

# LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: EDDL 02-21-12

Proposal Title ADMN 8172 Higher Education in the United States

Originating Department Educational Leadership

TYPE OF PROPOSAL: UNDERGRADUATE \_\_\_\_\_ GRADUATE X UNDERGRADUATE & GRADUATE \_\_\_\_\_  
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
2/27/12	2/27/12	2/27/12	Approved	<u>DEPARTMENT CHAIR</u> Dawson Hancock <i>Dawson Hancock</i>
2/27/12	2/29/12 - 3/12/12	3/13/12	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> Kelly Anderson <i>Kelly Anderson</i>
		<del>3-16-12</del>		<u>COLLEGE FACULTY CHAIR</u>
		3-16-12	approved	<u>COLLEGE DEAN</u> Mary Lynne Calhoun <i>Mary Lynne Calhoun</i>
				<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
3-19-12	4-3-12	4-5-12	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses) <i>Rob Roy McGregor</i>
				<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

## **THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE**

### **NEW COURSE, GRADUATE**

ADMN 8172: *Higher Education in the United States* from the Department of Educational Leadership

New Graduate Course for Ed.D. in Educational Leadership Community Track

### **PROPOSAL SUMMARY**

The Department of Educational Leadership proposes to add one new course in the 18 semester credit hour Adult and Higher Education specialization in the program's Community Track. The course may also be used as an elective for Ed.D. students in other program tracks/specializations and doctoral students from additional doctoral programs in education.

### **PROPOSED CATALOG COPY**

ADMN 8172. *Higher Education in the United States*. (3) A review of the development of American higher education utilizing historical perspectives and relating them to the contemporary system. The primary topics include college students, faculty, curriculum, governance, finance, and the context that informs change in American postsecondary education. *(On Demand)*

### **JUSTIFICATION**

The Educational Leadership Doctoral Program admits approximately 30 students each year, 15 in the School Track and 15 in the Community Track. Within the Community Track, the program admits a majority of students with a focus in higher education. As this focus continues to be developed in the Educational Leadership program, a course on *Higher Education in the United States* would provide doctoral students with a fifth higher education-specific course (the others being ADMN 8170: *Introduction to the Community College*, ADMN 8171: *The American College Student*, CUSU 8126: *National and International Developments in the Community College*, and CUSU 8127: *Comparative Higher Education*).

*Higher Education in the United States* is critically important to the preparation of higher education leaders, since it provides a baseline of knowledge related to the evolution of higher education in our nation. For example, the founding of Harvard in 1636, the national university movement in the late-18<sup>th</sup> and early-19<sup>th</sup> centuries, the Yale Report of 1828, the Morrill Land Grant Acts of 1862 and 1890, the founding of Johns Hopkins University as the first German-style research university, the Servicemen's Readjustment Act of 1944, the Higher Education Act of 1965, and the creation of the Basic Educational Opportunity Grants in 1972, among many other major developments, represent the foundations upon which we can understand the contemporary system of higher education. This course will provide opportunities for students to

learn about and reflect on these movements and how they influence today's dynamic higher education environment.

Requirements for course enrollment include doctoral student status and permission by the department of Educational Leadership.

The course number is ADMN 8172 (8000=doctoral-level coursework, 81--=a course number in the Educational Leadership course sequence, ADMN=administration/leadership-focused courses in the Department of Educational Leadership).

## **IMPACT**

### **What group(s) of students will be served by this proposal?**

Primarily, doctoral students in the Educational Leadership Community Track will be served as they complete their 18 semester credit hours of required specialization courses. Additionally, students from the Educational Leadership School Track and doctoral students in Special Education, Curriculum and Instruction, Counseling, and doctoral programs in other colleges will be eligible to enroll in this course as an elective. Those in other doctoral programs, who intend to pursue higher education faculty positions, may find this course particularly relevant to their future roles at colleges and universities.

### **What effect will this proposal have on existing courses and curricula?**

There is no foreseeable effect that this proposal will have on existing courses or curricula. With few established higher education courses in the Educational Leadership Doctoral Program, a course on *Higher Education in the United States* will add capacity in this focus area rather than duplicate current course offerings. Other courses on the *American College Student*, the *Community College*, and those focused on international issues complement this course which serves as the orientation to the American system of higher education with specific emphasis on faculty, students, curriculum, finance, and governance.

### **When and how often will added course(s) be taught?**

The course will be offered on demand.

