

2014-2015 LONG SIGNATURE SHEET



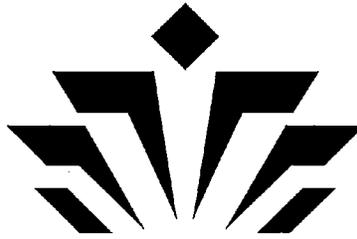
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Proposal Number: GRAD 10-15-15
 Proposal Title: NEW COURSE PROPOSAL FOR MASTERS AND DOCTORAL STUDENTS - TEACHING AT AMERICAN COLLEGES OR UNIVERSITIES: PERSPECTIVES FOR INTERNATIONAL STUDENTS
UNC CHARLOTTE

Originating Department: The Graduate School

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X _____ UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
			Approved	<u>DEPARTMENT CHAIR</u> [print name here:] Katherine Huitfortel
			Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> _____ [print name here:]
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> _____ [print name here:]
10/26	10/26/15	10/26/15	Approved	<u>COLLEGE DEAN</u> [print name here:] Thomas Berwalds
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate content)</u>
11/18/15	12/1/15		Approved	<u>GRADUATE COUNCIL CHAIR (for graduate content)</u> Dennis Livesey
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: Graduate Council

From: Julie Goodliffe

Date: 10/15/2015

Re: New Course: GRAD 6011/8011: Teaching at American Colleges or Universities; Perspectives for International Students

The Long Form is used for major curriculum changes. Examples of major changes can include:

Undergraduate: Major changes include new undergraduate degrees, minors, concentrations, certificates, and changes to more than 50% of an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Graduate: Major changes include new graduate courses, major changes to an existing graduate course or major changes to an existing graduate program

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*Proposals for undergraduate courses and programs should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

New Graduate Course

Course Proposal from: The Graduate School

NEW COURSE PROPOSAL FOR MASTERS AND DOCTORAL STUDENTS - TEACHING AT AMERICAN COLLEGES OR UNIVERSITIES: PERSPECTIVES FOR INTERNATIONAL STUDENTS

A. PROPOSAL SUMMARY.

The Graduate School proposes to add a new course to its Professional Development credit-bearing offerings: GRAD 6011 cross-listed with GRAD 8011 (both 3 credits). This course, which offers the same curriculum and pedagogy as *GRAD 6001/8001 Teaching at the College or University Level*, is designed for and offered to International graduate students who wish to teach at American colleges or universities. International graduate students come to teaching with very different backgrounds and needs than do domestic graduate students who were educated in the United States. The unique perspectives and cultural experiences of International graduate students will be sought and utilized in covering such topics as developing a teaching philosophy, constructing a syllabus, understanding American students' demographics and learning styles, incorporating active learning and critical thinking, constructing rubrics for use in testing and grading, and applying theories of learning and motivation to the classroom. From this foundation, students will teach during class meetings to gain experience and benefit from peer review.

B. JUSTIFICATION.

International students need additional language and cultural subject matter compared to domestic students. International students are welcome to take GRAD 6001/8001 Teaching at the College or University Level along with domestic students, but some international students are unfamiliar with the educational environment of the US. They also lack confidence in speaking English, which has a dramatic impact on their confidence in the classroom as either a student or teacher. This course provides a nurturing environment for students to practice their American English language skills while gaining concrete skills and tools for teaching: a teaching philosophy, a syllabus for a course of their choosing, techniques for teaching, and an awareness of some of the issues which occur daily in the American college classroom. Language support consists of additional guidance for all writing assignments, encouraging multiple drafts, and providing extensive feedback on all documents. Spoken language assistance is offered through attention to and correction of pronunciation issues as appropriate in a supportive manner, as well as one class dedicated to general guides for pronunciation and spoken language.

Completion of two graduate semesters in the United States is a prerequisite for this course. Students must be enrolled in a master's or doctoral degree program.

GRAD 6011 is for master's students, and GRAD 8011 is for doctoral students, as required by the UNC Charlotte Academic Policy on Course Numbering.

