

# LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: MDSK 02-06-12

Proposal Title: **Creation of a New, Interdisciplinary Minor: Civic Minor in Urban Youth and Communities**

Originating Department: **Interdisciplinary**

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

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
		3-1-12	Approved	<u>DEPARTMENT CHAIR</u>  [print name here] Warren Di Biase, MEd
2/20/12	2/24/12	2/24/12	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> Charles Wood [print name here] Charles Wood
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here]
3-1-12		3-1-12	Approved	<u>COLLEGE DEAN</u>  Mary Lynne Gilbert [print name here]
			Approved	<u>GENERAL EDUCATION</u> (for General Education courses) [print name here]
			Approved	<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
			Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)
			Approved	<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

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To: Undergraduate Course and Curriculum Committee Chair

From: The Colleges of Education and Liberal Arts and Sciences

Date: February 6, 2012

Re: Creation of a New, Interdisciplinary Minor: Civic Minor in Urban Youth and Communities

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**Creation of a New, Interdisciplinary Minor:  
Civic Minor in Urban Youth and Communities**

(Development funded by an American Association of State Colleges and Universities grant)

University of North Carolina at Charlotte

New; Undergraduate

Course and Curriculum Proposal from: The College of Education and the College of Liberal Arts and Sciences

**A. PROPOSAL SUMMARY**

An interdisciplinary group of faculty from the College of Education and the College of Liberal Arts and Sciences propose to add an interdisciplinary minor to the undergraduate curriculum: Civic Minor in Urban Youth and Communities. The proposed Minor will require 15 hours of course work, including 2 new courses proposed here EDUC3200 (for Education majors only) and CUYC 3600 (for all Majors). LBST 2215 will be a required course (for all Majors); and there will be 6 to 9 elective hours (6 if taking EDUC3200 and 9 otherwise), which will be selected from a menu of courses described in the attached Academic Program of Study. The Minor will accept 15 new students annually for the first 3 years, and subsequent growth will be determined by resources and demand.

**B. JUSTIFICATION.**

**a. Identify the need addressed by the proposal and explain how the proposed action meets the need.**

In December 2010, UNC Charlotte was one of five universities awarded a grant by the American Association of State Colleges and Universities (AASCU) to create a Civic Minor in Urban Education (now renamed) in a highly competitive process. The grant PIs are Susan Harden (Education) and Janni Sorensen (CLAS); its senior personnel include: Kim Buch, Mary Lynne Calhoun, Denise Dwight-Smith, and Bruce Taylor; all are members of the design team submitting this proposal on behalf of the Colleges of Education and Liberal Arts and Sciences. Prior to submitting the grant proposal to AASCU, it was signed by Janet Levy in her role as Chair of the Undergraduate Course and Curriculum Committee to acknowledge its implications if funded.

The AASCU mandated that all Minors created by this grant:

- be open to all undergraduate students (not just Education majors)

- include a “teaching methodology course designed to ensure that future urban teachers are trained about how to implement and execute community-based service-learning methods in their classes” (proposed here as EDUC3200)
- include a service-learning experience (proposed here as CUYC 3600)
- “integrate service learning with coursework from a variety of majors” (proposed here as Course Electives)
- be developed by an inter-disciplinary design team consisting of a minimum of one design team leader from Education and one from Arts and Sciences (Drs. Harden and Sorensen, respectively)
- be “submitted through the campus review and approval process.”

Besides meeting these AASCU requirements, the proposed Minor also is designed to:

- meet the increased demand of students for formal training and experience in civic engagement
- contribute to the university’s civic engagement and outreach mission by strengthening connections to urban neighborhoods and schools
- expand the undergraduate curriculum’s provision of formal service learning and civic engagement experiences, and enhances coverage of the academic theories and public policies in the areas of youth and education, communities, and social justice
- better prepare graduates for the unique challenges and complexity of working in today’s urban schools and neighborhoods
- contribute to the university’s mission and to serve and attract future students by offering a program of study in a relatively new and rapidly growing area (Civic Engagement)

In summary, the proposed Civic Minor in Urban Youth and Communities is designed to meet all of the above needs and goals.

**b. Discuss prerequisites/corequisites for course(s) including class-standing.**

Students can declare the minor at any time during their undergraduate years. There are no prerequisites or corequisites to Minor declaration.

**c. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.**

EDUC 3200 UPPER DIVISION UG COURSE (AS DIRECTED BY THE UNC CHARLOTTE ACADEMIC POLICY: COURSE NUMBERING DOCUMENT

CUYC3600 UPPER DIVISION UG COURSE (AS DIRECTED BY THE UNC CHARLOTTE ACADEMIC POLICY: COURSE NUMBERING DOCUMENT

**d. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?**

As summarized above, the proposed Minor improves both the scope and quality of the university’s programs and instruction as it:

- meets the increased demand of students for formal training and experience in civic engagement
- contributes to the university's civic engagement and outreach mission by strengthening connections to urban neighborhoods and schools
- expands the undergraduate curriculum's provision of formal service learning and civic engagement experiences, and enhances coverage of the academic theories and public policies in the areas of youth and education, communities, and social justice
- better prepares graduates for the unique challenges and complexity of working in today's urban schools and neighborhoods
- contributes to the university's mission and to serve and attract future students by offering a program of study in a relatively new and rapidly growing area (Civic Engagement)

## **IMPACT**

- a. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.**

The Minor is open to any undergraduate major in any college, but is expected to appeal most to majors in the Colleges of Education and Liberal Arts and Sciences, especially non-education majors from the social sciences and students coming from learning communities focused on community service. This determination was made by consultations with administrators from EDUC and CLAS, the Campus Compact group, and the Learning Communities Coordinators group.

- b. What effect will this proposal have on existing courses and curricula?**

Because of the controlled and phased growth proposed for the implementation of the minor, we anticipate little immediate effect on existing courses and curricula. We have already been working with Drs. Rock and Coffey to develop EDUC3200; Drs. Harden, Sorensen and Taylor are developing CUYC3600; Drs. Buch and Harden both currently teach LBST 2215 regularly. See consultation reports (attached) for anticipated impact on elective courses.

- c. When and how often will added course(s) be taught?**

We anticipate that LBST 2215 will continue to be taught twice annually (by Drs. Buch and Harden).

We anticipate that EDUC3200 will be taught once annually, beginning Spring of 2013.

We anticipate that CUYC3600 will be taught once annually, beginning in Spring of 2013.

- d. How will the content and/or frequency of offering of other courses be affected? What is the anticipated enrollment in course(s) added (for credit and auditors)?**

Neither the content nor frequency of other courses will be affected.  
LBST 2215 Approximately 10 new students annually (for first 3 years)  
EDUC3200 Approximately 15 students annually (beginning 2013)  
CUYC3600 Approximately 15 students annually (beginning 2013)

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

Minimally, due to small number of anticipated Minors initially and controlled growth thereafter, and because there are so many elective courses from which students may choose. This estimation is also based on consultation with the departments offering electives for the Minor (see attached).

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

NA

**f. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, etc.)**

NA

**III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.**

When added resources are not required, indicate "none". For items which require "none" explain how this determination was made.

**A. PERSONNEL.** Specify requirements for new faculty, part-time teaching, student assistant and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

- Faculty or staff personnel to coordinate the Minor (Dr. Harden)
- Faculty to continue to teach LBST 2215 (Drs. Buch and Harden)
- Faculty to teach EDUC3200 (Drs. Rock and Coffey)
- Faculty to teach CUYC3600 (Drs. Harden, Sorensen, and/or Taylor)

**B. PHYSICAL FACILITY**

NONE ADDITIONAL REQUIRED

**C. EQUIPMENT AND SUPPLIES**

NONE ADDITIONAL REQUIRED

- D. **COMPUTER.** Specify requirements for computer usage by students and/or faculty, and include an assessment of the adequacy of computing resources by Computing Services.

EXISTING RESOURCES ADEQUATE

- E. **AUDIO-VISUAL.** Specify requirements for audio and/or visual equipment and media production services from Media Services.

NONE ADDITIONAL REQUIRED

- F. **OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

NONE ADDITIONAL REQUIRED

- G. **SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal.

COLLEGES OF EDUCATION AND CLAS WILL SUPPORT THE MINOR THROUGH FACULTY TEACHING

#### IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of *Consultation on Library Holdings*).

- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing and dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

Units Consulted on January 18, 2012 with correspondence summarized below.  
Correspondence attached in V.B.1.

Psychology – Fary Cachelin  
Anthropology – Janet Levy  
History – Jurgen Buchenau  
Latin American Studies – Jurgen Buchenau  
Religion – James Tabor  
MDSK / EDU – Warren DiBiase  
LBST – John Smail  
SOCY – Lisa Walker  
GEOG – Craig Allen  
CJUS – Beth Bjerregaard  
AFRS - Akin Ogundiran  
CHFD – Lee Sherry

COMM – Shawn Long

Summary of results of consultation.

- All supported the approval of the minor.
- All indicated major students from their units would be interested in the minor.
- All proposed courses in the plan of study approved for the minor with one exception (SOWK).
- All indicated that prerequisites for courses in their units would be waived by instructors on an individual basis.

**V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL**

**A. ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

**B. ATTACHMENTS**

1. CONSULTATION: Attach relevant documentation of consultations with other units.
2. COURSE OUTLINE: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication.
3. SYLLABUS: For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.
4. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word “track changes” feature (or use “~~striketrough~~” formatting in red text for text to be deleted, and adding and highlighting any new text in blue font).
  - 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.

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

5. ACADEMIC PLAN OF STUDY: Please indicate whether the proposed change will impact an existing Academic Plan of Study. If so, provide an updated Academic Plan of Study in template format (Academic Plan of Study templates can be found online at [provost.uncc.edu/resources-and-reports](http://provost.uncc.edu/resources-and-reports)).

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

**To:** Susan Harden, Dept. of Metropolitan Studies and Extended Academic Programs

**From:** Judy Walker, Education/Psychology Librarian

**Date:** February 2, 2012

**RE:** Consultation on Library Holdings

**Course/Program:** Interdisciplinary Minor: Civic Minor in Urban Youth and Communities

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

**Evaluator:** Judy Walker      **Date:** February 2, 2012

**Please Check One:**

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

**Comments:**

Since the majority of these courses are already in existence they are already being adequately supported by library resources. As for the two new courses being proposed: EDUC 3200: Service-Learning Teaching Methods for K-12 Educators and CUYC 3600: Community Engagement Capstone Seminar a review of library resources indicate an ample number of current books. Students and faculty will also be able to access a wealth of current information on the topics of service learning, urban youth and urban education through a variety of databases such as ERIC; Education Research Complete; Education Index; PscylInfo; Academic Search Complete; Sociology Abstract and many more.

# V. B. 1. Consultation Documentation

**RE: New Minor Consultation Request - Please respond**

Smail, John

**Sent:** Monday, January 23, 2012 1:35 PM

**To:** Harden, Susan

**Cc:** Walker, Lisa

Susan

I have consulted with Dr. Lisa Walker who is the chair of the UCFC. On behalf of both the faculty committee that manages general education and also University College we endorse the creation of the Civic Minor in Urban Youth and Communities minor. The LBST 2215 course you are proposing to include in the minor seems appropriate. We would request that you provide an update on the numbers of students enrolled at the end of the three year implementation period you mention so that we can ensure that the LBST 2215 offerings are still sufficient for the your program's needs and those of other students not enrolled in the minor.

Many thanks.

John

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John Small, Ph.D. | Dean, University College  
UNC Charlotte | 2008 Colvard  
9201 University City Blvd. | Charlotte, NC 28223 USA  
Phone: +1 704 687 5628 | Fax: +1 704 687 3754  
[jsmall@uncc.edu](mailto:jsmall@uncc.edu) | <http://ucol.uncc.edu>

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**From:** Harden, Susan

**Sent:** Wednesday, January 18, 2012 4:06 PM

**To:** Smail, John

**Subject:** New Minor Consultation Request - Please respond

**Importance:** High

Dear Dr. Smail,

As Dean, this email is to let you know about a new interdisciplinary minor—the Civic Minor in Urban Youth and Communities minor—under development at UNC Charlotte. This initiative is funded by a small grant from the American Association of State Colleges and Universities (AASCU) with faculty from the College of Education and the College of Liberal Arts and Sciences. The minor will provide students with the opportunity to learn about the larger contexts of urban youth and schools in our community. The program will integrate traditional coursework with service learning to provide students with both a theoretical and practical understanding of civic engagement in a range of applied settings.

The proposed course of study requires that all students take LBST 2215 Citizenship course, nine hours of electives or course options followed by a capstone action research course that is under development. Education majors will be required to take a Service Learning Methods course as one of the three electives. The program development team has identified some courses in your department we think might be a good fit to this minor.

I am emailing you with two requests:

1. First, as part of the program review process, we need a letter or email of support from you stating that your department supports the Civic Minor in Urban Youth and Communities minor. If you think undergraduates in your department might be interested in the Civic Minor in Urban Youth and Communities minor, you can add that to your email or letter. **Our target for collecting these emails of support is January 25, 2011.**
2. Second, we have identified the following courses from your department as possible electives for the new minor:

**ARSC 3480 Citizenship and Service Practicum**

An interdisciplinary, experiential learning course which examines the relationship between citizenship and service to one's community. Lectures, reading, and seminars explore the historical, ethical, and political foundations of voluntary service for issues such as poverty, homelessness, and social justice. Course meets for two hours of lecture/discussion per week and requires completion of 40 hours of voluntary service in the community.