### **How will the content and/or frequency of offering of other courses be affected?**

The creation of this course should not have a negative impact on existing course offerings and will add a much needed complement to the Educational Leadership doctoral program for students interested in higher education.

### **What is the anticipated enrollment in course(s) added (for credit and auditors)?**

Course enrollment is anticipated to be from 10 to 15 students per semester offered.

### **How will enrollment in other courses be affected? How did you determine this?**

Adding this course should not reduce enrollments in other courses in the Department of Educational Leadership. This course has been offered twice since Summer 2010 as a topics class, and instituting the course as a permanent part of the curriculum will serve as a continuation of its offering to Community Track students. In addition, the creation of this course helps to establish UNC Charlotte's role in preparing higher education leaders and may serve as another enticement for college and university professionals interested in pursuing a doctoral degree.

**If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.**

*Higher Education in the United States* has been offered as ADMN 8000, *Topics in Educational Leadership* on two occasions. In Summer 2010, 19 students enrolled, and in Fall 2011, five students enrolled. The department anticipates consistent enrollment once the course is established and while students work with their faculty advisors to develop a plan of study.

**Identify other areas of catalog copy that would be affected, e.g., curriculum outlines, requirements for the degree, etc.**

Adding *Higher Education in the United States* would not impact curriculum outlines or requirements for the degree since the course would serve as part of the 18 semester credit hour specialization rather than as part of the program foundation.

In reference to the 2011-2012 Graduate Catalog, the following course description would be added to the catalog immediately following the course description for ADMN 8171 on page 184:

ADMN 8172. *Higher Education in the United States*. (3) A review of the development of American higher education utilizing historical perspectives and relating them to the contemporary system. The primary topics include college students, faculty, curriculum, governance, finance, and the context that informs change in American postsecondary education. (On Demand)

**RESOURCES REQUIRED TO SUPPORT PROPOSAL**

**Personnel**

None. There is sufficient faculty in the Department of Educational Leadership to teach this course, including Dr. Mark D'Amico, Assistant Professor, and Dr. Alan Mabe, Professor.

**Physical facility**

None.

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**Equipment and supplies**

None.

**Computer**

Current computer labs and capabilities provided by the University are sufficient.

**Audio-visual**

None.

**Other resources**

None.

**Sources of funding for new/additional resources**

N/A.

**CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS**

**Library consultation**

Consulted with Judy Walker, Curriculum Materials and Education Reference Librarian, who determined that resources are adequate (completed *Consultation on Library Holdings* form attached).

**Consultation with other departments or units**

Consulted with College of Education doctoral program coordinators in January-February 2012 (letters/e-mails attached). In addition, the proposal was shared with the College Leadership Council on February 13, 2012.

**INITIATION AND CONSIDERATION OF THE PROPOSAL**

**Originating unit – Department of Educational Leadership**

The proposal was presented to the Department of Educational Leadership faculty on February 21, 2012 for their consideration. The affirmative vote was unanimous (see attached sample ballot).

**Other considering units**

Three doctoral program coordinators in other departments of the College of Education provided support for this proposal (letters/e-mails attached). The proposal was also discussed with the College Leadership Council on February 13, 2012.

**ATTACHMENTS**

Attachments include:

- Consultation on Library Holdings
- Correspondence with other College of Education doctoral program coordinators
- Department ballot (example)
- Course syllabus

EDLD 02-21-12

**To:** Mark D'Amico, Dept. of Educational Leadership  
**From:** Judy Walker, Education/Curriculum Materials Librarian  
**Date:** February 9, 2012  
**RE:** Consultation on Library Holdings

**Course/Program:** ADMN 8172: Higher Education in the United States

**Summary of Librarian's Evaluation of Holdings:**

**Evaluator:** Judy Walker      **Date:** February 9, 2012

**Please Check One:**

- |   |              |
|---|--------------|
| Holdings are superior   | _____        |
| Holdings are adequate   | <u>  X  </u> |
| Holdings are adequate only if Dept. purchases additional items. | _____        |
| Holdings are inadequate   | _____        |

**Comments:**

With the reworking of the library's book order profile, we are already getting more resources in this area than we were in the past. However, a quick search of the catalog indicated we had over 2,000 volumes in this area dating all the way back to the late 1800s. But the bulk of the collection is less than 20 years old. The library has all of the major education databases as well as a variety of interdisciplinary databases, which will also include articles on this topic. And of course students can order resources we do not have through our interlibrary loan service.