This course addresses unique needs of international students, providing language and culture support to international students interested in teaching in the US, while teaching skills and tools required for effective teaching anywhere. By addressing the additional needs of international graduate students with respect to teaching in America, this course improves the scope and quality of the Graduate School's professional development offerings aimed at meeting a core competency of Teaching and Instruction.

This course was offered in Fall 2015; 6 students enrolled (five 8000-level and one 6000-level). In an informal survey to determine whether students think the course should be offered again, the students expressed enthusiasm for the course: "I find this course should be continued since it helps not just in learning about teaching but also on handling social situations that revolve around teaching."; "...this class gives [me] a good chance to learn how to teach in a different environment which totally differ[s] from [my] own."; "International students, although [they] understand English, they cannot get certain colloquial examples that natives can get..."; "This class provides a sort of comfort zone for [students] to express [our] ideas and experiences without being judge[d] for [our] different experiences."

IMPACT.

International graduate students will be served by this course; they will self-select but we will know who is international based on visa status.

The course will be taught every semester, once per week for 3 hours, and we expect 6-10 students to enroll each semester. GRAD 6011/8011 will not affect the content or frequency of offering of other courses. The class may reduce enrollment in GRAD 6001/8001, Teaching at the College or University Level, however international students are less likely to enroll in GRAD 6001/8001 than domestic students because of their perceived lack of proficiency in American English. The new course offers a supportive environment while presenting the same material as GRAD 6001/8001. No other areas of catalog copy will be affected.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

- A. **PERSONNEL.** No new faculty, part-time teaching, student assistants and/or increased load on present faculty is required. Dr. Judith Krauss, Faculty for Graduate Teaching in the Center for Graduate Life and Adjunct Graduate Faculty has developed and taught the course.
- B. **PHYSICAL FACILITY.** Is adequate space available for this course? Yes; the Center for Graduate Life includes a classroom for teaching this course and others.

- C. **EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed? None needed.
- D. **COMPUTER.** None needed.
- E. **AUDIO-VISUAL.** None needed.
- F. **OTHER RESOURCES.** None needed.
- G. **SOURCE OF FUNDING.** No new/additional resources are needed.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

A. **LIBRARY CONSULTATION.** Please see Attachment 5.

B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.**

We consulted with Dr. Garvey Pike at the Center for Teaching and Learning; Dr. Tracy Rock, Associate Professor in the College of Education and CTL Faculty Fellow (Attachment 3); Sheryl Meyer, Director of the English Language Training Institute (Attachment 4).

C. **HONORS COUNCIL CONSULTATION.** None necessary.

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. **ORIGINATING UNIT.** The proposal was considered by the faculty member, Dr. Krauss; Interim Director of the Center for Graduate Life, Dr. Goodliffe; and Associate Dean of the Graduate School, Dr. Hall-Hertel. The decision to add the course was unanimous.
- B. **CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**
Review statement and check box once completed:
 The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.
- C. **ATTACHMENTS.**
 - 1. **CONSULTATION:** Attachment 3: Consultation with the Center for Teaching and Learning. Attachment 4: Consultation with the English Language Teaching Institute (ELTI). Attachment 5: Consultation with Atkins Library.
 - 2. **COURSE OUTLINE/SYLLABUS:** Syllabus and Reference List are attached as Attachments 1 and 2.

3. PROPOSED CATALOG COPY: This course, which offers the same curriculum and pedagogy as *GRAD 6001/8001 Teaching at the College or University Level*, is designed for and offered to International graduate students who wish to teach at American colleges or universities. The unique perspectives and cultural experiences of International graduate students will be sought and utilized in covering such topics as developing a teaching philosophy, constructing a syllabus, understanding American students' demographics and learning styles, incorporating active learning and critical thinking, constructing rubrics for use in testing and grading, and applying theories of learning and motivation to the classroom. From this foundation, students will teach during class meetings to gain experience and benefit from peer review. Language support will be offered as needed.

a. For a new course or revisions to an existing course, check all the statements that apply:

- This course will be cross listed with another course.
 There are prerequisites for this course.
 There are corequisites for this course.
 This course is repeatable for credit.
 This course will increase/decrease the number of credits hours currently offered by its program.
 This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an existing Academic Plan of Study?