**LBST 2215 Citizenship (Introduction Course for the Minor)**

A study of the concept of citizenship as it has evolved in different cultures with an emphasis on scholarly understandings of the rights and responsibilities of citizenship. Includes an examination of the ethical dimensions of citizenship in political, social, and religious contexts. The course includes a service component that allows students to explore the relations of citizenship and public service. During the semester the course meets a total of 27 hours for classroom lectures and discussions and requires completion of 25 hours of voluntary service in the community. May not be repeated for credit. (Fall, Spring)

We need your input about these courses in the new minor. Specifically, since the minor is interdisciplinary, is it possible that students with majors outside your program take these courses? Can pre-requisites for non-majors be waived? Please let us know if these are viable options for the Civic Minor in Urban Youth and Communities minor and if there is anything else we need to know about them. **Our target for collecting this feedback is January 25, 2011.**

We are capping the Civic Minor in Urban Youth and Communities minor at 15 students per year for the first three years. That will allow us to develop the program and determine resources as we move forward. We also believe this number of students should not place undue stress on any one course or program.

Please let me know if you have any questions. Thank you in advance for your help.

Susan Harden (Civic Minor in Urban Youth and Communities Design Team Co-leader)

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Susan B. Harden, Ph.D. | UNC Charlotte Crossroads Coordinator  
UNC Charlotte | Dept. of Metropolitan Studies and Extended Academic Programs  
9201 University City Blvd. | Charlotte, NC 28223  
Phone: 704-687-3765 | Fax: 704-687-3178  
[sharden@uncc.edu](mailto:sharden@uncc.edu) | <http://www.uncc.edu>

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## RE: New Minor Consultation Request - Please respond

Walker, Lisa

Sent: Tuesday, January 24, 2012 4:12 PM

To: Harden, Susan

Hello Susan –

Sociology is happy to support the creation of the Civic minor in Urban Youth and Communities. I believe this will be of interest to a number of Sociology majors.

All of the courses listed are open to all students at the current time, with the only prerequisite being Introductory Sociology. We are not able to waive that requirement. Please note that Sociology of the Community course is not offered regularly.

Please let me know if you need anything else from me.

Best,

Lisa

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Lisa Slattery Walker, Ph.D. | Chair and Professor of Sociology  
Professor of Organizational Science

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**From:** Harden, Susan

**Sent:** Wednesday, January 18, 2012 4:04 PM

**To:** Walker, Lisa

**Subject:** New Minor Consultation Request - Please respond

**Importance:** High

Dear Dr. Walker,

As chair, this email is to let you know about a new interdisciplinary minor—the Civic Minor in Urban Youth and Communities minor—under development at UNC Charlotte. This initiative is funded by a small grant from the American Association of State Colleges and Universities (AASCU) with faculty from the College of Education and the College of Liberal Arts and Sciences. The minor will provide students with the opportunity to learn about the larger contexts of urban youth and schools in our community. The program will integrate traditional coursework with service learning to provide students with both a theoretical and practical understanding of civic engagement in a range of applied settings.

The proposed course of study requires that all students take LBST 2215 Citizenship course, nine hours of electives or course options followed by a capstone action research course that is under development. Education majors will be required to take a Service Learning Methods course as one of the three electives. The program development team has identified some courses in your department we think might be a good fit to this minor.

I am emailing you with two requests:

1. First, as part of the program review process, we need a letter or email of support from you stating that your department supports the Civic Minor in Urban Youth and Communities minor. If you think undergraduates in your department might be interested in the Civic Minor in Urban Youth and Communities minor, you can add that to your email or letter. **Our target for collecting these emails of support is January 25, 2011.**

2. Second, we have identified the following courses from your department as possible electives for the new minor:

**SOCY 4135. Sociology of Education**

Prerequisite: SOCY 1101 or permission of the instructor. Educational institution; the school class as a social system; the school as a social environment and a complex organization. *(Yearly)*

**SOCY 4124 Sociology of the Community**

Prerequisite: SOCY 1101. Concepts and methods of community analysis of planned and unplanned community change. *(On demand)*

**SOCY 3143 Social Movements**

Prerequisite: SOCY 1101. Analysis of collective behavior, ideology, development, and organizations of movements seeking or resisting change. *(Yearly)*

**SOCY 4111 Social Inequality**

Prerequisite: SOCY 1101. Distribution of power, privilege, and prestige; correlates and consequences of inequality; national and international comparisons. *(Yearly)*

**SOCY 4125 Urban Sociology**

Prerequisite: SOCY 1101 or permission of the instructor. Cross cultural analysis of urban development, social structure, ecology, demographic composition, and social problems. *(Yearly)*

We need your input about these courses in the new minor. Specifically, since the minor is interdisciplinary, is it possible that students with majors outside your program take these courses? Can pre-requisites for non-majors be waived? Please let us know if these are viable options for the Civic Minor in Urban Youth and Communities minor and if there is anything else we need to know about them. **Our target for collecting this feedback is January 25, 2011.**

We are capping the Civic Minor in Urban Youth and Communities minor at 15 students per year for the first three years. That will allow us to develop the program and determine resources as we move forward. We also believe this number of students should not place undue stress on any one course or program.

Please let me know if you have any questions. Thank you in advance for your help.

Susan Harden (Civic Minor in Urban Youth and Communities Design Team Co-leader)

---

Susan B. Harden, Ph.D. | UNC Charlotte Crossroads Coordinator  
UNC Charlotte | Dept. of Metropolitan Studies and Extended Academic Programs  
9201 University City Blvd. | Charlotte, NC 28223  
Phone: 704-687-3765 | Fax: 704-687-3178  
[sharden@uncc.edu](mailto:sharden@uncc.edu) | <http://www.uncc.edu>

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## RE: New Minor Consultation Request - Please respond

DiBiase, Warren

**Sent:** Monday, January 23, 2012 12:44 PM

**To:** Harden, Susan

**Cc:** Spooner, Melba

Dr. Harden:

I have reviewed your email and wish to convey to you that the Department of Middle Grades, Secondary and K-12 Education (MDSK) fully supports the Civic Minor in Urban Youth and Communities minor. You have collaborated with MDSK faculty on the development of this program. We look forward to having this program as an option for our social studies education students.

Warren J DiBiase



Warren J DiBiase, Ed.D. | Associate Professor and Chair  
Department of Middle Grades, Secondary and K-12 Education  
UNC Charlotte | College of Education  
9201 University City Blvd. | Charlotte, NC 28223-0001-  
Phone: 704-687- 8881 | Fax: 704-687-6430  
[wjdibias@uncc.edu](mailto:wjdibias@uncc.edu) | <http://www.uncc.edu>

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**From:** Harden, Susan  
**Sent:** Wednesday, January 18, 2012 4:00 PM  
**To:** DiBiase, Warren  
**Cc:** Spooner, Melba  
**Subject:** New Minor Consultation Request - Please respond  
**Importance:** High

Dear Dr. DiBiase,

As chair, this email is to let you know about a new interdisciplinary minor—the Civic Minor in Urban Youth and Communities minor—under development at UNC Charlotte. This initiative is funded by a small grant from the American Association of State Colleges and Universities (AASCU) with faculty from the College of Education and the College of Liberal Arts and Sciences. The minor will provide students with the opportunity to learn about the larger contexts of urban youth and schools in our community. The program will integrate traditional coursework with service learning to provide students with both a theoretical and practical understanding of civic engagement in a range of applied settings.

The proposed course of study requires that all students take LBST 2215 Citizenship course, nine hours of electives or course options followed by a capstone action research course that is under development. Education majors will be required to take a Service Learning Methods course as one of the three electives. The program development team has identified some courses in your department we think might be a good fit to this minor.

I am emailing you with two requests:

1. First, as part of the program review process, we need a letter or email of support from you stating that your department supports the Civic Minor in Urban Youth and Communities minor. If you think undergraduates in your department might be interested in the Civic Minor in Urban Youth and Communities minor, you can add that to your email or letter. **Our target for collecting these emails of support is January 25, 2011.**
2. Second, we have identified the following courses from your department as possible electives for the new minor:

**EDUC 2100 Introduction to Education and Diversity in Schools**

Social, historical, and philosophical foundations of the educating professions, the organization and various levels of education, and the major issues in American education. Field-based activities in observing in-class and non-classroom settings: 5 hours. (Fall, Spring, Summer)

**EDU 3200 Service-Learning Teaching Methods for k-12 Educators (New course developed by Tracy Rock and Heather Coffey for the minor)**

The purpose of this course is to offer in-depth service-learning opportunities to students who will become public school educators. Definitions of community service, volunteerism, democratic education, service-learning pedagogy, community partnership, and leadership will be examined over the semester. May not be repeated for credit.

**MDSK 2100 Diversity and Inclusion in Secondary Schools**

Introduction to the contexts, challenges, and changes in U.S. secondary education; emphasis on diversity in student populations including special needs students; examination of diversity in schools, including school organizations, approaches to teaching, purposes and expectations for public education, and communities. 10 hours of observations and participation in school settings required. (Fall, Spring, Summer)

We need your input about these courses in the new minor. Specifically, since the minor is interdisciplinary, is it possible that students with majors outside your program take these courses? Can pre-requisites for non-majors be waived? Please let us know if these are viable options for the Civic Minor in Urban Youth and Communities minor and if there is anything else we need to know about them. **Our target for collecting this feedback is January 25, 2011.**

We are capping the Civic Minor in Urban Youth and Communities minor at 15 students per year for the first three years. That will allow us to develop the program and determine resources as we move forward. We also believe this number of students should not place undue stress on any one course or program.

Please let me know if you have any questions. Thank you in advance for your help.

Susan Harden (Civic Minor in Urban Youth and Communities Design Team Co-leader)

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## RE: New Minor Consultation Request - Please respond

Cachelin, Fary

**Sent:** Friday, January 20, 2012 11:30 AM

**To:** Harden, Susan

**Cc:** Van Wallendael, Lori; Spaulding, Sue

Dear Dr. Harden,

Thank you for the opportunity to consult with respect to the Civic Minor in Urban Youth and Communities minor. We are in support of the establishment of this minor and believe that some of our majors would be interested in it. The Psychology courses listed below, for consideration as part of the minor, can be taken by majors outside of Psychology. We leave waiving of prerequisites up to the instructor of the course, to be determined on an individual basis. However, we do feel that the prerequisite for Child Psychology and Adolescent Psychology, which is General Psychology, is probably needed for students to do well in these courses and fully benefit from them.

We also feel that we should point out that most of our classes are in high demand and over-enrolled; the majority of our classes, including the ones below (which are popular), fill up within the first 24-hours of registration. Although we offer multiple sections of each course listed below, we cannot guarantee that any students (Psychology majors or other) will be able to take specific courses in the semester they need them.

Please don't hesitate to contact me if you have any questions or concerns.

Regards,  
Fary Cachelin

Professor & Chair  
Department of Psychology  
UNC Charlotte  
9201 University City Blvd.  
Charlotte, NC 28223  
(704) 687-4775

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**From:** Harden, Susan

**Sent:** Wednesday, January 18, 2012 4:02 PM

**To:** Cachelin, Fary

**Subject:** New Minor Consultation Request - Please respond

**Importance:** High

Dear Dr. Cachelin,

As chair, this email is to let you know about a new interdisciplinary minor—the Civic Minor in Urban Youth and Communities minor—under development at UNC Charlotte. This initiative is funded by a small grant from the American Association of State Colleges and Universities (AASCU) with faculty from the College of Education and the College of Liberal Arts and Sciences. The minor will provide students with the opportunity to learn about the larger contexts of urban youth and schools in our community. The program will integrate traditional coursework with service learning to provide students with both a theoretical and practical understanding of civic engagement in a range of applied settings.

The proposed course of study requires that all students take LBST 2215 Citizenship course, nine hours of electives or course options followed by a capstone action research course that is under development. Education majors will be required to take a

Service Learning Methods course as one of the three electives. The program development team has identified some courses in your department we think might be a good fit to this minor.

I am emailing you with two requests:

1. First, as part of the program review process, we need a letter or email of support from you stating that your department supports the Civic Minor in Urban Youth and Communities minor. If you think undergraduates in your department might be interested in the Civic Minor in Urban Youth and Communities minor, you can add that to your email or letter. **Our target for collecting these emails of support is January 25, 2011.**
2. Second, we have identified the following courses from your department as possible electives for the new minor:

**PSYC 2120 Child Psychology**

Prerequisite: PSYC 1101. Psychological development in infancy and childhood, including such topics as biological change, learning, thought, language, social relations, intelligence, and morality. *(Fall, Spring, Summer)*

**PSYC 2121 Adolescent Psychology**

Prerequisite: PSYC 1101. Developmental and psychological characteristics of adolescents, with emphasis on the developmental transitions, social contexts, and problems of adolescence. *(Fall, Spring, Summer)*

**PSYC 3155 Community Psychology**

Social forces, particularly within the context of organizations and/or communities, that affect the development of psychopathology and/or personal competency, with emphasis on preventing psychopathology and increasing competency. Topics include the concept of prevention; assessment of organizations, communities, and other environments; methods of instituting organizational and community change; evaluating the effects of community interventions; social policy analysis; and ethical issues involved in community work. *(Yearly)*

We need your input about these courses in the new minor. Specifically, since the minor is interdisciplinary, is it possible that students with majors outside your program take these courses? Can pre-requisites for non-majors be waived? Please let us know if these are viable options for the Civic Minor in Urban Youth and Communities minor and if there is anything else we need to know about them. **Our target for collecting this feedback is January 25, 2011.**

We are capping the Civic Minor in Urban Youth and Communities minor at 15 students per year for the first three years. That will allow us to develop the program and determine resources as we move forward. We also believe this number of students should not place undue stress on any one course or program.

