ELED Faculty Meeting  
August 20, 2010  
Minutes

Attendance

Leigh Ausband, Louise Baucom, Joyce Frazier, Christy Luce, Melinda McCabe, Adriana Medina, Maryann Mraz, Robert Rickelman, Tehia Starker, Bruce Taylor, Jean Vintinner, Karen Wood, Marvin Chapman, Sherell Fuller, Crystal Glover, Amy Good, Michael Green, Jennifer Hathaway, Misty Hathcock, Janice Hinson, Hal Jaus, Melanie Johnson, Jack Piel, Paola Pilionieta, Drew Polly, Kate Popejoy, and Tracy Rock attended the meeting.

Bob Audette, Bertie Billups, Stephen Hancock, Cindy Hopper, Brian Kissel, and Maria Yon were not able to attend.

Dr. Jan Hinson, Chair, called the meeting to order.

1. Announcements:
   - Jan said Good Job! to Dr. Fuller for heading up Freedom School this summer.
   - Jan congratulated Jack Piel and Michael Green on another successful summer for MATH CAMMP. This was Math CAMMP’s 20th anniversary and Jack estimated that over 4,000 students have attended over the years.
   - Paola Pilionieta told the faculty that she had a wonderful time at ETS this summer. She traveled a lot and learned a lot about how ETS eliminates bias from test questions.
   - We will be getting a new copier. This copier will print and scan in color and should arrive soon.
   - Tracy Rock thanking Maria Yon for taking on a course in the PhD program.
   - Misty Hathcock announcing the first year of a new program called “First 3” where students who have just graduated will be meeting for support seminars to help them through their first year of teaching.

2. Collaborative opportunities at Kannapolis Intermediate School.
   - Leigh Ausband introduced Rachael Rovenstine from Kannapolis Intermediate School. Rachael discussed collaborative opportunities for faculty and students at KIS such as clinical hours for students and faculty professional development workshops. See attachment (A)

3. REEL Scholarship Fund.
   - Linda Breen presented information about the REEL scholarship fund. The REEL Scholarship has been established and is an active fund, meaning that contributions have been made to it. Linda explained different ways faculty can contribute. She encouraged faculty to contact her for any questions and to get started on contributing. See attachment (B)
• Criteria for how the funds will be distributed will be created by a committee consisting of the Department’s full professors. They are Hal Jaus, Bob Rickelman, and Karen Wood. These professors will work closely with Linda Breen to establish the criteria and the present it to the faculty for approval.

4. Chair’s 2010-2011 Goals.
   • Jan reviewed her goals as chair for this year. See attachment (C)

5. Department’s 2010-2015 Strategic Goals and Strategic Goals Committee
   • Jan reviewed the Department’s Goals which are part of the 2010-2015 Strategic Plan. See attachment (D)
   • The Strategic Planning Committee will meet at least twice a year to review the Department’s Goals and Strategic Plan and make recommendations. The committee will consist of the same members it had last year. The members are Jack Piel, Tehia Starker, Bruce Taylor, and Jean Vintinner.

6. Budget and Budget Committee.
   • We will continue with the same budget committee we had last year. Members are: Hal Jaus, Adriana Medina, Kate Popejoy, and Bob Audette. Amy Good will be added to the committee this year. She is replacing Sara Ramsey.
   • We are still waiting to receive our budget for the new school year, but Jan expects it to be the same as last year’s budget, $38,400.
     i. This year, travel money will be awarded at the previous rate of $1,000 per faculty member.
     ii. Teaching materials that were not ordered in time last semester will be ordered this semester after the freeze is lifted.
     iii. We will not have the money to for GA’s; however, faculty can use grant money to support GA’s.
     iv. If the dean provides additional support for student workers, we will continue to employ Simon Girma for the coming year. We will also hire Andrea Oliver, our student worker from last year. We fill in with Work Study Students (at no cost to the Dept or College) as needed.

7. ELED Report.
   • Two-semester transition for ELED program.
     i. Sherell Fuller provided the faculty with an overview of a two semester transition to enable students coming into the ELED program to get the course work they needed before entering the block during the second semester of their junior year. This proposal was discussed at length at the ELED Program meeting on Aug 19th. Dr. Fuller provided the faculty with an updated sequence of courses for ELED revisioned program (See attachment E). A motion was made by Bruce Taylor to adopt the two-semester transitional plan and seconded by Kate Popejoy. The motion passed with a vote of 23 to support and 0 opposed.

