instructor. This course provides an exploration of the concept of creativity: its components, its measurement, and its application to education. Topics discussed in class range from the theoretical (what is creativity? what does it look like?) to the practical (what activities can be used to develop creative behaviors in the classroom setting?). The course includes opportunities to prepare materials to be used with small groups of children. (*On demand*).
2. **SPED 6270 Gifted Assessment and Program Evaluation** (3 hours). Prerequisites: SPED 6224 and SPED 6161, or approval of instructor. This advanced course introduces the theory and practice behind structuring programs for gifted students, from legal mandates to assessment considerations, program design, and evaluation of students and programs. Evaluation of gifted programming provides experience applying the frameworks presented in current North Carolina and national standards. (*On demand*)
3. **SPED 6695 Research Proposal in AIG** (3 hours). This course provides evidence that a candidate can conceptualize and design a research study using a recognized research design, and it supports the development of the capstone research project required for M.Ed. candidates in AIG. Candidates in this course will complete the University's Institutional Review Board (IRB) Research with Human Subjects online tutorial, develop and submit a research protocol application, and submit their application for IRB approval prior to implementing the study in SPED 6696.
4. **SPED 6696 Research Implementation in AIG** (3 hours). Candidates in this course will implement a research study using a recognized research design that they have designed in SPED 6695 and will produce a written report to disseminate their findings to stakeholders. This course allows students to complete the capstone project requirement for M.Ed. candidates in the area of Academically and Intellectually Gifted. (on demand)

Proposed changes to copy from 2010-11 Graduate Catalog, pp. 183-184

Major in Academically or Intellectually Gifted

Phase I: Developing Perspective (718 hours)

RSCH 6101 Research Methods (3)

SPED 5211 Nature and Needs of Gifted Students (3)

~~SPED 6691a Seminar in Professional and Leadership~~

~~Development~~ SPED 6695 Research Proposal in AIG (3)

SPED 6124 Methods of Instructing Gifted Students

(3)
SPED 6161 Social and Emotional Needs of Gifted Students (3)
SPED 6224 Adapting Curriculum Materials and Classroom Differentiation (3)

Phase II: Content and Pedagogy (25 hours)

~~SPED 6124 Methods of Instructing Gifted Students (3)~~
~~SPED 6161 Social and Emotional Needs of Gifted Students (3)~~
~~SPED 6224 Adapting Curriculum Materials and Classroom Differentiation (3)~~
SPED 6241 ~~Constructing~~ **Advanced** Curriculum for Gifted Students (3)
~~SPED 6000 Topics in Special Education: AIG (3)~~
SPED 6270 ~~Planning and Evaluation of Gifted Programs~~ **Gifted Assessment and Program Evaluation** (3)
~~SPED 6271 Leadership in Gifted Education (3)~~
~~SPED 6691b Seminar in Professional and Leadership Development (1)~~
~~RSCH course as approved by advisor (3)~~
~~Elective (3)~~

Phase II: Content and Pedagogy (4 hours)

~~SPED 6690 Consultation and Collaboration (3)~~
~~SPED 6691c Seminar in Professional & Leadership Development (1)~~
SPED 6637 **Theory and Development of Creativity** (3)
SPED 6696 **Research Implementation in AIG** (3)
RSCH 7111 **Qualitative Research (or other RSCH course as approved by advisor)**

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Capstone Experiences

The capstone experience will be fulfilled by completing either a Master's Research Project (recommended; **required for AIG majors**) or a Comprehensive Portfolio (with approval of advisor).

Electives

The major in Special Education includes 15 elective hours. These hours will enable students to add-on an additional North Carolina teaching license in Adapted Curriculum, General Curriculum or a specific disability area (e.g., behavioral-emotional disabilities, learning disabilities), or complete an individualized set of courses developed as a result of participating in the first SPED 6691 seminar or from discussing possibilities with their advisor. Students in the major in Academically and Intellectually Gifted program have ~~3~~ **no** elective hours.