Please let me know if you have any questions. Thank you in advance for your help.

Susan Harden (Civic Minor in Urban Youth and Communities Design Team Co-leader)

---

Susan B. Harden, Ph.D. | UNC Charlotte Crossroads Coordinator  
UNC Charlotte | Dept. of Metropolitan Studies and Extended Academic Programs  
9201 University City Blvd. | Charlotte, NC 28223  
Phone: 704-687-3765 | Fax: 704-687-3178  
[sharden@uncc.edu](mailto:sharden@uncc.edu) | <http://www.uncc.edu>

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## RE: New Minor Consultation Request - Please respond

Long, Shawn

Sent: Wednesday, January 25, 2012 3:55 PM

To: Harden, Susan

Cc: Leeman, Carol; Stamper, Brandy

Hi Susan,

This proposed minor looks great. The Department of Communication Studies supports this proposal. I would encourage our Communication Studies majors to pursue this minor, if appropriate. I copied Carol Leeman, our Undergraduate Coordinator, on this email.

In terms of the leadership course, I would prefer it be "permission of the instructor". This course prefixed as COMM, but it is taught mainly by the Leadership Studies program faculty on campus. I consulted the coordinator of the program, Mindy Sides-Walsh, and her preference is to check first with the instructors teaching the class because depending upon the instructor, they have a different course philosophy, focus (student leadership, greek life leadership) and orientation.

Thanks,  
Shawn

---

Shawn D. Long, PhD | Chair, Department of Communication Studies  
UNC Charlotte | Department of Communication Studies-Colvard 5008  
9201 University City Blvd. | Charlotte, NC 28223  
NEW-Phone: 704-687-0783 | NEW- Fax: 704-687-5286  
[sdlong@uncc.edu](mailto:sdlong@uncc.edu) | <http://www.uncc.edu>

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**From:** Harden, Susan

**Sent:** Wednesday, January 18, 2012 4:17 PM

**To:** Long, Shawn

**Subject:** New Minor Consultation Request - Please respond

**Importance:** High

Dear Dr. Long,

As chair, this email is to let you know about a new interdisciplinary minor—the Civic Minor in Urban Youth and Communities minor—under development at UNC Charlotte. This initiative is funded by a small grant from the American Association of State Colleges and Universities (AASCU) with faculty from the College of Education and the College of Liberal Arts and Sciences. The minor will provide students with the opportunity to learn about the larger contexts of urban youth and schools in our community. The program will integrate traditional coursework with service learning to provide students with both a theoretical and practical understanding of civic engagement in a range of applied settings.

The proposed course of study requires that all students take LBST 2215 Citizenship course, nine hours of electives or course options followed by a capstone action research course that is under development. Education majors will be required to take a Service Learning Methods course as one of the three electives. The program development team has identified some courses in your department we think might be a good fit to this minor.

I am emailing you with two requests:

1. First, as part of the program review process, we need a letter or email of support from you stating that your department supports the Civic Minor in Urban Youth and Communities minor. If you think undergraduates in your department might be interested in the Civic Minor in Urban Youth and Communities minor, you can add that to your email or letter. **Our target for collecting these emails of support is January 25, 2011.**
2. Second, we have identified the following courses from your department as possible electives for the new minor:

**COMM 3136 Leadership, Service, and Ethics**

The focus of this course is on leadership issues facing our society, the role of values and ethics in leadership, and servant leadership. (Fall, Spring)

We need your input about these courses in the new minor. Specifically, since the minor is interdisciplinary, is it possible that students with majors outside your program take these courses? Can pre-requisites for non-majors be waived? Please let us know if these are viable options for the Civic Minor in Urban Youth and Communities minor and if there is anything else we need to know about them. **Our target for collecting this feedback is January 25, 2011.**

We are capping the Civic Minor in Urban Youth and Communities minor at 15 students per year for the first three years. That will allow us to develop the program and determine resources as we move forward. We also believe this number of students should not place undue stress on any one course or program.

Please let me know if you have any questions. Thank you in advance for your help.

Susan Harden (Civic Minor in Urban Youth and Communities Design Team Co-leader)

---

Susan B. Harden, Ph.D. | UNC Charlotte Crossroads Coordinator  
UNC Charlotte | Dept. of Metropolitan Studies and Extended Academic Programs  
9201 University City Blvd. | Charlotte, NC 28223  
Phone: 704-687-3765 | Fax: 704-687-3178  
[sharden@uncc.edu](mailto:sharden@uncc.edu) | <http://www.uncc.edu>

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## RE: New Minor Consultation Request - Please respond

Allan, Craig

**Sent:** Wednesday, January 25, 2012 12:30 PM

**To:** Harden, Susan

Hi Susan

Thank you for reminding me about this. I have heard back from my faculty and our department supports the establishment of the Civic Minor in Urban Youth and Communities minor. Some of our Geography majors would be quite likely to enroll in this minor. We support the inclusion of GEOG 2000, GEOG 2200 and GEOG 4220 as electives for the major. As for the prerequisites for GEOG 4220 it is most likely that we would handle students who would like to enroll in this course who are not our majors on a case by case basis and leave it to "permission of the instructor". Please be aware that we are in the process of converting GEOG 4220 into a "W" writing intensive course.

Craig Allan

Professor and Chair

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**From:** Harden, Susan

**Sent:** Wednesday, January 25, 2012 12:05 PM

**To:** Harden, Susan; Allan, Craig

**Subject:** RE: New Minor Consultation Request - Please respond

**Importance:** High

Hi Craig,

I am just circling back around regarding this request. Any information you can share with me?

Thanks so much - Susan

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**From:** Harden, Susan

**Sent:** Wednesday, January 18, 2012 4:12 PM

**To:** Allan, Craig

**Subject:** New Minor Consultation Request - Please respond

**Importance:** High

Dear Dr. Allan,

As chair, this email is to let you know about a new interdisciplinary minor—the Civic Minor in Urban Youth and Communities minor—under development at UNC Charlotte. This initiative is funded by a small grant from the American Association of State Colleges and Universities (AASCU) with faculty from the College of Education and the College of Liberal Arts and Sciences. The minor will provide students with the opportunity to learn about the larger contexts of urban youth and schools in our community. The program will integrate traditional coursework with service learning to provide students with both a theoretical and practical understanding of civic engagement in a range of applied settings.

The proposed course of study requires that all students take LBST 2215 Citizenship course, nine hours of electives or course options followed by a capstone action research course that is under development. Education majors will be required to take a Service Learning Methods course as one of the three electives. The program development team has identified some courses in your department we think might be a good fit to this minor.

I am emailing you with two requests:

1. First, as part of the program review process, we need a letter or email of support from you stating that your department supports the Civic Minor in Urban Youth and Communities minor. If you think undergraduates in your department might be interested in the Civic Minor in Urban Youth and Communities minor, you can add that to your email or letter. **Our target for collecting these emails of support is January 25, 2011.**
2. Second, we have identified the following courses from your department as possible electives for the new minor:

**GEOG 2000 Social Inequality and Planning**

**GEOG 2200 Introduction to Urban Studies**

Cross-listed with URBS 2200. A survey course exploring the diverse perspectives and experience of North American Cities. Lectures and discussions will focus on the development, organization, function, and meaning of urban areas, as well as the multiple and complex relationships that exist between cities and the people who live and work within them. (Fall, Spring)

**GEOG 4220 Housing Policy**

Prerequisites: GEOG 1105 and at least one of GEOG 2200, GEOG 2165, GEOG 3100, GEOG 3205 or GEOG 3215, or permission of instructor. This course is designed to provide students a comprehensive overview of U.S. housing policy while honing their research and analytical skills. Topics covered will include the evolution of housing policy, how the provision of housing impacts urban spatial patterns, and the past and present role of housing on regional economic development, land use planning, environmental planning, transportation infrastructure, community revitalization, and social capital. (Fall)

We need your input about these courses in the new minor. Specifically, since the minor is interdisciplinary, is it possible that students with majors outside your program take these courses? Can pre-requisites for non-majors be waived? Please let us know if these are viable options for the Civic Minor in Urban Youth and Communities minor and if there is anything else we need to know about them. **Our target for collecting this feedback is January 25, 2011.**

We are capping the Civic Minor in Urban Youth and Communities minor at 15 students per year for the first three years. That will allow us to develop the program and determine resources as we move forward. We also believe this number of students should not place undue stress on any one course or program.

Please let me know if you have any questions. Thank you in advance for your help.

Susan Harden (Civic Minor in Urban Youth and Communities Design Team Co-leader)

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Susan B. Harden, Ph.D. | UNC Charlotte Crossroads Coordinator  
UNC Charlotte | Dept. of Metropolitan Studies and Extended Academic Programs  
9201 University City Blvd. | Charlotte, NC 28223  
Phone: 704-687-3765 | Fax: 704-687-3178  
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## **RE: New Minor Consultation Request - Please respond**

Buchenau, Jurgen

**Sent:** Thursday, January 19, 2012 1:21 PM

**To:** Harden, Susan

Dear Susan:

Thank you for your email, and the information about the proposed minor. Regarding the first point, I'm sure some history students will explore the new minor as an option, and you may use this email as a statement of support.

I do have some concerns regarding the possible overlap of the new minor with the Urban Studies minor, but I am sure you have explored this issue with Heather Smith, the director of that minor. And I think the minor should total 18 hours (not the 15 implied in your narrative) to be in line with others in our college.

Regarding the three courses, all are open to non-majors without prerequisites. I will caution you that we almost never offer "American Cities," but we do offer the Racial Violence course on a regular basis. The "Contemporary Latin America" course is probably not appropriate because it does not share the focus of the minor. A better alternative is LTAM 1100: Introduction to Latin America, which carries an O goal and is a contemporary-focused survey.

Our unit can absorb the anticipated influx of students from this new initiative.

Regards,

Jurgen

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**From:** Harden, Susan

**Sent:** Wednesday, January 18, 2012 4:14 PM

**To:** Buchenau, Jurgen

**Subject:** New Minor Consultation Request - Please respond

**Importance:** High

Dear Dr. Buchenau,

As chair, this email is to let you know about a new interdisciplinary minor—the Civic Minor in Urban Youth and Communities minor—under development at UNC Charlotte. This initiative is funded by a small grant from the American Association of State Colleges and Universities (AASCU) with faculty from the College of Education and the College of Liberal Arts and Sciences. The minor will provide students with the opportunity to learn about the larger contexts of urban youth and schools in our community. The program will integrate traditional coursework with service learning to provide students with both a theoretical and practical understanding of civic engagement in a range of applied settings.

The proposed course of study requires that all students take LBST 2215 Citizenship course, nine hours of electives or course options followed by a capstone action research course that is under development. Education majors will be required to take a Service Learning Methods course as one of the three electives. The program development team has identified some courses in your department we think might be a good fit to this minor.

I am emailing you with two requests:

1. First, as part of the program review process, we need a letter or email of support from you stating that your department supports the Civic Minor in Urban Youth and Communities minor. If you think undergraduates in your department might

be interested in the Civic Minor in Urban Youth and Communities minor, you can add that to your email or letter. **Our target for collecting these emails of support is January 25, 2011.**

2. Second, we have identified the following courses from your department as possible electives for the new minor:

### History

#### **HIST 3281 American Cities**

U.S. urban history. The city as a physical place, as a socio-political environment and as a cultural center. Emphasis on the social developments caused by urbanization. (Alternate years)

#### **HIST 3218 Racial Violence, Colonial Times to Present**

Cross-listed as AFRS 3218. This course examines the ways in which African-Americans and Whites used violence both as part of struggles for liberation and freedom as well as repression from the colonial period to the present in the United States. The focus will be on broader processes of social, political, and cultural change and at efforts to build cooperation. *(On demand)*

### Latin American Studies

#### **LTAM 2116 Contemporary Latin America**

Cross-listed as ANTH 2116. A survey of the people and cultures of Mexico, Central America, South America, and the Caribbean. Areas of investigation include religion, race, ethnicity, gender, kinship, social inequality, and economic development. *(Alternate years)*

We need your input about these courses in the new minor. Specifically, since the minor is interdisciplinary, is it possible that students with majors outside your program take these courses? Can pre-requisites for non-majors be waived? Please let us know if these are viable options for the Civic Minor in Urban Youth and Communities minor and if there is anything else we need to know about them. **Our target for collecting this feedback is January 25, 2011.**

We are capping the Civic Minor in Urban Youth and Communities minor at 15 students per year for the first three years. That will allow us to develop the program and determine resources as we move forward. We also believe this number of students should not place undue stress on any one course or program.

Please let me know if you have any questions. Thank you in advance for your help.

Susan Harden (Civic Minor in Urban Youth and Communities Design Team Co-leader)

---

Susan B. Harden, Ph.D. | UNC Charlotte Crossroads Coordinator  
UNC Charlotte | Dept. of Metropolitan Studies and Extended Academic Programs  
9201 University City Blvd. | Charlotte, NC 28223  
Phone: 704-687-3765 | Fax: 704-687-3178  
[sharden@uncc.edu](mailto:sharden@uncc.edu) | <http://www.uncc.edu>

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To: Susan Harden

From: Beth Bjerregaard

Re: Civic Minor in Urban Youth and Communities

The purpose of this memo is to state that we support the minor in Urban Youth and Communities. We believe that there will be CJUS students who would be interested in the minor. Students pursuing this minor would be able to register for our courses providing they meet the prerequisites and that there is course availability.