**UNC CHARLOTTE**  
**College of Education**

**Department of Special Education and Child Development**

9201 University City Blvd, Charlotte, NC 28223-0001  
t 704.687.3772 f 704.687.2916 www.uncc.edu

January 30, 2012

**TO: Dawson Hancock**  
**FROM: Diane Browder**  
**RE: Support for new doctoral course**

**This is to offer my support for the proposed new doctoral course on Higher Education in the United States. This course will be an important addition to the doctoral program in educational leadership and does not duplicate other course offerings.**



EDLD 02-21-12

**From:** Culbreth, Jack  
**Sent:** Wednesday, February 01, 2012 10:21 AM  
**To:** Hancock, Dawson  
**Subject:** New Course Proposal - ADMN 8172

Dawson,

I think the course "Higher Education in the United States" would be an excellent addition to the community track in Higher Ed. We have some doc students who might be interested in taking a course such as this as an elective. These doc students are typically focused on counseling and development issues at the higher education level. This course could provide a solid grounding in the historical development of our system leading to today's higher education environment.

Good luck.

Jack

John R. Culbreth, Ph.D.  
Professor|Doctoral Program Coordinator  
Department of Counseling|University of North Carolina at Charlotte  
9201 University City Blvd.|Charlotte, NC 28223  
704-687-8973|<http://education.uncc.edu/counseling>

EDLD 02-21-12

**From:** Mraz, Maryann  
**Sent:** Tuesday, January 31, 2012 12:37 PM  
**To:** Hancock, Dawson  
**Subject:** New Course Proposal - ADMN 8172

As Doctoral Program Coordinator for the Curriculum & Instruction Ph.D. program, I support the proposed ADMN 8172, *Higher Education in the United States* course. This course would be an appropriate and helpful elective for students across the six strands of our program who plan to pursue careers in higher education. Currently, we do not have a course that addresses this topic.

Best,  
Maryann

*Maryann Mraz, Ph.D.  
Associate Professor  
Doctoral Program Coordinator - Curriculum & Instruction  
University of North Carolina at Charlotte  
College of Education  
Dept. of Reading & Elementary Education  
9201 University City Blvd.  
Charlotte, NC 28223  
[MMraz@uncc.edu](mailto:MMraz@uncc.edu)*



**UNC CHARLOTTE**

College of Education  
Department of Educational Leadership  
9201 University City Blvd., Charlotte, NC 28226-0000  
(704) 687-8857, www.unc.edu

**MEMORANDUM**

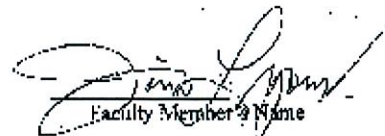
**TO:** Department of Educational Leadership Faculty  
**FROM:** Dawson R. Hancock  
Chair  
**RE:** Proposal for ADMN 8172 (Higher Education in the United States)  
**DATE:** February 21, 2012

As the first step in the University's course approval process, Department faculty members are required to vote on the proposal for a new course. Please annotate below your approval or disapproval of the attached proposal, sign your name, and return this form to Becca Hoffi by Friday, February 24. Thanks!

Proposal for ADMN 8172 (Higher Education in the United States)

Approve  
 Disapprove

Comments:

  
Faculty Member's Name



**Department of Educational Leadership**

**Course Outline**

**COURSE NUMBER:** ADMN 8172

**CREDIT HOURS:** 3

**COURSE TITLE:** Higher Education in the United States

**CATALOG DESCRIPTION**

ADMN 8172. *Higher Education in the United States*. (3) A review of the development of American higher education utilizing historical perspectives and relating them to the contemporary system. The primary topics include college students, faculty, curriculum, governance, finance, and the context that informs change in American postsecondary education.

**COURSE PREREQUISITES**

Requirements for course enrollment include doctoral student status and permission by the department of Educational Leadership.

**COURSE RATIONALE**

American higher education has evolved since Harvard's founding in 1636. Understanding the major historical developments of higher education in the United States is critical for leaders to understand the contemporary higher education system. This course provides a review of the primary topics in American higher education to assist current Educational Leadership doctoral students as they develop a more complete perspective of their professional environment. The course addresses elements of the College of Education's Conceptual Framework and NCATE Standards by building *knowledge/knowledge and skills* through an understanding and reflection on contemporary issues in higher education and the historical developments leading to current conditions; *effectiveness/student learning* by examining higher education access and drivers for student success in American higher education; and *commitment/dispositions* by exploring self-awareness and appropriate application of knowledge regarding American higher education developments in the professional environment. In addition, the course addresses Educational Leadership Constituent Council (ELCC) standards (1. *vision*, 2. *organizational culture*, 3. *management*, 4. *collaboration*, 5. *integrity*, and 6. *political*) through the course objectives.