• K-6 Math Add-On Endorsement.
i. Dr. Polly moved to have the faculty vote on the Math Add on endorsement. (See attachment F). Dr. Piel seconded and the faculty voted with a show of hands. The vote was unanimous, 23 in favor, none opposed.

- Dual Licensure program
  - Sherell Fuller announced that the Dual Licensure program progress. She said we will eventually need to make sections for just the dual licensure program students. This year we have nine students enrolled in the program.
- MAT admission requirements
  - Jan reviewed the MAT admission requirements that were established by the Professional Education Council. This matter will be addressed again at the next Elementary Education Program meeting.

8. READ Report.
   - Karen Wood presented information about admission and enrollment numbers for the READ program. She also presented charts on the number of courses READ professors teach in REEL and for MDSK (See attachment G)

9. Spring Scheduling.
   - Sherell Fuller announced to the faculty that the Spring Scheduling will start soon. She will be emailing the faculty soon to get information to build the spring schedule.
   - Jack Piel will be conducting an audit of our summer courses and building the summer schedule. He will also be assisting with the spring schedule.
   - Dispositions. Sherell Fuller announced that she will be working on disposition issues with the disposition committee. Dr. Popejoy is the committee chair so please forward concerns about academic progress and dispositions to her attention.

    - Conflict of Interest forms and External Pay forms. Faculty members were asked to complete Conflict of Interest forms and External Pay forms. These forms must be completed and returned to Melanie Johnson.
    - Incompletes. Bob Rickelman reminded faculty members to make sure incompletes are completed in a timely manner and to avoid assigning incompletes if possible because they are difficult to resolve if faculty members leave the university.
    - Faculty members asked the office staff to check department and university forms to make sure we are using the most current ones.
List of Attachments

B. Attachment B, Reel Scholarship Information
C. Attachment C, Chair Goals
D. Attachment D, Department Strategic Goals
E. Attachment E, ELED revisioned program changes
F. Attachment F, Math Add on endorsement.
G. Attachment G, Charts and information on the READ program
Criteria for KIS’s successful collaboration with UNCC

- Communication between professor and PDS committee before interns come to KIS
- PDS committee is given a copy of syllabus (or assignments that will be done based on clinical experiences) to inform the teachers the interns would be working with.
  - What is the professor’s expectation of the interns during the clinical?
- Orientation: One of our teachers can come to your class, or we can all meet on KIS campus once together. (We will explain technology options, our school mission, dress code, etc.)
  - What is important for interns to know before coming on KIS campus?
- Opportunities for interns to participate in KIS staff development and KIS staff to participate in professional development at UNCC
  - How can we make our connection valuable for KIS and UNCC staff and interns?

KIS could use your help!

Our connection with UNCC is growing and we are ready for a new step! The staff at KIS is doing an in-depth study on the book *Strategies That Work*. We are in search of the best strategies to teach children reading and literacy in the content areas. We would like to invite you to work with us to learn more! I have attached the schedule and the topics for the days we will be meeting. I would love to talk to you about presenting some hands on activities teachers could take back to their classrooms, which follow one of the topics. As PDS is a relationship between both of us, I would also like to discuss what it is we could do to help you and your students. We could bring some of these topics to your classes or maybe even bring your students to our school to participate in them. We are open for ideas and would love your participation this year. I look forward to hearing from you!

PDS Contacts:
Leigh Ausband (UNCC)
lausband@unc.edu (704)687-8396
Rachael Roenstine (KIS)
rachael.roenstine@kcs.k12.nc.us (704)932-4161 ext. 148
"Strategies that Work" Schedule for 2010-2011

These meetings will be held at KIS, the 4th Wednesday of each month listed. Meetings start at 2:15 and last about two hours.