## Support for Minor in Urban Youth and Communities

Levy, Janet

Sent: Friday, January 20, 2012 9:22 AM

To: Harden, Susan

Dear Dr. Harden: The Department of Anthropology is pleased to support the proposed Minor in Urban Youth and Communities. It will be a worthwhile addition to curriculum opportunities for UNC Charlotte undergraduates.

The department has no objection to inclusion of ANTH 2125, Urban Anthropology, as a possible elective in the proposed minor. The course does not have prerequisites, and already serves as a possible elective for the Urban Studies Minor; all interested students are welcome. I must note that I cannot make any commitment to a specific schedule of offering the course, because that depends on available faculty and the needs of the Anthropology major. However, we try to offer it at least once every other year.

Yours truly, Janet Levy

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Janet E. Levy, Professor and Chair  
Department of Anthropology  
UNC Charlotte  
9201 University City Boulevard  
Charlotte, NC 28223-0001  
704-687-4282 (office)  
704-687-3209 (fax)  
[jelevy@uncc.edu](mailto:jelevy@uncc.edu)  
<http://anthropology.uncc.edu/>

## **RE: New Minor Consultation Request (Revised) - Please respond**

Lamorey, Suzanne

**Sent:** Wednesday, February 01, 2012 1:35 PM

**To:** Harden, Susan; Sherry, Lee

Hello All,

It was delightful to visit with Susan on the phone today, and I am excited about the possibility of offering our CHFD 2111 course as an option for the new Civic Minor in Urban Youth and Communities. I believe that the students would find the course to be an excellent fit with their goals. Please let me know if there is anything else I can do to support this effort.

Suzanne

Suzanne Lamorey, Ph.D.

Program Coordinator

Child and Family Development

University of North Carolina at Charlotte

9201 University City Blvd.

Charlotte, NC 28223

Office: 704-687-8835

Fax: 704-687-2916

---

**From:** Harden, Susan

**Sent:** Wednesday, February 01, 2012 12:49 PM

**To:** Sherry, Lee

**Cc:** Lamorey, Suzanne

**Subject:** RE: New Minor Consultation Request (Revised) - Please respond

**Importance:** High

Hi Lee, After consultation with Dr. Suzanne Lamorey, please see the revised request below. If possible, a quick response would be appreciated. Thanks so much. Dr. Lamory was very helpful. Warmly – Susan Harden

Dear Dr. Sherry,

As chair, this email is to let you know about a new interdisciplinary minor—the Civic Minor in Urban Youth and Communities minor—under development at UNC Charlotte. This initiative is funded by a small grant from the American Association of State Colleges and Universities (AASCU) with faculty from the College of Education and the College of Liberal Arts and Sciences. The minor will provide students with the opportunity to learn about the larger contexts of urban youth and schools in our community. The program will integrate traditional coursework with service learning to provide students with both a theoretical and practical understanding of civic engagement in a range of applied settings.

The proposed course of study requires that all students take LBST 2215 Citizenship course, nine hours of electives or course options followed by a capstone action research course that is under development. Education majors will be required to take a Service Learning Methods course as one of the three electives. The program development team has identified some courses in your department we think might be a good fit to this minor.

I am emailing you with two requests:

1. First, as part of the program review process, we need a letter or email of support from you stating that your department

supports the Civic Minor in Urban Youth and Communities minor. If you think undergraduates in your department might be interested in the Civic Minor in Urban Youth and Communities minor, you can add that to your email or letter.

2. Second, we have identified the following courses from your department as possible electives for the new minor:

**CHFD 2111. Child Study: Interpreting Children's Behavior. (3)** Focuses on the behavior of children within the context of the family, culture, community, and society. The complex interactions among heredity, identity, and the environment are presented through the study of current theories of child development. A field-based clinical assignment of approximately 20 hours is required for the purpose of completing a case study and child's developmental portfolio with emphasis on the child within the context of the family. *(Fall, Summer)*

We need your input about these courses in the new minor. Specifically, since the minor is interdisciplinary, is it possible that students with majors outside your program take these courses? Can pre-requisites for non-majors be waived? Please let us know if these are viable options for the Civic Minor in Urban Youth and Communities minor and if there is anything else we need to know about them. **Our target for collecting this feedback is January 25, 2011.**

We are capping the Civic Minor in Urban Youth and Communities minor at 15 students per year for the first three years. That will allow us to develop the program and determine resources as we move forward. We also believe this number of students should not place undue stress on any one course or program.

Please let me know if you have any questions. Thank you in advance for your help.

Susan Harden (Civic Minor in Urban Youth and Communities Design Team Co-leader)

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UNC Charlotte | Dept. of Metropolitan Studies and Extended Academic Programs  
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**From:** Sherry, Lee  
**Sent:** Thursday, January 26, 2012 9:14 AM  
**To:** Harden, Susan  
**Cc:** Lamorey, Suzanne  
**Subject:** RE: New Minor Consultation Request - Please respond

Susan,

I'm replying again because I have additional feedback from the Program Coordinator of our Child and Family Development Program. It is her opinion that these two courses are probably not appropriate for the minor. **CHFD 3112: Supporting Diverse Young Learners Birth-8** has a focus on curriculum for preschool classroom contexts. **CHFD 3113: Families as the Core of Partnerships** is a class that is a co-requisite for a community internship in working with infants, toddlers and families.

She notes that she would be glad to chat with you on the phone. You may contact Dr. Suzanne Lamorey at 7-8835 or via email at [slamorey@uncc.edu](mailto:slamorey@uncc.edu)

I wish we had better news at this time. Perhaps there are alternate courses that would 'fit the bill' for your new minor.  
Lee

Lee Sherry, Ph.D. | Associate Professor and Chair  
Department of Special Education and Child Development  
UNC Charlotte | College of Education  
9201 University City Blvd. | Charlotte, NC 28223  
Phone: 704-687-8186 | Fax: 704-687-2916  
[lee.sherry@uncc.edu](mailto:lee.sherry@uncc.edu) | <http://education.uncc.edu/spcd/>



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**From:** Harden, Susan  
**Sent:** Wednesday, January 25, 2012 12:04 PM  
**To:** Harden, Susan; Sherry, Lee  
**Subject:** RE: New Minor Consultation Request - Please respond

Hi Lee,

I am just circling back around regarding this request. Any information you can share with me?

Thanks so much - Susan

---

**From:** Harden, Susan  
**Sent:** Wednesday, January 18, 2012 3:56 PM  
**To:** Sherry, Lee  
**Subject:** New Minor Consultation Request - Please respond  
**Importance:** High

Dear Dr. Sherry,

As chair, this email is to let you know about a new interdisciplinary minor—the Civic Minor in Urban Youth and Communities minor—under development at UNC Charlotte. This initiative is funded by a small grant from the American Association of State Colleges and Universities (AASCU) with faculty from the College of Education and the College of Liberal Arts and Sciences. The minor will provide students with the opportunity to learn about the larger contexts of urban youth and schools in our community. The program will integrate traditional coursework with service learning to provide students with both a theoretical and practical understanding of civic engagement in a range of applied settings.

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I am emailing you with two requests:

3. First, as part of the program review process, we need a letter or email of support from you stating that your department supports the Civic Minor in Urban Youth and Communities minor. If you think undergraduates in your department might be interested in the Civic Minor in Urban Youth and Communities minor, you can add that to your email or letter. **Our target for collecting these emails of support is January 25, 2011.**
4. Second, we have identified the following courses from your department as possible electives for the new minor:

**CHFD 3112 Supporting Diverse Young Learners Birth-8**

Prerequisite: CHFD major or minor with GPA of at least 2.5 overall and 2.75 in the major. Focuses on various developmental and individual needs of children as related to group settings, curriculum decisions, and the design of early learning environments. Emphasis is on current issues, the role of the caregiver (family and/or teacher), the process of guiding and teaching, and the facilitation of development and learning of young children who are culturally, linguistically, and ability diverse. (Fall)

**CHFD 3113 Families as the Core of Partnerships**

Prerequisite: CHFD major or minor with GPA of at least 2.5 overall and 2.75 in the major. Pre-or co-requisites: CHFD 3115 and CHFD 3412. Examines diverse family systems and dynamics as related to the developmental process of parenting in adolescence and adulthood. Emphasis on the role of formal and informal support systems, and effective family professional collaborative partnerships that are family driven. (Spring)

We need your input about these courses in the new minor. Specifically, since the minor is interdisciplinary, is it possible that students with majors outside your program take these courses? Can pre-requisites for non-majors be waived? Please let us know if these are viable options for the Civic Minor in Urban Youth and Communities minor and if there is anything else we need to know about them. **Our target for collecting this feedback is January 25, 2011.**

We are capping the Civic Minor in Urban Youth and Communities minor at 15 students per year for the first three years. That will allow us to develop the program and determine resources as we move forward. We also believe this number of students should not place undue stress on any one course or program.

Please let me know if you have any questions. Thank you in advance for your help.

Susan Harden (Civic Minor in Urban Youth and Communities Design Team Co-leader)

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Susan B. Harden, Ph.D. | UNC Charlotte Crossroads Coordinator  
UNC Charlotte | Dept. of Metropolitan Studies and Extended Academic Programs  
9201 University City Blvd. | Charlotte, NC 28223  
Phone: 704-687-3765 | Fax: 704-687-3178  
[sharden@uncc.edu](mailto:sharden@uncc.edu) | <http://www.uncc.edu>

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## Harden, Susan

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**From:** Ogundiran, Akinwumi  
**Sent:** Thursday, January 26, 2012 10:39 PM  
**To:** Harden, Susan  
**Subject:** Re: Civic Minor in Urban Youth and Communities

Dear Dr. Harden,

This email serves to support the initiative you have proposed to establish Minor in Urban Youth and Communities. The program is of relevance to the Africana Studies curriculum, and we anticipate that some of our students will be interested in the minor.

In addition, the following Africana Studies courses are relevant to the program:

AFRS 2215. Black Families in the United States  
AFRS 2208 Education of African Americans  
AFRS 3101 Perspectives on Race and Ethnicity in the US  
AFRS 3280 Blacks in Urban America

We regularly offer these courses at least once a year; and they are open to both majors and non-majors. Upon your request, we will be willing to reserve seats in these courses for students enrolled in the Minor in Urban Youth and Communities.

Please let me know if you have any questions. Good luck with the curriculum review process.

Akin

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Akin Ogundiran, Ph.D. | Chair, Africana Studies Department  
Professor of Africana Studies, Anthropology & History  
UNC Charlotte | Africana Studies | Garinger 113  
9201 University City Blvd. | Charlotte, NC 28223  
Phone: 704-687-2355 | Fax: 704-687-3888  
[ogundiran@uncc.edu](mailto:ogundiran@uncc.edu) | <http://www.africana.uncc.edu>  
Africana Studies @ UNC Charlotte: 40 Years of Transnational Education in a Global City

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## Harden, Susan

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**From:** James D. Tabor [jdlabor@uncc.edu]  
**Sent:** Thursday, January 19, 2012 12:42 PM  
**To:** Harden, Susan  
**Cc:** Robinson-Harmon, Dr.Rob  
**Subject:** Re: New Minor Consultation Request - Please respond  
**Importance:** High

Susan,

We are supportive of this new minor and wish you well.

You may also make use of RELS 3137 as you find appropriate. It is open to non-majors and has no prerequisites. I will cc: Julia Robinson-Harmon so she is aware that her course has been identified. I know she will be most pleased to welcome any of your students.

On Jan 18, 2012, at 4:15 PM, Harden, Susan wrote:

Dear Dr. Tabor,

As chair, this email is to let you know about a new interdisciplinary minor—the Civic Minor in Urban Youth and Communities minor—under development at UNC Charlotte. This initiative is funded by a small grant from the American Association of State Colleges and Universities (AASCU) with faculty from the College of Education and the College of Liberal Arts and Sciences. The minor will provide students with the opportunity to learn about the larger contexts of urban youth and schools in our community. The program will integrate traditional coursework with service learning to provide students with both a theoretical and practical understanding of civic engagement in a range of applied settings.

The proposed course of study requires that all students take LBST 2215 Citizenship course, nine hours of electives or course options followed by a capstone action research course that is under development. Education majors will be required to take a Service Learning Methods course as one of the three electives. The program development team has identified some courses in your department we think might be a good fit to this minor.

I am emailing you with two requests:

1. First, as part of the program review process, we need a letter or email of support from you stating that your department supports the Civic Minor in Urban Youth and Communities minor. If you think undergraduates in your department might be interested in the Civic Minor in Urban Youth and Communities minor, you can add that to your email or letter. **Our target for collecting these emails of support is January 25, 2011.**
2. Second, we have identified the following courses from your department as possible electives for the new minor:

### **RELS 3137 Religion in the African American Experience**

An introduction to the evolution of black religious thought and culture in America during the 20th century. Emphasizes the rise of the Black Church and its expanding role within black urban communities in America. Also addresses the emergence of other religious belief systems in contemporary Black culture such as Voodoo, Santeria, Spiritist churches, the Nation of Islam and even Black Judaism. Issues of race, class, gender, identity, and violence will be points of discussion in light of black religious life. *(On demand)*



We need your input about these courses in the new minor. Specifically, since the minor is interdisciplinary, is it possible that students with majors outside your program take these courses? Can pre-requisites for non-majors be waived? Please let us know if these are viable options for the Civic Minor in Urban Youth and Communities minor and if there is anything else we need to know about them. **Our target for collecting this feedback is January 25, 2011.**

We are capping the Civic Minor in Urban Youth and Communities minor at 15 students per year for the first three years. That will allow us to develop the program and determine resources as we move forward. We also believe this number of students should not place undue stress on any one course or program.