## **COURSE OBJECTIVES**

Upon successful completion of this course, the learner will be able to:

- Demonstrate an understanding of the major developments in U.S. higher education. (ELCC 1)
- Critically examine the impact of historical and policy developments of American higher education on the contemporary system. (ELCC 1,2,3)
- Apply the knowledge gained about higher education issues to their professional environments and the field of higher education administration. (ELCC 1,2,3,4,5,6)
- Gain a working knowledge of the major topics of higher education (e.g. students, faculty, curriculum, governance, finance). (ELCC 2,6)
- Demonstrate an understanding of the social role of American higher education institutions regarding issues of access and student success. (ELCC 1,2,3,5)
- Relate the material to relevant higher education trends and directions, research literature, and one's research agenda. (ELCC 1)

## **INSTRUCTIONAL METHODS**

This course uses a process of shared learning that involves an exchange of information between the instructor and students. A combination of lectures, student presentations, and independent reading and reporting on relevant literature will guide student learning. All assignments are assessed with detailed feedback given to the students to advance their learning. Additionally, student input on the material and instructional methods results in continuous improvement.

## **COURSE CONTENT**

### **Topical Outline of Course Content and Generic Semester Calendar**

#### **Week 1**

Course overview

- Course purpose and structure
- Relevance to the College of Education Conceptual Framework and related standards
- Preliminary discussion of higher education issues and identification of paper topics

#### **Weeks 2-3**

Discussion of the contemporary era of American higher education

- Interactive review of contemporary era issues involving institutions, college students, faculty, curriculum, governance, and finance

#### **Weeks 4-5**

Colonial higher education

- Interactive review of colonial era issues involving institutions, college students, faculty, curriculum, governance, and finance
- Relevant topics include: the purpose of colonial colleges, institutional charters, the role of religion, student access, the emergence of faculty/tutors, curriculum influences, and the role of the president
- Discussion of related contemporary era issues

Weeks 6-7

Higher education in the emergent nation

- Interactive review of emergent nation era issues involving institutions, college students, faculty, curriculum, governance, and finance
- Relevant topics include: the national university movement, the Dartmouth College Case, the evolution of admission requirements, the enrollment of women, the Yale Report of 1828, the development of Scientific Schools, and emerging patterns of board governance
- Discussion of related contemporary era issues

Weeks 8-9

Higher education in the early industrial period

- Interactive review of early industrial era issues involving institutions, college students, faculty, curriculum, governance, and finance
- Relevant topics include: the development of German-style research universities, the creation of the first junior colleges, perspectives of W.E.B. DuBois and Booker T. Washington, the elective system, professionalization of faculty, the Wisconsin Idea, and the Morrill Acts of 1862 and 1890
- Discussion of related contemporary era issues

Week 10

The development of UNC Charlotte during the Mass Higher Education Era

- Visit with UNC Charlotte Special Collections to review primary sources related to the founding of Charlotte College, Carver College, UNC Charlotte, and the UNC System

Weeks 11-12

The mass higher education era

- Interactive review of mass higher education era issues involving institutions, college students, faculty, curriculum, governance, and finance
- Relevant topics include: The Servicemen's Readjustment Act of 1944, the President's Commission on Higher Education, the National Defense Act of 1958, the Civil Rights Act of 1964, the Higher Education Act of 1965, Carnegie Classifications, and the emergence of community college systems
- Discussion of related contemporary era issues

Weeks 13-14

Higher education in an era of consolidation

- Interactive review of consolidation era issues involving institutions, college students, faculty, curriculum, governance, and finance
- Relevant topics include: Americans with Disabilities Act of 1990, affirmative action, multiculturalism, and Student Right-to-Know Act of 1990
- Discussion of related contemporary era issues

Week 15

Discussion of historical development papers related to contemporary issues in American higher education

## **ILLUSTRATIVE COURSE ACTIVITIES AND METHODS FOR EVALUATING CANDIDATE PERFORMANCE**

The course is deliberately built around the exchange of information and ideas among the participants, which will enhance understanding in scholarly and professional contexts. Course activities will include but not be limited to the following: (1) instructor-led discussions based on required and supplemental reading, (2) student-led presentations related to course assignments and discussions following informal in-class exercises to reinforce learning on specific subject matter, and (3) regular sharing of information gathered from outside sources such as journal articles, research and policy reports, and other publications relevant to the conversation on American college students.

