

2014-2015 LONG SIGNATURE SHEET

Proposal Number: EDLD 3-9-15

Proposal Title: Concentration Name Change and Curriculum Changes

Originating Department: Department of Educational Leadership



UNC CHARLOTTE

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

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
			Approved	DEPARTMENT CHAIR Jim Bird <i>James J. Bird 4/28/15</i>
9/13/15	9/29/15	10/13/15	Approved	COLLEGE CURRICULUM COMMITTEE CHAIR Kelly Anderson <i>Kelly Anderson</i>
10/15/15	10/15/15	10/15/15	Approved	COLLEGE FACULTY CHAIR (if applicable)
10/15/15	10/15/15	10/15/15	Approved	COLLEGE DEAN Ellen McIntyre <i>Ellen McIntyre</i> Associate Dean
			Approved	GENERAL EDUCATION (if applicable; for General Education courses) Not applicable
			Approved	HONORS COLLEGE (if applicable; for Honors courses & programs) Not applicable
			Approved	UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate content)
10-15-15	11/3/15	11/4/15	Approved	Not Applicable GRADUATE COUNCIL CHAIR (for graduate content) Alan Freitag <i>Alan Freitag</i> Dennis Livesey <i>Dennis Livesey</i>
				FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)
				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: Graduate Council Chair

From: College of Education Graduate Curriculum Committee Chair

Date:

Re: Name change of concentration in Ed.D. in Educational Leadership Program from “Community” to “Higher Education”; naming defined courses for the concentration; establishment of three new courses

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

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

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

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

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

I. HEADING AND PROPOSAL NUMBER**A. HEADING.**

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

GRADUATE; REVISED

COURSE AND CURRICULUM INCLUDING CONCENTRATION NAME CHANGE FROM THE DEPARTMENT OF EDUCATIONAL LEADERSHIP

B. PROPOSAL NUMBER: EDLD 3-9-15

- C. TITLE.** Name change of concentration in Ed.D. in Educational Leadership Program from “Community” to “Higher Education”; naming defined courses for the concentration; establishment of three new courses

II. CONTENT OF PROPOSALS**A. PROPOSAL SUMMARY.****SUMMARY.**

This is a proposal to

- (1) change the name of the concentration in “Community” to “Higher Education;”
- (2) reduce the number of core courses for students in the Higher Education concentration from five (15 credit hours) to three (9 credit hours);
- (3) more closely define requirements under the Higher Education Concentration (15 credit hours of specific coursework); and,
- (4) as part of defining the concentration, this proposal includes the creation of three courses, all which have been taught previously as topics courses (ADMN 8000: Topics in Educational Leadership).

As of Fall 2013, 52 of the 101 students in the Ed.D. in Educational Leadership were enrolled in the Community concentration, a strong majority of whom are higher education focused.

As part of the proposal for the name change the faculty in the program have reviewed the program as currently constituted and believe changes are needed to align the program with what is expected for a higher education concentration. Three current core courses will be maintained: ADMN 8160: Introduction to Educational Leadership, ADMN 8110: Organizational Theory and Behavior, and ADMN 8101: Perspectives on Adult Learning Theory. Two will be dropped from the concentration: ADMN 8121: Doctoral Seminar in Curriculum Design and ADMN 8660: Instructional Leadership Seminar. The dropped courses are oriented more toward K-12.

In addition, five specific courses (15 credit hours) are identified as the Higher Education Concentration. Three of the courses represent new courses and are currently being taught as topics courses. The three new proposed courses are:

ADMN 8173: Legal Issues in Higher Education (Appendix A)
 ADMN 8174: Higher Education Finance (Appendix B)
 ADMN 8175: Non-Traditional Approaches to Higher Education (Appendix C)

A complete outline of the revised Higher Education concentration curriculum is found in Appendix D. The total number of credit hours for the degree is unchanged.

B. JUSTIFICATION.

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

Over the past several years, students seeking a concentration outside the areas of Superintendency and Curriculum and Supervision (both of which focus on K-12) have enrolled in the Community concentration. The Community concentration, originally created in 2004, was designed broadly to meet the needs of those in “non-public school settings” (source: 2004 Faculty Governance Memo). The vast majority of Community students in recent years have been interested in higher education, which demonstrates the market demand.