Please let me know if you have any questions. Thank you in advance for your help.

Susan Harden (Civic Minor in Urban Youth and Communities Design Team Co-leader)

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Susan B. Harden, Ph.D. | UNC Charlotte Crossroads Coordinator  
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Prof. James D. Tabor  
Chair, Dept. of Religious Studies  
UNC Charlotte  
Charlotte, NC 28223  
704-687-2783 (Direct office line)  
704-687-3002 (FAX)  
<http://jamestabor.com>



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

**Department of Special Education and Child Development**

9201 University City Blvd, Charlotte, NC 28223-0001  
t/ 704.687.8828 f/ 704.687.2916 www.uncc.edu

February 1, 2012

Susan B. Harden, Ph.D.  
UNC Charlotte Crossroads Coordinator  
Dept. of Metropolitan Studies and Extended Academic Programs  
UNC Charlotte  
9201 University City Blvd.  
Charlotte, NC 28223

Dear Dr. Harden,

I have shared with our faculty members in the Child and Family Development Program the information describing the new interdisciplinary minor in the Civic Minor in Urban Youth and Communities underdevelopment at UNC Charlotte. The response I have received has been positive and enthusiastic about this initiative. I believe some students will be interested in this minor as well as just taking some coursework. In addition, CHFD 2111: Child Study: Interpreting Children's Behavior, will serve as a possible elective for your new

Best wishes for successful implementation of this minor. We look forward to encouraging our students to consider coursework as a viable option.

Sincerely,

Lee Sherry, Ph.D.  
Associate Professor and Chair



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**The UNIVERSITY of NORTH CAROLINA at CHARLOTTE**

*An Equal Opportunity/Affirmative Action Employer*





**Course:** EDUC 3200, Service-Learning Teaching Methods for k-12 Educators

**Meeting Time:**

**Location:**

**Office Location:**

**Email:**

**Phone:**

**Emergency Phone:**

### **Catalog Description**

(3) The purpose of this course is to offer in-depth service learning opportunity to students who will become public school educators. Definitions of community service, volunteerism, democratic education, service learning pedagogy, community partnership, and leadership will be examined over the semester. May not be repeated for credit. (Spring 2013)

### **Course Rationale**

The objectives for the course are centered on the idea of preparing pre-service teachers for using service learning in combination with classroom teaching. Additionally, students will understand the roles of community agencies and how these agencies contribute to society. Specifically, students will

- Identify service learning and experiential learning theory, pedagogy, and implications for practice.
- Engage in service-learning activities and methodologies through learning, service, and reflection.
- Prepare for teaching practice by designing activities to incorporate service-learning in content areas.
- Increase knowledge of and capacity to develop successful community partnerships
- Examine service-learning research and models.
- Learn about the greater social contexts of service-learning projects and collaborative inquiry skills.
- Critically connect the service experience and content learning resulting in increased personal civic engagement and appreciation for democratic principles.

### **Pre- or Co-requisites**

LBST 2215: Citizenship

## Course Assignments

Course Standards (Assessed):	Assignment	Brief Description	% of grade
	Formal Reflections: (See description below)	#1: What has been my experience thus far in my community placement? How has this affected my perception of the population being served? How can I connect this with theories I'm learning in class?	10
		#2: Identify the need for this agency in the community. Evaluate/examine the social structures that contribute to this need. Articulate how this population might be disadvantaged without this organization.	
		#3: What have I contributed to this agency/what have I learned? What challenges have I faced and what are my recommendations for how people can handle these in the future?	
	Service-learning Journal	See below	10
	Case Study	Research and understanding the mission and purpose of service-learning community partners/schools. More details below.	15
	Service Learning Participation	Time logs and organization evaluations.	25
	Final Project	Creation of a service-learning unit plan that can be implemented into a P-12 classroom.	40
Activities & Assignments:	<p><b>Service:</b> All students are expected to participate in a service-learning experience throughout the course of the semester. Students will have a variety of placement options ranging from community agencies that meet the needs of underserved populations; not-for-profit organizations; and schools and related programs. All placements may not involve tutoring in an educational setting. This activity will be 25% of the final grade in the course. Students will be expected to develop a weekly schedule for service and maintain timesheets throughout the semester.</p>		

***Journals:***

Reflection is an integral part of teaching. Keeping a journal will be an important part of your learning experience. While thinking about what you are doing and what you are learning from the experience, you actually learn more about yourself and the participating agency. Reflection can also make you more aware of what you might not know, so that you can direct your efforts towards finding out more. After each experience with your community agency, reflect on the experience and determine your effectiveness as a service provider. Think about Kolb's model of reflection (start with a concrete incident, consider reflective observations, process information through abstraction and conceptualization) when writing these entries. Entries from your service-learning journal should be emailed to the instructor upon completion of your weekly service. The amount of journals you submit will be based on the number of visits you have and hours you spend at the community agency. Total service commitment equals 30 hours; thus, if you spend 3 hours per week for 10 weeks, you will email the instructor 10 journals. If you spend 5 hours per week for 6 weeks, you will email the instructor 6 journals. Please think about the service you provide *and* what you learn about the community during each session; this will guide your reflection. Although there are no page limits to the reflections, try to keep the length between 2-5 typed, double-spaced pages.

Each entry (non-prompted) should include the following:

1. Date and hours worked: (1 point)
2. Objective Description of your experiences (5 points)
3. Interpretation and explanation (10 points)—Try to understand the behaviors you described in #2. Use principles and concepts from the course reading materials in making your interpretations.
4. Personal Opinions/Feelings and Learning (4 points)—Interpret what you saw and heard today. What does it mean to you?

**\*\*If this method doesn't work well for you, we can discuss alternative strategies (i.e. photo-journaling, blogging, online discussion board).**

***Community Partner Case Study:***

***Overview***

Understanding the mission and goals of a community partner can assist a volunteer in effectively serving the partner. A complete understanding of the community partner will benefit the partner, those served by the community partner, and a volunteer.

***Purpose***

You will be responsible for developing and presenting an in-depth community partner case study of the nonprofit organization/school at which you will be volunteering. Students will present the case study as a group to the class and will submit an individual written report.

***Guidelines***

The case study may be presented in several formats including: Power Point, handouts, website design, etc. If you have any additional ideas, have presentation approved by instructor. In addition to the case study presentation, students will be responsible for a thorough written report on chosen community partner. The report should be written in APA style, which means double-spaced, 12-point, Times-New Roman font with one-inch margins. This paper should reflect an understanding of the agency and display research completed on the topics addressed in the assignment sheet (attached). The length of the paper should be between 3-5 pages.

A rubric can be found on Moodle.

***Final Project: Unit Plan***

***Overview***

The final project for this course requires students to synthesize what they have discovered about service-learning through course readings, presentations, research, and participation in service experience. Students will develop a unit plan that includes a service-learning project for use in their future classrooms in anticipated subject area.

***Purpose***

This is an opportunity to reflect on your experiences over the course of this semester. The format of this assignment is intended to allow you to *creatively and holistically* synthesize your thinking about theory, policy, and personal experience in the role of a community volunteer. Because the goal of this course is to engage students in service-learning pedagogy, students must learn to incorporate this type of pedagogy into their future profession.

***Guidelines***

Students will learn how to make a unit plan and create a project that will engage their future students in a direct, indirect, or advocacy model service-learning project. Students must incorporate **assessing prior knowledge, scaffolding, guided practice, and independent practice** into this plan. Students will submit the unit plan in approved format (to be discussed in class) and include all handouts and resources used in this plan. In addition, students should submit a written reflection discussing the reason for choosing this subject and the activities.

***Evaluation***

Students and instructor will develop a rubric for assessment of this project.

**Required Course Texts:**

Kids as Planners: A guide to strengthening students, schools and communities through service-learning (2008, 3rd ed.). KIDS Consortium.

[http://www.kidsconsortium.org/kidasplanners\\_overview.php](http://www.kidsconsortium.org/kidasplanners_overview.php)

OR

Kaye, C.B. (2004). *The Complete Guide to Service Learning*. Free Spirit Publishing: Minneapolis.

Additional readings will be posted on Moodle for student access or in a student coursepack– see course calendar below.

**Additional References:**

Boyle-Baise, M. (2002). *Multicultural Service Learning: Education teachers in diverse communities*. Teachers College Press: New York.

Cress, C.M., Collier, P.J., Reitenauer, V.L. (2005). *Learning through serving: A student guidebook for service-learning across the disciplines*. Stylus: Quicksilver.

Eyler, J., Giles, D. & Schmiede, A. (1996). *A practitioner's guide to reflection in service learning: Student voices & reflections*. Vanderbilt University: Nashville.

Gottlieb, K. & Robinson, G. (2002). *A practical guide for integrating civic responsibility into the curriculum*. Community College Press: Washington, DC.

Hoose, P. (1993). *It's our world, too! Young people who are making a difference: How they do it, how you can, too!* Joy Street Books: Boston.

Kaye, C.B. (2004). *The Complete Guide to Service Learning*. Free Spirit Publishing: Minneapolis.

**SAMPLE CLASS SCHEDULE**

Date	Objectives	Topic	Readings Due	Assignments Due/Activities
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Tues. 8/19	Identify course objectives and requirements.  Review syllabus.	Introduction to Service Learning  Community Partner Presentations/Explorations	None	Introduction to the course, students, community partners, and instructor
Tues. 8/26	Identify the most appropriate placement based on personal interests and talents.	Interests and Talents: Choosing a service learning placement  What is service-learning?	<i>Learning in Deed</i> pp. 3-17  (on Moodle)  <a href="http://www.eric.ed.gov/PDFS/ED465829.pdf">http://www.eric.ed.gov/PDFS/ED465829.pdf</a>  Learn & Serve America –  <a href="http://www.learnandserve.gov/about/lisa/index.asp">http://www.learnandserve.gov/about/lisa/index.asp</a>	<b>Review of Syllabus</b>  <b>Personal Interest Inventory—</b>  <b>“Buffaloes, Beavers, Eagles &amp; Mice...Oh, My!” Activity</b>  <a href="http://www.nationalserviceresources.org/buffaloes-beavers-eagles-miceoh-my">http://www.nationalserviceresources.org/buffaloes-beavers-eagles-miceoh-my</a>  <b>Online Service Learning Training/Discussion of course reading</b>  <b>Sign up for Service-Learning Site</b>
Tues. 9/2	Identify the foundations for Service-Learning	What is the history of and the foundation of service-learning in education?  The importance of reflection	<i>Learning in Deed</i> pp. 18-29  (on Moodle)  <a href="http://www.eric.ed.gov/PDFS/ED465829.pdf">http://www.eric.ed.gov/PDFS/ED465829.pdf</a>	<b>Creation of a list of expectations for service learning students</b>  <ul style="list-style-type: none"> <li>• Goals</li> <li>• Expectations</li> <li>• K-W-L</li> </ul> <b>Reflection Activity</b>
9/9	Identify disadvantages of unsuccessful service-learning experiences.	Learning to serve, serving to learn.  Service learning responsibilities/  Discussion about the volunteer’s role in Service-Learning	“To Hell with Good Intentions”  (on Moodle)  <a href="http://southwestern.edu/live/files/1158">http://southwestern.edu/live/files/1158</a>  “Why Service Learning	<b>Discussion of how service-learning can be done incorrectly.</b>



			is Bad”  (on Moodle)  <a href="http://glennblalock.org/~gblalock/glennblalock/wiki/uploads/ACSM1110f09/whySLbad.pdf">http://glennblalock.org/~gblalock/glennblalock/wiki/uploads/ACSM1110f09/whySLbad.pdf</a>	
Tues 9/16	To understand how a traditional model of education differs from a counter-normative model.	Counter-normative pedagogy	<i>Pedagogy of the Oppressed</i>  Chapter 2  (to be distributed in class)  <a href="http://www.webster.edu/~corbette/philosophy/education/freire/freire-2.html">http://www.webster.edu/~corbette/philosophy/education/freire/freire-2.html</a>  Academic Service Learning: A Counternormative Pedagogy  (on Moodle)  <a href="http://onlinelibrary.wiley.com/doi/10.1002/tl.7303/pdf">http://onlinelibrary.wiley.com/doi/10.1002/tl.7303/pdf</a>	<b>Jigsaw and Discussion</b>  <b>Service-learning/ Community Agency Agreement due.</b>  <b>Reflection #1 Due</b>
Tues. 9/23	Define civic engagement and explain the benefits of using this in the classroom.  Identify the mission and purpose of individual community agencies.	Civic Responsibility  Case Studies	Civic Responsibility Overview and Links:  <a href="http://learningtogive.org/papers/paper11.html">http://learningtogive.org/papers/paper11.html</a>	<b>Skype with Evan Goldberg:</b> Specialist, Alameda County <i>Service-Learning</i> Partnership  Or  Dr. Andy Furco, University of Minnesota: Associate vice president for public engagement, Office for Public Engagement
Tues.	No Class	Developing an understanding of	<b>Post one resource on the population which</b>	