- Yes. If yes, please provide updated Academic Plan of Study in template format.
 No.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

- Yes. If yes, please provide updated SLOs in template format.
 No.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

Yes. Briefly explain below.

No. Briefly explain below. The text is optional.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

ATTACHMENT 1: COURSE SYLLABUS

Teaching at American Colleges or Universities: Perspectives for International Students

GRAD 6011/8011

Center for Graduate Life: Cone 268

Dr. Krauss

jkrauss@uncc.edu

Course Description: This course, which offers the same curriculum and pedagogy as *GRAD 6001/8001 Teaching at the College or University Level*, is designed for and offered to International graduate students who wish to teach at American colleges or universities. International graduate students come to teaching with very different backgrounds and needs than do domestic graduate students who were educated in the United States. The unique perspectives and cultural experiences of International graduate students will be sought and utilized in covering such topics as developing a teaching philosophy, constructing a syllabus, understanding American students' demographics and learning styles, incorporating active learning and critical thinking, constructing rubrics for use in testing and grading, and applying theories of learning and motivation to the classroom. From this foundation, students will teach during class meetings to gain experience and benefit from peer review.

Pre-or Co-requisites: Completion of two graduate semesters in the United States is a prerequisite for this course. Students must be enrolled in a master's or doctoral degree program.

Course Goals: At the end of the semester, International students will be able to draw on their own educational backgrounds and experiences in order to understand and transition to the educational environment of American colleges and universities. They will have concrete skills and tools for teaching: a teaching philosophy, a syllabus for a course of their choosing, techniques for teaching, and an awareness of some of the issues which occur daily in the American college classroom. They will gain confidence in their teaching style and be able to evaluate good teaching.

Instructional Methods: Lecture, group discussion, class activities, assigned readings, student teaching demonstrations. All printed materials, except the text, are available on Moodle2 (moodle2.uncc.edu).

Suggested Text:

Svinicki, M. & McKeachie, W. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers, 14th Edition*. Belmont, CA: Wadsworth, 2014.

The text is not required. Suggested chapter readings for each week are listed in the schedule.

Additional materials:

Links to articles and documents are provided on Moodle2 , as well as the Powerpoint slides used in class.

Grading: This course requires participation each week in discussions and classroom activities. Written assignments include a teaching philosophy and a syllabus for a future course. In addition, students are required to teach one sample lesson of their choosing. Thus, the grade in this class will be based on the following:

General participation 10%

Written statement of teaching philosophy 30%

Written syllabus 30%

Classroom demonstrations of teaching 30%

A grading rubric for each of the above items is provided.

Grading scale for GRAD 6011:

Grading Scale for GRAD 8011:

90-100 = A

70 -100 = P

80-89 = B

Below 70 = U

70-79 = C

Below 70 = U

Please note: Master's students enrolled in GRAD 6011 have the option of taking this course on a P/U basis. To do this, students MUST verify with their program director or supervisor that this is permitted. Different departments and programs have different policies. This intention must be stated to me NO LATER THAN the first week of class.

Grade Calculation:

Participation _____ x 10% = _____

Teaching Philosophy _____ x 30% = _____

Syllabus _____ x 30% = _____

Teaching Demo _____ x 30% = _____

Total _____ = _____

The total will be equated with the letter grades above. In addition to assessment of student performance with grades, individual feedback will be offered for each teaching demonstration.