September- Self-Monitoring

October- Making Connections
          Making Predictions

November- Questioning

December- Visualizing/Inferring

January- Determine Importance

February- Summarize/Synthesize

March- Test Reading

April- Content Literacy

May- Textbook Reading
Reading and Elementary Education Department Scholarship Fund

Topics:
1. Establishing the Fund – next steps
2. Develop Criteria
3. How the Fund Works
4. When does the department begin awarding scholarship
5. Time span for gift commitments
6. Ways you can make your gift
7. Confidentiality
8. Recognition

1. Fund and account has been established as the REEL Department Scholarship Fund
   a. Establishing the criteria for dispersing funds
      i. What will be funded? Endowed Scholarship
      ii. What will the funds pay for? Scholarships

2. Developing the criteria
   i. Scholarship committee will be appointed by department chair
   ii. Linda will review specifications for criteria with appointed Scholarship committee
   iii. Committee will develop REEL’s Scholarship criteria and present plan to faculty for review, comments, suggestions
iv. Committee will submit criteria to Linda and Mary Lynne for review
v. Linda reviews criteria with University team to ensure criteria is within University mission and State laws
vi. Faculty will vote to approve the criteria
vii. When at endowment level a fund agreement is created with the criteria included, signed by VC of Finance and Development – becomes binding and must be followed through exactly as stated in document – College scholarship committee led by Associate Dean, DOD, and Assistant Dean, ensure all specifications have been followed according to the Fund Agreement

3. How the Fund works
a. **Non Endowed Fund** – Linda requests fee waiver – cannot be spent and earns no interest
b. **Endowed** when gifts and commitments reach $25,000 level – builds interest in the principal,
c. Endowment currently 5% of interest is awarded, any remaining percentage is returned to the principal to build the Endowment
d. Currently - payout is based on the previous twelve quarters
e. Endowment reports each January – Awards made in spring
f. Current commitments total $3,000

4. Once the Fund is paying out enough interest to award scholarships, the Scholarship committee will meet yearly to disperse funds.

5. Time span for gift commitments

- **One time gift/donation** or a **Multi-Year gift commitment** over 3 – 5 years, **Note:**
  commitment is also renewable after initial commitment is paid and also option at anytime to include the scholarship in your living will

- **Commitment is non-binding** - not a legal document -

6. Where and how you can make your gift (designation to REEL Scholarship):

   a. Schedule time with Linda to walk you through the process, especially if you have any questions or concerns

   b. Go to UNC Charlotte online giving form (will provide link)

   c. Payroll deduction (online form or from Linda)
      Check (made payable to UNC Charlotte Foundation – will provide info)
d. Credit Card – can use this type of payment for
multi-year pledge by going online each payment
period (shredded and not kept when made
online)
e. Automatic Draft (checking account – set up via
Linda or online)
f. Stocks and Securities (See Linda)
g. Land (See Linda)
h. You may also want to consider naming the
scholarship in your living will

7. Confidentiality when you make a gift

a. Two gift reports:

i. University wide gift report: only Linda
   has access to this report

ii. College based report is provided to the
    College leadership and Lisa Newman for
    the purpose of writing acknowledgement
    letters to donors No amounts are
    available for staff giving in this report

b. Donor Bill of Rights - Linda can provide this to
   you
i. Example: College would ask your permission to publicize your gift

ii. Testimonials are beneficial to inspire others

c. All donor information is stored in Banner and managed only by the Office of Development staff (includes Linda and Lisa Newman) who are bound by confidentiality

8. Recognition for your gift

a. Donor Honor Roll for the University and College – no amounts are listed on either Honor Roll you can request to remain anonymous
Chair's Goals
2010-2011

Janice Hinson

1. Promoting the well-being of the department by encouraging faculty members to participate in shared leadership decisions and experiences.

2. Providing fair and equitable leadership that leads to a continuation of professional growth and personal job satisfaction for all department members.

3. Continuing to support a culture of research and scholarship.

4. Facilitating and supporting the acquisition of external funding.

5. Increasing the use of technology in teacher preparation and departmental operations.
The Department of Reading and Elementary Education
2010-2015 Goals

1. The Department will work toward establishing and maintaining an electronic record keeping system to include: Student records, advising materials and all pertinent documentation to improve issues related to access, confidentiality and data integrity.

2. The Department will increase graduate enrollments by exploring alternative delivery systems such as distance, online, and hybrid courses.