9/30	To be determined	specific populations within the community.	<b>you are serving through your placement.</b>	<b>Moodle discussion</b>  <b>Reflection #2 Due</b>
Tues. 10/7	Synthesize information presented from case studies of community agencies.	Cultural Connections		Case Study Due—Presentations
Tues 10/14	Evaluate the effectiveness of service learning experience.	Am I making an impact? Is this a good fit?	<p>"Beyond a Grade: Are We Making a Difference?"</p> <p>(to be distributed in class)</p> <p><a href="http://books.google.com/books?id=6wOTLejOFb4C&amp;pg=PA125&amp;lpg=PA125&amp;dq=Beyond+a+grade:+Are+we+maki+ng+a+difference&amp;source=bl&amp;ots=BRllVYw87v&amp;sig=li8S0FYiYjQokZikZA3yIByTPSo&amp;hl=en#v=onepage&amp;q=Beyond%20a%20grade%3A%20Are%20we%20makin%20a%20difference&amp;f=false">http://books.google.com/books?id=6wOTLejOFb4C&amp;pg=PA125&amp;lpg=PA125&amp;dq=Beyond+a+grade:+Are+we+maki+ng+a+difference&amp;source=bl&amp;ots=BRllVYw87v&amp;sig=li8S0FYiYjQokZikZA3yIByTPSo&amp;hl=en#v=onepage&amp;q=Beyond%20a%20grade%3A%20Are%20we%20makin%20a%20difference&amp;f=false</a></p> <p>"Looking Back, Looking Forward: Where Do You Go from Here?"</p> <p>(to be distributed in class)</p> <p><a href="http://books.google.com/books?id=6wOTLejOFb4C&amp;pg=PA139&amp;lpg=PA139&amp;dq=Looking+">http://books.google.com/books?id=6wOTLejOFb4C&amp;pg=PA139&amp;lpg=PA139&amp;dq=Looking+</a></p>	Student self-evaluation

			<a href="http://www.kidsconsortium.org/kidsasplanners_overview.php">Back,+Looking+Forward:++Where+Do+You+Go+from+Here?%E2%80%9D&amp;source=bl&amp;ots=BRlIVyX-4t&amp;sig=Gk2KLEIC2zC3cVoh3TPtHHxucPQ&amp;hl=en#v=onepage&amp;q=Looking%20Back%2C%20Looking%20Forward%3A%20%20Where%20Do%20You%20Go%20from%20Here%3F%E2%80%9D&amp;f=false</a>	
Tues. 10/21	<p>Identify Types of Service Learning Experiences (Indirect, direct, advocacy)</p> <p>Identify Elements of High Quality Service Learning Experiences.</p>	<p><u>How do Teachers create Powerful Service-learning Experiences for Students?</u></p>	<p>Kids as Planners: A guide to strengthening students, schools and communities through service-learning. Pgs. 1-18.</p> <p><a href="http://www.kidsconsortium.org/kidsasplanners_overview.php">http://www.kidsconsortium.org/kidsasplanners_overview.php</a></p>	<b>Unit/Lesson Planning</b>
Tues. 10/28	<p>Explore Service Learning Models Used in Schools</p>	<p>Service Learning Framework</p>	<p>Kids as Planners: A guide to strengthening students, schools and communities through service-learning. Pgs. 19-33.</p>	<b>Unit/Lesson Planning</b>
Tues. 11/4	<p>Develop a lesson plan for content area.</p>	<p>Unit/Lesson planning</p>	<p>Kids as Planners: A guide to strengthening students, schools and communities through service-learning. Pgs. 37-87.</p>	<b>In class workshop on lesson planning</b>
Tues. 11/11	<p>Observe how service-learning can be used in the K-12</p>	<p>How does service-learning relate to my</p>	<p><i>Learning in Deed</i></p>	<b>Teacher Panel</b>

	curriculum.	teaching career?	pp.30-47	<b>Work on unit plan draft.</b>
Tues. 11/18	Demonstrate how students involved in service-learning experiences can leave a lasting impact on a community agency.  Sustaining Service Learning		Kids as Planners: A guide to strengthening students, schools and communities through service-learning. Pgs. 89-99.	
Tues. 11/25	No Class	Service-learning unit/lesson plan	None  Meet with instructor on to discuss individual unit plan	<b>Workday</b>  <b>Please schedule a meeting with instructor sometime during this week.</b>
12/2	Synthesize course objectives.			<b>Final Unit Plan Presentations</b>

**CUYC 3600**  
**Community Engagement Capstone Seminar**

Catalog Description

The purpose of this course is to provide a culminating and comprehensive experience for students in the Civic Minor in Urban Youth and Communities. In this course, students will synthesize the interdisciplinary theory and experiential learning around urban youth and education, communities, and social justice into a comprehensive community and school based project lead by the student using practices of participatory action research. This course is SL designated.

Texts Required

*Better Together: A Model University-Community Partnership for Urban Youth* by Barbara C. Jentleson, Teachers College Press, 2011.

*Research Methods for Community Change* by Randy Stoecker, Sage Publications, 2005.

*Match on Dry Grass: Community Organizing as a Catalyst for School Reform* by Mark R. Warren and Karen L. Mapp, Oxford University Press, 2011.

Readings as assigned.

Pre-requisites

LBST 2215 and 9 hours of the elective coursework of the minor or approval of the instructor.

Course Goals

The goal of the capstone is to provide students with experiential learning course that draws together the theory and practice accumulated during the Civic Minor in Urban Youth and Communities program with a deep community or school-based action research project. In this class, students will learn how to carry out an authentic, high quality research project that meets a community need. In this project, the students will grow and demonstrate their knowledge of issues in urban youth and education, communities, and social justice. Students will explore the complexities of urban schools and neighborhoods, the capabilities of urban children, and the diverse resources and assets of urban neighborhoods including public policy considerations. Students will learn successful models of university and community partnership, like *Public Achievement*, and how these models can strengthen connections between schools and communities and build civic participation.

Course Objectives

1. Students will identify and demonstrate knowledge of participatory action research (PAR) theory and practice.
2. Students will explore, identify and demonstrate knowledge of the complex issues of urban youth and education, communities, and social justice theory.
3. Students will explore successful models of university and community partnerships.
4. Students will use PAR; urban education, urban community, and social justice theory; and models of successful university and community based partnerships to develop a community, neighborhood, or school based project proposal including evaluation instruments.
5. Over the course of the semester, students will implement their proposal and reflect on their learning and the learning of community partners via journals, blogs, and creative expression.
6. Students will provide weekly summaries and monthly progress reports of their projects.
7. Students will demonstrate their learning through a multi-genre portfolio.

### Course Expectations

This course is a seminar in that students will be engaged in an intensive academic exploration and therefore students should expect to read assignments and be prepared to discuss these assignments in a small classroom environment on campus. This class is also heavily project and community focused. Students should be prepared to spend a significant portion of the allocated class time in the community working on the project. Students should consider their transportation availability when registering for this course and designing their project proposals.

### Attendance

Participation and co-learning are important concepts in PAR, thus it is necessary that you attend and actively participate in class. Class participation includes activities such as speaking, listening, observing, sharing ideas, and reflecting. You are expected to attend all class sessions. If you cannot attend a class session due to extenuating circumstances, you must communicate with me prior to the missed session. You are also expected to read and reflect on all of the assigned articles prior to class and to review the relevant discussion questions prior to class.

### Topics

Topic 1: What is Participatory Action Research?

Topic 2: The Theoretical and Policy Intersections of Urban Education, Communities, and Social Justice

Topic 3: Successful Models of University and Community Partnerships in Urban Settings

Topic 4: Proposal Development

Topic 5: Proposal Implementation

Topic 6: Project Reflection and Evaluation

Topic 7: Reporting Results and Evaluation

Topic 8: Creating a Project Portfolio

### Grading

Course grades will be based upon the traditional ten point scale (A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = below 60%). The number of exams and assignments is subject to change based on the pace of the class discussions. Any changes will be announced to students in class and on the class Moodle site.

### Assignments

PAR paper with interview of PAR practitioner	100 points
Presentation and class discussion of UYC issue	100 points
Essay: Best Practices of Successful University and Community Partnerships	100 points
PAR Project Proposal	300 points
Weekly Progress Reports	100 points
Results and Evaluation Report	300 points
Multi-Genre Comprehensive Project Portfolio	1000 points

### Notice of classroom expectations:

This syllabus contains the policies and expectations we have established for this course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course. 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.

We will conduct this class in an atmosphere of mutual respect. We encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including ours, is similarly welcome. However, we will exercise our responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect we expect in this class, you will not be permitted to participate further.

If we are late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions we may give you about my anticipated tardiness.

### Rights and responsibilities in obtaining disability 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.

### Academic integrity violations, including plagiarism:

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. Definitions and examples of plagiarism are set forth in the Code.

All UNC Charlotte students have the responsibility to be familiar with and to observe the requirements of The UNC Charlotte Code of Student Academic Integrity (see the Catalog). This Code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials (such as Library books on reserve), and complicity in academic dishonesty (helping others to violate the Code). Any further specific requirements or permission regarding academic integrity in this course will be stated by the instructor, and are also binding on the students in this course. Students who violate the Code may be subject to punishment. For a first offense, the usual penalty is zero credit on the work involving dishonesty, but depending on the nature of the offense, may result in a penalty of F in the course. For any subsequent offense, appearance before the Academic Integrity Board is required and may result in more severe penalties, up to and including permanent expulsion from UNC Charlotte and having this fact recorded on their official transcript. If you do not have a copy of the Code, you can obtain one from the Dean of Students Office or access it online at [www.legal.uncc.edu/policies/ps-105.html](http://www.legal.uncc.edu/policies/ps-105.html). Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty they become aware of to the course instructor who is responsible for dealing with them.

#### Sexual harassment in courses:

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). 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.



V. B. 4. ATTACHMENTS, PROPOSED CATALOG COPY

**EDUC 3200. Service-Learning Teaching Methods for k-12 Educators (3).** The purpose of this course is to offer in-depth service learning opportunity to students who will become public school educators. Definitions of community service, volunteerism, democratic education, service learning pedagogy, community partnership, and leadership will be examined over the semester. May not be repeated for credit. *(Spring 2013)*

**CUYC 3600. Community Engagement Capstone Seminar (3).** The purpose of this course is to provide a culminating and comprehensive experience for students in the Civic Minor in Urban Youth and Communities. In this course, students will synthesize the interdisciplinary theory and experiential learning around urban youth and education, communities, and social justice into a comprehensive community and school based project lead by the student using practices of participatory action research. This course is SL designated. *(On demand)*

**College of Education and College of Liberal Arts and Sciences**

**Civic Minor in Urban Youth and Communities  
15 hours required**

**Academic Plan of Study**

**Program Summary Information:**

- Declaring the Minor: No minimum GPA is required. No course pre-requisite is required. To be admitted into the minor, students must complete a Change of Major/Minor form, have it signed and approved by their Academic Advisor or the chairperson of the department in which currently majoring and the program coordinator for the minor, and then turn it in to the Office of the Registrar in King 141. Forms are available at the Office of the Registrar and advising centers around campus. Declaration of minor forms are accept year around.
- Advising: Interested students should seek advising from the program coordinator for the minor.
- Minimum Grades: GPA of 2.0 or higher must be maintained (in courses applied to the minor).
- Teacher Licensure: Teacher licensure is not required.
- Night Classes Available: Yes, some night classes available but the minor cannot be completed exclusively with night classes.
- Weekend Classes Available: No.
- Other relevant information: This minor will require a capstone project (CUYC 3600) completed after all other minor requirements have been completed or with enrollment in required courses simultaneously with enrollment in capstone course.
- Contact Person: Dr. Susan B. Harden, UNC Charlotte Crossroads Coordinator, [sharden@uncc.edu](mailto:sharden@uncc.edu), (704)687-3765.

**Program Requirements (visual presentation):**

The Civic Minor in Youth and Communities is open to all majors. The minor is relatively flexible and can be declared at any time as long as the required 15 hours of course work, including the capstone course, CUYC 3600, can be completed in time for graduation. There is one introductory required course, LBST 2215 Citizenship, for all majors. Education majors are also required to take EDUC 3200. The minor has 6 to 9 elective hours (6 if taking EDUC3200 and 9 otherwise), which will be selected from a very interdisciplinary menu of courses listed below. The elective courses must be chosen as to represent three different areas: Urban Youth and Education, Communities and Social Justice. At least one course from each area must be completed.

**Suggested Plan of Study for Civic Minor in Urban Youth And Communities:**

**Required Courses:**

All majors:

LBST 2215      Citizenship      3 hours

CUYC 3600      Community Engagement Capstone      3 hours

(Completed after all other requirements are met)

Education majors:

EDUC 3200      Service-Learning Teaching Methods for k-12 Educators      3 hours

**Electives:**

6-9 elective hours are required. Six hours if taking EDUC 3200, required for Education majors, and 9 hours otherwise. The one elective course (3 hours) must be chosen in each of the following areas: Urban Youth and Education, Communities, and Social Justice. Approved electives by area are listed below.