Proposed Weekly Schedule (subject to change):

8/27 Week One: - Introduction to the course; discussion of the need for a teaching philosophy

Due: if you plan to use the text, obtain it before week two;

Articles – How to write a teaching philosophy and The philosophy of an apprentice

9/3 Week Two: - Your International background and educational experiences; discussion of how these influence your teaching philosophy and how they will relate to syllabus construction and classroom practices; discussion of “fit” between International educational experiences and the American university culture

Due: chapters 1 and 22; a draft of your teaching philosophy to be shared in group work;

Articles – The struggle to ensure that learning takes place and Teaching clearly can be a deceptively simple way to improve learning

9/10 Week Three: - Technology in the classroom; comparisons between technology use in International classrooms and American classrooms

Due: Chapter 17

Article - on hand-writing notes, titled Ink on Paper

9/17 Week Four: - Who are your students? Understanding American university students and their cultural backgrounds; discussion of how to handle challenging/difficult students and comparison with methods used in International educational settings

Due: chapters 12 and 13

9/24 Week Five: - Active learning: what it is and how to use it; cross-cultural comparisons of this method

Due: chapters 4, 14, 15, and 18; bring a topic for which you’d like to create an active learning exercise

Article – Dissecting the classroom

10/1 Week Six: - Critical thinking: understanding its role and importance in American colleges and universities; modeling it for students and getting them to use it

Due: chapters 20 and 21; bring a topic for which you’d like to create critical thinking questions

Document – Critical thinking

10/8 Week Seven: – Assessment, rubrics, and grading issues in American colleges and universities; cross-cultural comparisons

Due: chapters 7, 8, 9, and 10

10/15 Week Eight: - Using what we know about learning and memory to help students learn; cross-cultural comparisons

Due: chapter 11; final version of teaching philosophy

10/22 Week Nine: - Syllabus construction; in-class workshop to assist with completion

Due: chapters 2 and 3

Articles – How to survive your first years of teaching, Two birds, one teaching statement, and What is your teaching philosophy

10/29 Week Ten: - Accent coaching: Strategies to modify International accents to improve American students' comprehension of the International teacher (presented by a visiting Speech-Language Pathologist)

11/5 Week Eleven: - How to teach online; demonstration by the CTL of classroom clickers

11/12 Week Twelve: - Student classroom teaching demonstrations

11/19 Week Thirteen: - Student classroom teaching demonstrations

Due: final version of syllabus

11/26 Week Fourteen – no class; Thanksgiving break

12/3 Week Fifteen: - Student classroom teaching demonstrations

12/9 Week Sixteen: - Student classroom teaching demonstrations

All students are expected to abide by all University policies, which can be viewed at legal.uncc.edu. Below are selected policies:

Student Authentication: All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at <http://www.legal.uncc.edu/policies/ps-105.html>. Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Credit Hours: This 3-credit course requires three hours of classroom and direct faculty instruction and six hours of out-of-class student work each week for approximately 15 weeks. Out-of-class may include but is not limited to: required reading, library research, written assignments, and studying for quizzes and exams.

Special Accommodations: Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations.

Changes to Syllabus: The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class or by written or email notice.

Sexual Harassment: All students are required to abide by the UNC Charlotte [Sexual Harassment Policy](#) and the policy on [Responsible Use of University Computing and Electronic Communication Resources](#). Sexual harassment, as defined in the UNC Charlotte Sexual

Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Use of Electronic Devices: The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Laptop use is not permitted during class time.

ATTACHMENT 2: REFERENCES

- Ambrose, S., Bridges, M., DiPietro, M., Lovett, M., and Norman, M. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass.
- Bain, K. (2004). *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press.
- Compton, A. (2008). *Pronouncing English as a Second Language, Sixth Edition*. San Francisco, CA: Carousel House.
- Davis, B.G. (2009). *Tools for Teaching, Second Edition*. San Francisco, CA: Jossey-Bass.
- Huston, T. (2009). *Teaching What You Don't Know*. Cambridge, MA: Harvard University Press.
- Ko, S. and Rossen, S. (2010). *Teaching Online: A Practical Guide, Third Edition*. New York, NY: Routledge.
- Lang, J.M. (2008). *On Course: A Week-by-Week Guide to Your First Semester of College Teaching*. Cambridge, MA: Harvard University Press.
- Sarkisian, E. (2006). *Teaching American Students: A Guide for International Faculty and Teaching Assistants in Colleges and Universities, Third Edition*. Cambridge, MA: Harvard University Press.
- Seldin, P., Miller, J., and Seldin, C. (2010). *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions, Fourth Edition*. San Francisco, CA: Jossey-Bass.
- Svinicki, M. and McKeachie, W.J. (2014). *Teaching Tips: Strategies, Research, and Theory for College and University Teachers, Fourteenth Edition*. Belmont, CA: Wadsworth.