The name “Community” has been confusing for all, and the faculty has heard repeatedly from prospective and current students how the name does not reflect the curriculum. In addition, some students have declined to enter the program or considered alternatives because of the name, and some current students have expressed disappointment in pursuing a “community” rather than “higher education” concentration. A name change will provide a more accurate representation of the concentration as it currently exists, and make it easier to recruit doctoral students to the program. The Charlotte region has a large market with the following colleges and universities from which to draw (not all inclusive): Carolinas College of Health Sciences, Catawba College, Cleveland Community College, Central Piedmont Community College, Davidson College, Gardner-Webb University, Gaston College, Johnson C. Smith University, Johnson & Wales University, Mitchell Community College, Northeastern University, Pfeiffer University, Queens University of Charlotte, Rowan-Cabarrus Community College, South Piedmont Community College, UNC Charlotte, Wingate University, Winthrop University, and York Technical College.

The target audience for the concentration is consistent with current enrollees, primarily those in mid-level administrative roles in higher education institutions seeking additional learning and professional advancement, and those in instructional roles seeking to transition to administration. Through the concentration’s core courses (modified from 5 to 3 courses), the students receive an overview of topics related to leadership, organizational theory, and adult learning theory. The fifteen hours of required higher education-specific course work assures that students will have a foundational understanding of the history of higher education as well as contemporary themes regarding the college student, legal and financial issues, as well as the challenge to higher education provided by new directions in higher education. Through fifteen hours of

electives, students will have the opportunity to explore topics in greater depth or to include topics of special interest such as adult education, instructional technology, or to take their research skills to an even higher level. (See Appendix D)

A Fall 2014 student and faculty survey reflects that 66% of respondents indicated their interest for a separate higher education concentration. It should be noted that half of the student respondents were in K-12-focused concentrations.

The Ed.D. in Educational Leadership has been successful in recruiting and producing graduates. These changes will affirm the concentration's trajectory, better serve existing students, and assist in recruiting efforts by being more attractive to prospective graduate students and their employers.

2. Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

These are doctoral level courses at the 8000 level. Students admitted to the program will already have a master's degree. Basically, registration is limited to accepted doctoral students in the program and doctoral students from other programs with departmental permission. All students require department permission to register.

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

These are doctoral level courses numbered at the 8000 level for admitted doctoral students who will already have a master's degree.

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

The change of the concentration from "community" to "higher education" will help remove confusion both among students seeking to enroll or be recruited to the program and among those who employ graduates of the program. It is likely to increase the number of students applying to the program and will likely allow the department to select a larger and stronger pool for admission.

The reduction in the number of core courses and the specific naming of required concentration courses will create a strong focus on offerings necessary for a program in higher education.

5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures. The courses were taught as follows:

ADMN 8173: Legal Issues in Higher Education: Fall 2013, 4 doctoral students enrolled. Course was well received, especially by individuals in student affairs and other administrative roles.

ADMN 8174: Higher Education Finance: Fall 2012, 4 doctoral students enrolled; Spring 2014, 2 doctoral students enrolled. Students were very interested in how university financing and budgeting helped them better understand their work in their institutions.

ADMN 8175: Non-traditional Approaches to Higher Education: Spring 2013, 4 doctoral students enrolled; Fall 2014, 7 doctoral students enrolled. This course provides opportunities for students to understand the changing landscape of higher education through topics related to on-line education, competency-based learning, and alternative delivery methods.

C. IMPACT. Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. 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.

This program currently serves admitted doctoral students in the Ed.D. in Educational Leadership who previously chose a concentration in “Community,” but intend to study “Higher Education” as their primary concentration. A strong majority of whom are interested in higher education.

The proposed courses will also be available as electives to doctoral students in other programs who may seek higher education careers.

2. What effect will this proposal have on existing courses and curricula?
 - a. When and how often will added course(s) be taught?

ADMN 8173: Legal Issues in Higher Education (Fall)

ADMN 8174: Higher Education Finance (Spring)

ADMN 8175: Non-traditional Approaches to Higher Education (Summer)

- b. How will the content and/or frequency of offering of other courses be affected?

Will not affect other course offerings since these courses are currently being offered as topics courses.

- c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

Each of the three courses should enroll approximately 6-10 students in each offering.