3. The Department will examine appropriate data related to the PhD., M.Ed., MAT, GCT., and make necessary revisions to programs as needed.

4. The Department will demonstrate a commitment to diversity by developing coursework at all levels related to diversity, as well as develop substantive ways to recruit and retain diverse faculty and students in all programs.

5. The Department will demonstrate a commitment to globalization by developing coursework at all levels related to global perspectives.

6. The Department will work to achieve a distinguished record of scholarship.

7. The department will develop highly-qualified school professionals who are valued by prospective employers for their ability to organize classrooms, reflect global perspectives, respond to diversity, and use differentiated instructional strategies effectively.
## Updated Sequence of Courses for E"D Revised Program (TEAL Changes)

### OLD

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<thead>
<tr>
<th>Freshman 1</th>
<th>Freshman 2</th>
<th>Sophomore 1</th>
<th>Sophomore 2</th>
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<td>READ 3224</td>
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<td>~2.5 GPA</td>
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**Most students have completed Gen Ed and will either have:**
- All concentration/ minor courses to take
- No courses to take
- Only part time

**Don't apply to ELED until end of this semester**

**ALL newly admitted students are trying to get into these courses at same time (while some current students still need courses)**

### UPDATED

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**All these courses must be completed over the course of these two semesters.**
University of North Carolina at Charlotte

Revised: Graduate

Course and Curriculum Proposal from: Department of Reading and Elementary Education

Long Form Course and Curriculum Proposal:

_Reorganization of the Elementary Education (K-6) Graduate Certificate in Teaching Program

**PROPOSAL SUMMARY OF CATALOG COPY.**

1. **SUMMARY.** The Department of Reading and Elementary Education proposes to add 6 courses to the Program of Study focused on Elementary School (K-5) Mathematics. These courses are all part of an 18-hour statewide Add-on license for classroom teachers, mathematics coaches and others interested in developing their content and pedagogical knowledge related to elementary school mathematics. The program of study includes:

   a. **ELED 6301:** Number Systems & Operations: K-5 Mathematical Tasks
   
   b. **ELED 6302:** Geometry & Spatial Visualization: Assessing Student Knowledge (Diagnosis & Intervention) in the K-5 Mathematics Classroom
   
   c. **ELED 6303:** Algebraic Reasoning: K-5 Discourse & Questioning
   
   d. **ELED 6304:** Rational Numbers & Operations: K-5 Learning Trajectories
   
   e. **ELED 6305:** Data Analysis and Measurement: K-5 Classroom Interactions
   
   f. **ELED 6306:** Mathematical Modeling: Helping Teachers Develop as Elementary School-based Leaders in Mathematics

2. **PROPOSED CATALOG COPY.**

   **Program:** The Elementary School Mathematics Licensure Program is an 18-hour program that meets the requirements for the North Carolina Elementary School Mathematics Add-On License. Fifteen of the 18 hours can also be included as part of the Master's of Education in Elementary Education degree.

   **Prerequisite:** Admission to the Elementary School Mathematics program.

   **ELED 6301:** _Number Systems and Operations: Selecting, Designing, and Using Mathematical Tasks in the K-5 Classroom_. (3). Generating mathematical representations and making explicit connections between concepts. Pedagogy designed to equip elementary teachers to become mathematics teacher-leaders in school settings; Focus given to topics integrated within mathematical strands. (_Fall, Spring, Summer_).

   **ELED 6302:** _Geometry & Spatial Visualization: Assessing Student Knowledge (Diagnosis & Intervention) in the K-5 Mathematics Classroom_. (3). Formative and summative assessment strategies of students’ geometric thinking in elementary grades;
Concept development of 2- and 3-dimensional Geometry. Attention also given to
diagnosis of student errors. (Fall, Spring, Summer).

ELED 6303: Algebraic Reasoning: K-5 Discourse & Questioning. (3). Focus on the early
algebra concepts of functional thinking and generalized arithmetic in relationship to
pedagogical practices centered on questioning in the mathematics classroom. (Fall,
Spring, Summer).

ELED 6304: Rational Numbers & Operations: K-5 Learning Trajectories. (3). Focus on
rational number concepts through learning trajectories at the K-5 level; attention also
given to problem solving and content knowledge. (Fall, Spring, Summer).