ATTACHMENT 3: CONSULTATION WITH THE CENTER FOR TEACHING AND LEARNING

Subject:Re: New Course: Teaching at American Colleges and Universities: Perspectives for International Students

Date: Thu, 1 Oct 2015 11:45:52 -0400

From: Garvey Pyke <J.G.Pyke@uncc.edu>

To: Goodliffe, Julie <jmgoodli@uncc.edu>

CC: Tracy Rock <tcrock@uncc.edu>

Julie:

This course is a great idea. Given that it's focused on international students (or teachers/future teachers) and teaching, have you had the chance to connect at all with Charles Hutchison in COED? He has a lot of expertise in this area, from his own personal experience but also through his research, and he is frequently a guest speaker on the topic. He might be a good guest speaker during Week 2, and he might be good to consult with overall about the course syllabus, structure, topics, etc.

My only other feedback is about the boldly stated "no laptops" policy for the course. I know that some instructors make this choice, and I understand why, but for a course that is preparing future faculty, that policy or choice would be a good topic for the course itself (e.g., Week 3 seems to be a natural spot already, the way it is written). Plus, a lot of students take notes, etc., on their laptops now. It's just an observation, since it seems unusual in a graduate level course.

I've also asked Tracy Rock to take a look and see if she has any feedback. She leads our Teaching Program for Doctoral Students, so I've cc'ed her on this email.

We'll be glad to advertise this. When will it be offered--Spring 2016?

Garvey

J. Garvey Pyke, Ed.D.
Director | Center for Teaching and Learning
The University of North Carolina at Charlotte | Kennedy 207
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-8108 | Fax: 704-687-1482
J.G.Pyke@uncc.edu | <http://teaching.uncc.edu>

Subject:Re: New Course: Teaching at American Colleges and Universities: Perspectives for International Students

Date:Tue, 6 Oct 2015 14:18:23 -0400

From:Rock, Tracy <tcrock@uncc.edu>

To:Garvey Pyke <J.G.Pyke@uncc.edu>

CC:Goodliffe, Julie <jmgoodli@uncc.edu>

Hi Julie,

I also think this course is a great idea. I have had the chance to work with international students in the TPDS program and recognize that they have unique needs and issues as it relates to teaching in the college classroom. This course will allow for specific attention to those needs and provide valuable resources and support for these graduate students. I think it will also provide a nice community of learners for them and reduce the isolation they may feel. I would love to collaborate with Judith and share resources that may be useful for international graduate students who choose to participate in the TPDS.

Best wishes,
Tracy Rock

Tracy C. Rock, Ph.D.

Associate Professor of Elementary Education

UNC Charlotte Center for Teaching and Learning Faculty Fellow

COE Peer Observation of Teaching, Coordinator

University of North Carolina at Charlotte

Department of Reading and Elementary Education

9201 University City Blvd.

Charlotte, NC 28223

Fax: 704.687.3749

Phone: 704.687.8893

Email: tcrock@uncc.edu

ATTACHMENT 4: CONSULTATION WITH THE ENGLISH LANGUAGE TRAINING INSTITUTE

Subject:Comments - Teaching at American Colleges for International Students

Date:Fri, 9 Oct 2015 17:22:27 -0400

From:Meyer, Sheryl <smeyer15@uncc.edu>

To:Julie Goodliffe <jmgoodli@uncc.edu>

Julie,

I will start by saying that I view supporting international students on university campuses as a continuum of services, instruction and guidance throughout their academic careers. The ELTI provides the first point of contact in the continuum by providing instruction of academic English language and skills for adjustment to the U.S. and academic culture. We also test the International Teaching Assistants, which is required by the State, as well as offer and teach an ITA support course for those ITAs who do not pass the test and need additional language support before beginning their teaching responsibilities. Meriam Brown in our department coordinates all of the ITA testing and ITA Support Course instruction