The evaluation of student performance will be based on the following assignments:

1. Higher Education Era/Topic Outline (20%)

Each student will craft an outline of supplemental materials to further inform class discussion on one of the higher education eras covered in the course. The outlines should include external material related to but not covered in the text book. Sources may include the “reserve readings” and other primary and secondary sources identified by the student. Also, each outline must conclude with a section relating the material to the contemporary system of American higher education through current news stories and relevant higher education research literature. Outlines should be approximately 3-5 single-spaced pages, not including references or appendices, and follow APA style (with the exception of single spacing). The student will present the outline to the class.

2. Critical Issue Paper and Presentation (20%)

Each student will write a short (6-8 page) paper on a current and important issue in higher education. The paper will be due and presented to the class on the evening indicated on the syllabus. The discussion of higher education topics during the first two class sessions will inform and lead to the selection of topics. The paper should include a well-organized discussion of the issue (importance to higher education, causes of the issue, solutions, developments, historical influence, related problems) based on relevant news, related reports, and higher education research literature.

3. Historical Development Paper (50%)

Each student will write a 12-15 page paper on a specific topic in the history of American higher education. The paper will involve a synthesis of relevant literature on the topic, a timeline outlining the historical development of the topic, and a discussion of the influence of important developments on the contemporary system of American higher education.

4. Class Participation (10%)

During each class period, students will discuss the reading assignments, engage in activities that support learning, and apply the material. Students are expected to attend class and contribute to

the learning of others. Absences and a lack of meaningful participation will be considered in the participation grade.

## AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

### Probable Textbook

Cohen, A. M., & Kisker, C. B. (2010). *The shaping of American higher education: Emergence and growth of the contemporary system* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.

### Bibliography

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- Cohen, A. M., & Brawer, F. B. (2008). *The American community college* (5<sup>th</sup> Ed.). San Francisco, CA: Jossey-Bass.
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- Evans, N. J., Forney, D. S., Guido, F. M., Renn, K. A., & Patton, L. D. (2009). *Student development in college: Theory, research, and practice* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.
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- Hofstadter, R., & Smith W. (Eds.). (1961). *American higher education: A documentary history, Vol. 1 & 2*. Chicago, IL: University of Chicago Press.
- Hofstadter, R., & Metzger, W. P. (1955). *The development of academic freedom in the United States*. New York, NY: Columbia University Press.
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- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.
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- Whitehead, J. S. (1973). *The separation of college and state: Columbia, Dartmouth, Harvard, and Yale, 1776-1876*. New Haven, CT: Yale University Press.

## **SPECIFIC POLICIES THAT APPLY TO THE COURSE**

### **Grading**

Students will be graded based on the number of points they accumulate during the semester.  
Scale:

- A=90-100%
- B=80-89%
- C=70-79%
- U=<70%

### **Attendance**

Students are expected to attend all class sessions, arrive on time, have fully prepared the required readings, and contribute to discussions. A lack of class involvement and class absences are likely to have a detrimental impact on the climate of this course and your final grade given that they may interfere with the learning process. Attendance will be considered in the participation grade. If a student expects to miss more than two class meetings, then s/he should consider taking the course in a subsequent semester. When class absences are unavoidable, please notify the instructor in advance.

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>.

### **Student Behavior/Appropriate Use of Technology**

It is expected that electronic devices will be turned off or in silent mode and will not be used during class. If you wish to use a laptop during class, please ask the instructor in advance of the class session and only use the device for class-related activities such as note taking. The checking of e-mail and web browsing during class is prohibited and will result in the loss of privileges to use the device in class for the remainder of the semester.

### **Inclement Weather**

Students are expected to monitor [www.uncc.edu](http://www.uncc.edu) and local media to determine if the university is open during an inclement weather event.

### **Academic Integrity**

Students are expected to know and observe the requirements of the UNC Charlotte Code of Academic Integrity (Policy Statement #105). This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.

### **The College of Education Commitment to Diversity**

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

### **College of Education Technology Statement**

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21<sup>st</sup> century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

### **Disability Accommodations**

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-687-4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

**Online Student Course Evaluation Process and Confidentiality**

Beginning spring 2012 all courses in the College of Education will be evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, most likely in the final two weeks (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help us in continuing this commitment by participating in the course evaluation process.

**FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE**

Mark D'Amico, Assistant Professor of Educational Leadership

**APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE**

Approved on 3/13/12 by the College Graduate Curriculum Committee  
Date

Chair: Kelly Anderson