ELED 6305: Data Analysis and Measurement: K-5 Classroom Interactions. (3). Focus on
statistical literacy of elementary teachers and the teaching of data analysis and
measurement to K-5 students; attention is also given to learning methods which facilitate
appropriate classroom interactions. (Fall, Spring, Summer).

ELED 6306: Mathematical Modeling: Helping Teachers Develop as Elementary School-
based Leaders in Mathematics. (3). Generating mathematical representations and making
explicit connections between concepts. Pedagogy designed to equip elementary teachers
to become mathematics teacher-leaders in school settings; Focus given to topics
integrated within mathematical strands. (Fall, Spring, Summer).

JUSTIFICATION.

1. On July 9, 2009, the North Carolina State Board of Education approved the establishment
of an Elementary Mathematics Add-On License with a program of study, including six
courses totaling 18 graduate credit hours, focused on the mathematical knowledge needed
for successfully teaching mathematics at the elementary level. The coursework helps
teachers build the necessary understanding of mathematics, the process of learning
mathematics and children’s mathematical thinking in order to be strong mathematics
teachers. The Elementary Mathematics Add-on License is a coordinated effort between
the North Carolina Department of Public Instruction (NCDPI), the University of North
Carolina General Administration (UNCGA), statewide LEA representation at the school
and district levels, and university faculty representation from colleges of education and
arts and science. To assure consistency of program, any university approved by the UNC
System to offer the program-of-study will need to include all six courses. The successful
completion of the program-of-study will require grades of B or better on all courses.
Elementary Mathematics add-on licensure students may be eligible to transfer up to 15
credits from the program of study to the MED in Elementary Education.

2. The Association for Mathematics Teacher Educators has recently published standards for
Elementary Mathematics Specialists (see:
http://amte.net/sites/all/themes/amte/resources/EMSStandards_Final_Mar2010.pdf). This
program of study has been designed to address those standards.
CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS.

1. Library consultation (attached)

2. Consultation with other departments or units
   a. The Department of Mathematical Sciences has been consulted. See attached letter.

INITIATION AND CONSIDERATION OF THE PROPOSAL.

1. Originating Unit
   a. Faculty within the Department of Reading and Elementary Education unanimously elected to approve this proposal on August 20, 2010.

2. Other considering units
   a. None.

ATTACHMENTS.

1. Course Outline for ELED 6301: Number Systems and Operations: Selecting, Designing, and Using Mathematical Tasks in the K-5 Classroom
2. Course Outline for ELED 6302: Geometry & Spatial Visualization: Assessing Student Knowledge (Diagnosis & Intervention) in the K-5 Mathematics Classroom
3. Course Outline for ELED 6303: Algebraic Reasoning: K-5 Discourse & Questioning
5. Course Outline for ELED 6305: Data Analysis and Measurement: K-5 Classroom Interactions
6. Course Outline for ELED 6306: Mathematical Modeling: Helping Teachers Develop as Elementary School-based Leaders in Mathematics
7. Consultation with MATH
8. Consultation on Library Holdings
Reading, Language & Literacy

Fall Report 2010
Report on Master’s Degree in Reading Education

- Enrollment n=91
- Rowan County cohort n=22
  - Graduation Date May, 2011
- Admissions 2009-10 n=24
- Denied admission since fall, 2009 n=4
- Graduates from spring 2009-2010 n=34
- Plans underway for a new cohort (Iredell? Cabarrus?)
Reading Doctoral Program Enrollment

• Total number of doctoral students n=17
• Dissertation Stage; Passed comps n=8
  – Expected graduation date, May 2011 n=2
• Taking coursework n=9
  – Spring, 2011 comps n= 2
Course allotments per program

Fall 2010

- GCT (3)
- ELED (6)
- MDSK (6)
- READ Med (5)
- READ PhD (1)
Course allotments per program
Spring 2010

- GCT (3)
- ELED (9)
- MDSK (9)
- READ Med (6)
- READ PhD (1)
Course allotments per program
Fall 2009

- GCT
- ELED (6)
- MDSK (6)
- READ Med (7)
- READ PhD (1)