With that small bit of background information, I see Judy's course as an additional step of international student support along the continuum. The ITAs we instruct are generally in their first semester of study in the U.S., while Judy's course provides instruction to students who have already attended at least two semesters of study. The ITA course has a heavy focus on pronunciation and spoken proficiency while giving students an opportunity to practice the language skills in authentic contexts of presenting, instructing and doing group discussions. Judy's course appears to focus more on actual pedagogical issues. While there seems to be some overlap in course content, the students attending the two different classes are not necessarily the same.

My one suggestion would be for Judy to consider consulting with and utilizing Meriam Brown, and the instructors she coordinates, concerning the language acquisition aspects of the course. Meriam is highly trained in teaching pronunciation, oral fluency and other areas related to second language acquisition and has been doing so for many years.

Again, I want to thank you for reaching out, and I hope that we can continue to consult with each other to the end of helping international students succeed and seeing greater student retention at UNCC.

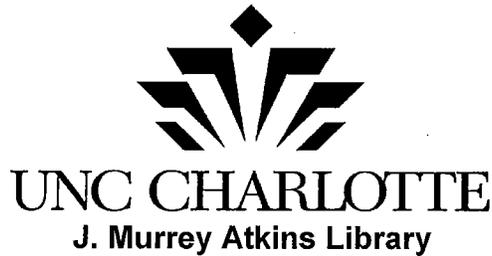
Have a nice weekend.

Sheryl

Live. Learn. Be Global.

Sheryl Meyer | Director
UNC Charlotte | English Language Training Institute
9201 University City Blvd. | Charlotte, NC 28223 | USA
Phone: 704-687-7743 | Fax: 704-687-1661
smeyer15@uncc.edu | http://elti.uncc.edu

ATTACHMENT 5: CONSULTATION WITH ATKINS LIBRARY



Consultation on Library Holdings

To: Julie Goodliffe, Center for Graduate Life

From: Judy Walker, Education/ Psychology Librarian

Date: October 15, 2015

Subject: GRAD 6011/GRAD 8011: Teaching at American Colleges or Universities:
Perspectives for International Students

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** October 15, 2015

Please Check One:

- Holdings are superior _____
- Holdings are adequate X
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

We are already supporting GRAD 6001/8001 which offers the same curriculum, thus we have adequate holding for the course.

A handwritten signature in cursive script that reads "Judy Walker".

Evaluator's Signature

October 15, 2015

Date

Christi Skerlak

From: Christi Skerlak
Sent: Wednesday, December 09, 2015 10:51 AM
To: Hall-Hertel, Katherine (khallher@uncc.edu)
Cc: Tom Reynolds; Dennis Livesay (drivesa@uncc.edu); jmgoodli (jmgoodli@uncc.edu)
Subject: Graduate Course Proposal GRAD 10-15-15 New Course GRAD 6011, 8011 Teaching at American Colleges
Attachments: GRAD 10-15-15 New Course Teaching at American Colleges.pdf

The Graduate Council met on December 1, 2015 to consider the above graduate course proposal. The following revisions are requested:

GRAD 10-15-15 New Course Teaching at American Colleges

A discussion took place and the following revisions were requested:

- Text edit under letter B. Justification, add “some” to the third sentence, “International students are welcome to take GRAD 6001-8001 Teaching at the College or University Level along with domestic students, but “**some**” international students are unfamiliar with the educational environment of the US.

There being no further discussion a motion was made to approve pending the one editorial revision. McGregor made the motion with a second from Steck. The motion was passed unanimously.

Please make the requested revisions and send me one revised hardcopy and an electronic copy. I will attach the original signature sheet and have Chair Livesay approve and then forward to Faculty Governance.

Thank you,
Christi Skerlak

**Christi Skerlak | Executive Assistant to the Dean,
Graduate Council Secretary
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cskerlak@uncc.edu | <http://www.graduateschool.uncc.edu>**

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