**Urban Youth and Education (3 hours required from this area)**

AFRS 2208      Education of African Americans  
CHFD 2111      Child Study: Interpreting Children's Behavior  
CJUS 2120      Juvenile Justice  
EDUC 2100      Introduction to Education and Diversity in Schools  
EDUC 3200      Service-Learning Teaching Methods for k-12 Educators  
MDSK 2100      Diversity and Inclusion in Secondary Schools  
PSYC 2120      Child Psychology  
PSYC 2121      Adolescent Psychology  
SOCY 4135      Sociology of Education

**Communities (3 hours required from this area)**

AFRS 2215      Black Families in the United States  
AFRS 3280      Blacks in Urban America  
ANTH 2125      Urban Anthropology  
GEOG 2000      Social Inequality and Planning  
GEOG 2200      Introduction to Urban Studies  
GEOG 4220      Housing Policy  
HIST 3281      American Cities  
LTAM 1100      Introduction to Latin America  
PSYC 3155      Community Psychology  
RELS 3137      Religion in the African American Experience  
SOCY 4124      Sociology of the Community

**Social Justice (3 hours required from this area)**

AFRS 3101      Perspectives on Race and Ethnicity in the US  
ARSC 3480      Citizenship and Service Practicum  
CJUS 3160      Domestic Violence  
CJUS 4210      Gender, Race, and Justice  
COMM 3136      Leadership, Service, and Ethics

HIST 3218	Racial Violence, Colonial Times to Present
PSYC 3806	Undergraduate Research Assistantship (summer only)
SOCY 3143	Social Movements
SOCY 4111	Social Inequality
SOCY 4125	Urban Sociology

### **ADVISING RESOURCES**

<http://gened.uncc.edu> is the definitive source for General Education requirements for *ALL* students

<http://advising.uncc.edu> is the central University source of information on advising

<http://catalog.uncc.edu> is the official Undergraduate Catalog

<http://education.uncc.edu/tealr/advising-department> is the advising web page for the College of Education

<http://clas-advising.uncc.edu/> is the advising web page for College of Liberal Arts and Sciences

<http://advisingcenter.uncc.edu> is the web page for the University Advising Center

## **COURSE DESCRIPTIONS – 15 hours of coursework required for the minor**

### **Required Courses (6 or 9 hours)**

#### **LBST 2215 Citizenship (Introduction Course for the Minor)**

A study of the concept of citizenship as it has evolved in different cultures with an emphasis on scholarly understandings of the rights and responsibilities of citizenship. Includes an examination of the ethical dimensions of citizenship in political, social, and religious contexts. The course includes a service component that allows students to explore the relations of citizenship and public service. During the semester the course meets a total of 27 hours for classroom lectures and discussions and requires completion of 25 hours of voluntary service in the community. May not be repeated for credit. (Fall, Spring)

#### **CUYC 3600 Community Engagement Capstone Seminar**

The purpose of this course is to provide a culminating and comprehensive experience for students in the Civic Minor in Urban Youth and Communities. In this course, students will synthesize the interdisciplinary theory and experiential learning around urban youth and education, communities, and social justice into a comprehensive community and school based project lead by the student using practices of participatory action research. This course is SL designated.

*Required for Education Majors:*

#### **EDU 3200 Service-Learning Teaching Methods for k-12 Educators**

The purpose of this course is to offer in-depth service-learning opportunities to students who will become public school educators. Definitions of community service, volunteerism, democratic education, service-learning pedagogy, community partnership, and leadership will be examined over the semester. May not be repeated for credit.

### **Elective Course Options (6 or 9 hours)**

Please select one course (3 hours) from each focus area: Urban Youth and Education, Communities, and Social Justice. Teacher education majors are required to take *EDU 3200 Service Learning Teaching Methods for k-12 Learners* under the focus area of Youth and Education.

Urban Youth and Education (3 hours required from this area)

#### **AFRS 2208 Education of African Americans**

Examination of the problems and challenges of educating African-Americans. Topics include: conceptual approaches to education; historical and contemporary overview of education for African-Americans; the impact of race and discrimination; analysis of existing curricula; and suggested models for a multi-racial and multi-cultural education.

#### **CHFD 2111 Child Study: Interpreting Children's Behavior. (3)**

Focuses on the behavior of children within the context of the family, culture, community, and society. The complex interactions among heredity, identity, and the environment are presented through the study of current theories of child development. A field-based clinical assignment of approximately 20 hours is required for the purpose of completing a case study and child's developmental portfolio with emphasis on the child within the context of the family. (Fall, Summer)

**CJUS 2120. Juvenile Justice. (3)**

Intensive analysis of the administration of juvenile justice within the United States. Particular emphasis on decision-making and procedures of police, courts, and correctional agencies for juveniles. (*Fall, Spring*)

**EDUC 2100 Introduction to Education and Diversity in Schools**

Social, historical, and philosophical foundations of the educating professions, the organization and various levels of education, and the major issues in American education. Field-based activities in observing in-class and non-classroom settings: 5 hours. (*Fall, Spring, Summer*)

**EDU 3200 Service-Learning Teaching Methods for k-12 Educators**

The purpose of this course is to offer in-depth service-learning opportunities to students who will become public school educators. Definitions of community service, volunteerism, democratic education, service-learning pedagogy, community partnership, and leadership will be examined over the semester. May not be repeated for credit.

**MDSK 2100 Diversity and Inclusion in Secondary Schools**

Introduction to the contexts, challenges, and changes in U.S. secondary education; emphasis on diversity in student populations including special needs students; examination of diversity in schools, including school organizations, approaches to teaching, purposes and expectations for public education, and communities. 10 hours of observations and participation in school settings required. (*Fall, Spring, Summer*)

**PSYC 2120 Child Psychology**

Prerequisite: PSYC 1101. Psychological development in infancy and childhood, including such topics as biological change, learning, thought, language, social relations, intelligence, and morality. (*Fall, Spring, Summer*)

**PSYC 2121 Adolescent Psychology**

Prerequisite: PSYC 1101. Developmental and psychological characteristics of adolescents, with emphasis on the developmental transitions, social contexts, and problems of adolescence. (*Fall, Spring, Summer*)

**SOCY 4135. Sociology of Education**

Prerequisite: SOCY 1101 or permission of the instructor. Educational institution; the school class as a social system; the school as a social environment and a complex organization. (*Yearly*)

Communities (3 hours required from this area)

**AFRS 2215. Black Families in the United States. (3) (W)**

Critical and comprehensive examination of the life of African-American families in the United States including the historical evolution of black families and their relationship with the political-economic structures of American society. (*Yearly*)

**AFRS 3280 Blacks in Urban America**

Cross listed as HIST 3280. African-Americans have been part of the urban scene since the colonizing of the Americas. The course will examine the ways in which their presence in cities has both exemplified and contradicted the understanding of both urban development and race relations in America from colonial times to the present.

**ANTH 2125 Urban Anthropology**

Cross-cultural analysis of urban life; rise of early cities; rural-urban differences; migration; ethnicity, urban poverty; effects of urban life on kinship systems; modernization.

**GEOG 2000 Social Inequality and Planning**

This course introduces social, political, economic and cultural forces shaping urban communities. The role of race, class and gender relations and the processes through which community intervention occurs at the local level is explored. Emphasis is on the role of participatory planning, advocacy planning, community organizing and community development. We will explore community building and social change by focusing on the interplay between local residents, leaders and institutions, through team projects, individual assignments and community service activities. We will participate in community projects in Charlotte neighborhoods.

**GEOG 2200 Introduction to Urban Studies**

Cross-listed with URBS 2200. A survey course exploring the diverse perspectives and experience of North American Cities. Lectures and discussions will focus on the development, organization, function, and meaning of urban areas, as well as the multiple and complex relationships that exist between cities and the people who live and work within them. (Fall, Spring)

**GEOG 4220 Housing Policy**

Prerequisites: GEOG 1105 and at least one of GEOG 2200, GEOG 2165, GEOG 3100, GEOG 3205 or GEOG 3215, or permission of instructor. This course is designed to provide students a comprehensive overview of U.S. housing policy while honing their research and analytical skills. Topics covered will include the evolution of housing policy, how the provision of housing impacts urban spatial patterns, and the past and present role of housing on regional economic development, land use planning, environmental planning, transportation infrastructure, community revitalization, and social capital. (Fall)

**HIST 3281 American Cities**

U.S. urban history. The city as a physical place, as a socio-political environment and as a cultural center. Emphasis on the social developments caused by urbanization. (Alternate years )

**LTAM 1100 Introduction to Latin America. (3) (O)**

An introductory, interdisciplinary survey of the field of Latin American Studies. Course will focus on the culture, economy, geography, history, politics, and society of Latin America, as well as on the diverse ways in which scholars have studied the region. (Fall, Spring)

**PSYC 3155 Community Psychology**

Social forces, particularly within the context of organizations and/or communities, that affect the development of psychopathology and/or personal competency, with emphasis on preventing psychopathology and increasing competency. Topics include the concept of prevention; assessment of organizations, communities, and other environments; methods of instituting organizational and community change; evaluating the effects of community interventions; social policy analysis; and ethical issues involved in community work. (Yearly)

**RELS 3137 Religion in the African American Experience**

An introduction to the evolution of black religious thought and culture in America during the 20th century. Emphasizes the rise of the Black Church and its expanding role within black urban communities in America. Also addresses the emergence of other religious belief systems in contemporary Black culture such as Voodoo, Santeria, Spiritist churches, the Nation of Islam and even

Black Judaism. Issues of race, class, gender, identity, and violence will be points of discussion in light of black religious life. *(On demand)*

**SOCY 4124 Sociology of the Community**

Prerequisite: SOCY 1101. Concepts and methods of community analysis of planned and unplanned community change. *(On demand)*

Social Justice (3 hours required from this area)

**AFRS 3101 Perspectives on Race and Ethnicity in the US**

Study of values and make-up of American pluralistic society in historical and contemporary context. Focus on the understanding of African American values and the role of ethnicity and race. *(On demand)*

**ARSC 3480 Citizenship and Service Practicum**

An interdisciplinary, experiential learning course which examines the relationship between citizenship and service to one's community. Lectures, reading, and seminars explore the historical, ethical, and political foundations of voluntary service for issues such as poverty, homelessness, and social justice. Course meets for two hours of lecture/discussion per week and requires completion of 40 hours of voluntary service in the community.

**CJUS 3160 Domestic Violence**

Prerequisite: CJUS 1100. Examination of the interpersonal dynamics of abusive relationships and how the cycle of violence perpetuates the home resulting in the physical, psychological and sexual abuse of women and children and how men can become part of the solution to this social cancer. *(On demand)*

**CJUS 4210 Gender, Race and Justice**

Prerequisite: CJUS 1100 or permission of the instructor. Designed to examine the topics of femininities and masculinities and their influence on participants in the criminal justice system. Specific topics include the notion of gender and offending, women and men as victims of violence and as professionals within the criminal justice system. *(On demand)*

**COMM 3136 Leadership, Service, and Ethics**

The focus of this course is on leadership issues facing our society, the role of values and ethics in leadership, and servant leadership. *(Fall, Spring)*

**HIST 3218 Racial Violence, Colonial Times to Present**

Cross-listed as AFRS 3218. This course examines the ways in which African-Americans and Whites used violence both as part of struggles for liberation and freedom as well as repression from the colonial period to the present in the United States. The focus will be on broader processes of social, political, and cultural change and at efforts to build cooperation. *(On demand)*

**PSYC 3806 Undergraduate Research Assistantship. (1-4)** (summer section only for Charlotte Engage)

Prerequisites: Permission of instructor, Psychology major, and a GPA above 2.0. Assist faculty with current research projects. Exact duties will depend of hours enrolled and the needs of the instructor. May be repeated for credit. The student must obtain approval from the instructor listed in the schedule of classes in the semester preceding the semester in which the course is to be taken. *(Fall, Spring, Summer)*



**SOCY 3143 Social Movements**

Prerequisite: SOCY 1101. Analysis of collective behavior, ideology, development, and organizations of movements seeking or resisting change. (*Yearly*)

**SOCY 4111 Social Inequality**

Prerequisite: SOCY 1101. Distribution of power, privilege, and prestige; correlates and consequences of inequality; national and international comparisons. (*Yearly*)

**SOCY 4125 Urban Sociology**

Prerequisite: SOCY 1101 or permission of the instructor. Cross cultural analysis of urban development, social structure, ecology, demographic composition, and social problems. (*Yearly*)



# UNC CHARLOTTE

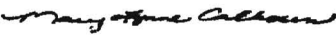
College of Education

Office of the Dean

9201 University City Blvd., Charlotte, NC 28223-0001  
(704) 687-8722, www.uncc.edu

## MEMORANDUM

**TO:** Dr. Susan Harden

**FROM:** Mary Lynne Calhoun, Dean 

**DATE:** March 1, 2012

**RE:** Administrative home for Civic Minor in Urban Youth and Communities

It has been a pleasure for me to serve on the design team for the Civic Minor in Urban Youth and Communities. I write to describe the administrative arrangements for this new academic program.

As noted in the proposal to the American Association of State Colleges and Universities which led to the development of the proposed minor will be in the College of Education. Here is the information from the grant proposal:

The Civic Minor in Urban Education will be housed administratively in the College of Education and a faculty member in the College of Education will be assigned the role of Program Coordinator, with an advisory team drawn from the College of Education, the College of Liberal Arts & Sciences, the broader campus community, and Charlotte-Mecklenburg Schools. The Coordinator will have responsibility for advising students, maintaining the program website, and scheduling courses. The Program Coordinator will receive an administrative stipend from the College of Education in line with stipends for other program coordinators in the College.

Further, the departmental home for the Civic Minor in Urban Youth and Communities will be the Department of Middle, Secondary and K12 Education.

The College of Education appreciates this opportunity to work with colleagues in the College of Liberal Arts and Sciences to create an important new program of study for UNC Charlotte undergraduates.

# LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: \_\_\_\_\_

Proposal Title: **Creation of a New, Interdisciplinary Minor: Urban Youth and Communities**  
 Originating Department: **Interdisciplinary**

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

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
			<i>Approved</i>	<u>DEPARTMENT CHAIR</u>  [print name here]
			<i>Approved</i>	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>  [print name here]
			<i>Approved</i>	<u>COLLEGE FACULTY CHAIR (if applicable)</u>  [print name here]
			<i>Approved</i>	<u>COLLEGE DEAN</u>  [print name here]
			<i>Approved</i>	<u>GENERAL EDUCATION</u> (for General Education courses)  [print name here]
			<i>Approved</i>	<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
			<i>Approved</i>	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)
			<i>Approved</i>	<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

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To: Undergraduate Course and Curriculum Committee Chair

From: The Colleges of Education and Liberal Arts and Sciences

Date: February 6, 2012

Re: Creation of a New, Interdisciplinary Minor: Urban Youth and Communities

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Proposal #

**Creation of a New, Interdisciplinary Minor:  
Urban Youth and Communities**

(Development funded by an American Association of State Colleges and Universities grant)

University of North Carolina at Charlotte

New; Undergraduate

Course and Curriculum Proposal from: The College of Education and the College of Liberal Arts and Sciences

**A. PROPOSAL SUMMARY**

An interdisciplinary group of faculty from the College of Education and the College of Liberal Arts and Sciences propose to add an interdisciplinary minor to the undergraduate curriculum: Urban Youth and Communities. The proposed Minor will require 15 hours of course work, including 2 new courses proposed here EDUC3200 (for Education majors only) and CUYC 3600(for all Majors). LBST 2215 will be a required course(for all Majors); and there will be 6 to 9 elective hours (6 if taking EDUC3200 and 9 otherwise), which will be selected from a menu of courses described in the attached Academic Program of Study. The Minor will accept 15 new students annually for the first 3 years, and subsequent growth will be determined by resources and demand.

**B. JUSTIFICATION.**

**a. Identify the need addressed by the proposal and explain how the proposed action meets the need.**

In December 2010, UNC Charlotte was one of five universities awarded a grant by the American Association of State Colleges and Universities (AASCU) to create a Civic Minor in Urban Education (now renamed) in a highly competitive process. The grant PIs are Susan Harden (Education) and Janni Sorensen (CLAS); its senior personnel include: Kim Buch, Mary Lynne Calhoun, Denise Dwight-Smith, and Bruce Taylor; all are members of the design team submitting this proposal on behalf of the Colleges of Education and Liberal Arts and Sciences. Prior to submitting the grant proposal to AASCU, it was signed by Janet Levy in her role as Chair of the Undergraduate Course and Curriculum Committee to acknowledge its implications if funded.

The AASCU mandated that all Minors created by this grant:

- be open to all undergraduate students (not just Education majors)

- include a “teaching methodology course designed to ensure that future urban teachers are trained about how to implement and execute community-based service-learning methods in their classes” (proposed here as EDUC3200)
- include a service-learning experience (proposed here as CUYC 3600)
- “integrate service learning with coursework from a variety of majors” (proposed here as Course Electives)
- be developed by an inter-disciplinary design team consisting of a minimum of one design team leader from Education and one from Arts and Sciences (Drs. Harden and Sorensen, respectively)
- be “submitted through the campus review and approval process.”

Besides meeting these AASCU requirements, the proposed Minor also is designed to:

- meet the increased demand of students for formal training and experience in civic engagement
- contribute to the university’s civic engagement and outreach mission by strengthening connections to urban neighborhoods and schools
- expand the undergraduate curriculum’s provision of formal service learning and civic engagement experiences, and enhances coverage of the academic theories and public policies in the areas of youth and education, communities, and social justice
- better prepare graduates for the unique challenges and complexity of working in today’s urban schools and neighborhoods
- contribute to the university’s mission and to serve and attract future students by offering a program of study in a relatively new and rapidly growing area (Civic Engagement)

In summary, the proposed Minor in Urban Youth and Communities is designed to meet all of the above needs and goals.

**b. Discuss prerequisites/corequisites for course(s) including class-standing.**

Students can declare the minor at any time during their undergraduate years. There are no prerequisites or corequisites to Minor declaration.

**c. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.**

EDUC 3200 UPPER DIVISION UG COURSE (AS DIRECTED BY THE UNC CHARLOTTE ACADEMIC POLICY: COURSE NUMBERING DOCUMENT

CUYC3600 UPPER DIVISION UG COURSE (AS DIRECTED BY THE UNC CHARLOTTE ACADEMIC POLICY: COURSE NUMBERING DOCUMENT

**d. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?**

As summarized above, the proposed Minor improves both the scope and quality of the university’s programs and instruction as it:

- meets the increased demand of students for formal training and experience in civic engagement
- contributes to the university's civic engagement and outreach mission by strengthening connections to urban neighborhoods and schools
- expands the undergraduate curriculum's provision of formal service learning and civic engagement experiences, and enhances coverage of the academic theories and public policies in the areas of youth and education, communities, and social justice
- better prepares graduates for the unique challenges and complexity of working in today's urban schools and neighborhoods
- contributes to the university's mission and to serve and attract future students by offering a program of study in a relatively new and rapidly growing area (Civic Engagement)

## IMPACT

- a. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.**

The Minor is open to any undergraduate major in any college, but is expected to appeal most to majors in the Colleges of Education and Liberal Arts and Sciences, especially non-education majors from the social sciences and students coming from learning communities focused on community service. This determination was made by consultations with administrators from EDUC and CLAS, the Campus Compact group, and the Learning Communities Coordinators group.

- b. What effect will this proposal have on existing courses and curricula?**

Because of the controlled and phased growth proposed for the implementation of the minor, we anticipate little immediate effect on existing courses and curricula. We have already been working with Drs. Rock and Coffey to develop EDUC3200; Drs. Harden, Sorensen and Taylor are developing CUYC3600; Drs. Buch and Harden both currently teach LBST 2215 regularly. See consultation reports (attached) for anticipated impact on elective courses.

- c. When and how often will added course(s) be taught?**

We anticipate that LBST 2215 will continue to be taught twice annually (by Drs. Buch and Harden).

We anticipate that EDUC3200 will be taught once annually, beginning Spring of 2013.

We anticipate that CUYC3600 will be taught once annually, beginning in Spring of 2013.

- d. How will the content and/or frequency of offering of other courses be affected? What is the anticipated enrollment in course(s) added (for credit and auditors)?**

Neither the content nor frequency of other courses will be affected.  
LBST 2215 Approximately 10 new students annually (for first 3 years)  
EDUC3200 Approximately 15 students annually (beginning 2013)  
CUYC3600 Approximately 15 students annually (beginning 2013)

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

Minimally, due to small number of anticipated Minors initially and controlled growth thereafter, and because there are so many elective courses from which students may choose. This estimation is also based on consultation with the departments offering electives for the Minor (see attached).

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

NA

**f. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, etc.)**

NA

**III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.**

When added resources are not required, indicate “none”. For items which require “none” explain how this determination was made.

**A. PERSONNEL.** Specify requirements for new faculty, part-time teaching, student assistant and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

- Faculty or staff personnel to coordinate the Minor (Dr. Harden)
- Faculty to continue to teach LBST 2215 (Drs. Buch and Harden)
- Faculty to teach EDUC3200 (Drs. Rock and Coffey)
- Faculty to teach CUYC3600 (Drs. Harden, Sorensen, and/or Taylor)

**B. PHYSICAL FACILITY**

NONE ADDITIONAL REQUIRED

**C. EQUIPMENT AND SUPPLIES**

NONE ADDITIONAL REQUIRED



- D. COMPUTER.** Specify requirements for computer usage by students and/or faculty, and include an assessment of the adequacy of computing resources by Computing Services.

EXISTING RESOURCES ADEQUATE

- E. AUDIO-VISUAL.** Specify requirements for audio and/or visual equipment and media production services from Media Services.

NONE ADDITIONAL REQUIRED

- F. OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

NONE ADDITIONAL REQUIRED

- G. SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal.

COLLEGES OF EDUCATION AND CLAS WILL SUPPORT THE MINOR THROUGH FACULTY TEACHING

#### **IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS**

- A. LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of [Consultation on Library Holdings](#)).

- B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing and dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

Units Consulted on January 18, 2012 with correspondence summarized below.  
Correspondence attached in V.B.1.

Psychology – Fary Cachelin

Anthropology – Janet Levy

History – Jurgen Buchenau

Latin American Studies – Jurgen Buchenau

Religion – James Tabor

MDSK / EDU – Warren DiBiase

LBST – John Smail

SOCY – Lisa Walker

GEOG – Craig Allen

CJUS – Beth Bjerregaard

AFRS - Akin Ogundiran

CHFD – Lee Sherry

Summary of results of consultation.

- In some cases, department chairs noted that prerequisites could not be waived or would be based on the discretion of instructors. The departments include SOCY, PSYC, COMM, and GEOG.
- In some cases, department chairs did not recommend some of our initially suggested electives and these courses were removed from the plan of study. Sometimes, they suggested alternative courses and these were added to the list of electives, like LTAM 1100 and CHFD 2111.
- Some department chairs acknowledged that courses are offered infrequently, including SOCY 4135, and HIST 3281. These courses remain on the list of electives because we believe that our menu has enough options for students as to provide them adequate access for completion of the minor.
- All indicated major students from their units would be interested in the minor.
- All proposed courses in the plan of study approved for the minor with one exception (SOWK).

**V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL**

- A. **ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.
- B. **ATTACHMENTS**
1. **CONSULTATION:** Attach relevant documentation of consultations with other units.
  2. **COURSE OUTLINE:** For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication.
  3. **SYLLABUS:** For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.
  4. **PROPOSED CATALOG COPY:** Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word “track changes” feature (or use “~~strikethrough~~” formatting in red text for text to be deleted, and adding and highlighting any new text in blue font).
    - 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.

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

5. ACADEMIC PLAN OF STUDY: Please indicate whether the proposed change will impact an existing Academic Plan of Study. If so, provide an updated Academic Plan of Study in template format (Academic Plan of Study templates can be found online at [provost.uncc.edu/resources-and-reports](http://provost.uncc.edu/resources-and-reports)).

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

**To:** Susan Harden, Dept. of Metropolitan Studies and Extended Academic Programs

**From:** Judy Walker, Education/Psychology Librarian

**Date:** February 2, 2012

**RE:** Consultation on Library Holdings

**Course/Program:** Interdisciplinary Minor: Civic Minor in Urban Youth and Communities

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

**Evaluator:** Judy Walker      **Date:** February 2, 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:**

Since the majority of these courses are already in existence they are already being adequately supported by library resources. As for the two new courses being proposed: EDUC 3200: Service-Learning Teaching Methods for K-12 Educators and CUYC 3600: Community Engagement Capstone Seminar a review of library resources indicate an ample number of current books. Students and faculty will also be able to access a wealth of current information on the topics of service learning, urban youth and urban education through a variety of databases such as ERIC; Education Research Complete; Education Index; PscylInfo; Academic Search Complete; Sociology Abstract and many more.

### **Catalog Copy**

The minor in Urban Youth and Communities is an interdisciplinary program focused on civic engagement and service learning designed to prepare UNC Charlotte students to become informed and engaged citizens by providing students an opportunity to be agents of change in their community. The minor is open to all majors who seek to explore the strengths, capabilities, and issues of youth and communities in urban settings. Elective courses are concentrated in the areas of Urban Youth and Education, Communities, and Social Justice.

### **Admission and Program Requirements**

No minimum GPA is required. No course pre-requisite is required for admission but some elective courses may have pre-requisites. In courses applied to the minor, students must maintain a GPA of 2.0 or higher.

The minor in Youth and Communities is open to all majors and can be declared at any time. The total required credits for this minor is 15, including two required courses for all students and an additional required course for Education majors. This minor will require a capstone project (CUYC 3600) completed after all other minor requirements have been completed or with enrollment in required courses simultaneously with enrollment in capstone course.

### **Required Courses:**

All majors:

LBST 2215	Citizenship	3 hours
CUYC 3600	Community Engagement Capstone (Completed after all other requirements are met)	3 hours

Education majors only:

EDUC 3200	Service-Learning Teaching Methods for K-12 Educators	3 hours
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### **Electives:**

6-9 elective hours are required. Six hours if taking EDUC 3200, required for Education majors, and 9 hours otherwise. One elective course (3 hours) must be chosen in each of the following areas: Urban Youth and Education, Communities, and Social Justice.

#### Urban Youth and Education (3 hours required from this area)

AFRS 2208	Education of African Americans
CHFD 2111	Child Study: Interpreting Children's Behavior
CJUS 2120	Juvenile Justice
EDUC 2100	Introduction to Education and Diversity in Schools
EDUC 3200	Service-Learning Teaching Methods for k-12 Educators
MDSK 2100	Diversity and Inclusion in Secondary Schools
PSYC 2120	Child Psychology
PSYC 2121	Adolescent Psychology
SOCY 4135	Sociology of Education

#### Communities (3 hours required from this area)

AFRS 2215	Black Families in the United States
AFRS 3280	Blacks in Urban America
ANTH 2125	Urban Anthropology
GEOG 2000	Social Inequality and Planning
GEOG 2200	Introduction to Urban Studies
GEOG 4220	Housing Policy
HIST 3281	American Cities
LTAM 1100	Introduction to Latin America
PSYC 3155	Community Psychology
RELS 3137	Religion in the African American Experience

SOCY 4124      Sociology of the Community

Social Justice (3 hours required from this area)

AFRS 3101	Perspectives on Race and Ethnicity in the US
ARSC 3480	Citizenship and Service Practicum
CJUS 3160	Domestic Violence
CJUS 4210	Gender, Race, and Justice
COMM 3136	Leadership, Service, and Ethics
HIST 3218	Racial Violence, Colonial Times to Present
PSYC 3806	Undergraduate Research Assistantship (summer only)
SOCY 3143	Social Movements
SOCY 4111	Social Inequality
SOCY 4125	Urban Sociology