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

Establishment of the three new courses will not affect enrollment in other courses, since they have already been offered as topics classes. The two core courses that will no longer be used by the “Community”/ “Higher Education” concentration could see some decrease, but since they are currently required courses in two other Ed.D. concentrations, enrollments should still be adequate. These potential declines in enrollment for the two courses no longer required will be re-captured in other program courses, since total hours for the degree have not been reduced.

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

These changes should not affect any other department since this program does not provide service courses to other departments, nor do we depend on courses from other departments. Our dependency on research courses (within our department) will remain the same.

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 assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

The three courses are currently being taught as topics courses. Once they are available as regular courses they will be taught, just as they are now, by the regular faculty rotation. No new faculty members are needed and teaching assistants are not used in these doctoral courses.

Those who will teach the courses:

ADMN 8173: Legal Issues in Higher Education -- Alan Mabe

ADMN 8174: Higher Education Finance and Budgeting-- Alan Mabe, Mark D’Amico

ADMN 8175: Non-traditional Approaches to Higher Education - Alan Mabe, Mark D’Amico

- B. **PHYSICAL FACILITY.** Is adequate space available for this course?

Yes

- C. **EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed?

No, none needed. Office space and classroom space is currently adequate for the concentration and no new space is needed.

- D. **COMPUTER.** Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).

No additional resources beyond what is currently available to doctoral students within the Educational Leadership will be needed.

- E. **AUDIO-VISUAL.** If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

None.

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

None, courses have already been developed and taught.

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

No additional funding needed.

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.

The Library has rated the resources for each course as being adequate. (Copy of [*Consultation on Library Holdings*](#) for each course is attached).

See Appendices E, F, G.

- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of

consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

Not applicable

- C. **HONORS COUNCIL CONSULTATION.** In the case of Honors courses or Honors programs indicate written consultation with the Honors Council (if applicable).

Not applicable

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.

The Departmental of Educational Leadership established a set of committees under the auspices of the Doctoral Advisory Committee to look at a number of issues including concentrations and curriculum. That committee process led to a special committee composed of faculty from the concentrations and curriculum committees and representatives from the three concentrations (Superintendency, Curriculum and Supervision, and Community). After meetings and reviews, that special committee recommended the items included in this proposal to the Doctoral Advisory Committee, which also approved the proposal and recommended it to the Department. All the meetings were advertised and open to the entire department faculty. The departmental vote (by electronic ballot) was as follows: For the nine hour core: 16-2 in favor; For changing the concentration name from "Community" to "Higher Education" along with the program changes (including the three new courses): 17-1

- B. **CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**

Review statement and check box once completed:

- X The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.

- C. **ATTACHMENTS.**

1. **CONSULTATION:** Attach relevant documentation of consultations with other units.

Not applicable

2. **COURSE OUTLINE/SYLLABUS:** For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of

publication. For Graduate Courses attach a course syllabus. Please see [Boiler Plate for Syllabi for New/Revised Graduate Courses](#).

Attached (Appendices A, B, C)

3. **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 red text with “**strikethrough**” formatting for text to be deleted, and adding blue text with “**underline**” formatting for text to be added).

Note: Catalog changes include mentions of the “Superintendency” and “Curriculum and Supervision” as “Concentrations, “although they were last approved in 2004 as “Specializations.” This occurred in consultation with the Graduate School, and changes have already occurred in Banner. The new catalog copy reflects these non-substantive adjustments.

- 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.

None of the above statements apply to this proposal.

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

Not a new degree program. This is a concentration within the Ed.D. in Educational Leadership degree program.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an existing Academic Plan of Study?
- Yes. If yes, please provide updated Academic Plan of Study in template format.
- No.
5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?
- Yes. If yes, please provide updated SLOs in template format.
- X No.
6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?
- X Yes. Briefly explain below.
- No. Briefly explain below.

ADMN 8173: Legal Issues in Higher Education required a paperback or electronic textbook, and both were available for rental if the student preferred. Moodle2 included reference to full details of the legal cases needed at no charge to the student.

ADMN 8174: Higher Education Finance used two paperbacks. The main text was purchased through NACUBO at a discount. Most financial data about higher education was available through Moodle2 at no charge to the student.

ADMN 8175: Non-traditional Approaches to Higher Education's main textbook was a public domain publication by Educause that was available through Moodle2 at no charge to the student.

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

Appendix A

Course Outline

1. Course Number and Title:

ADMN 8173: Legal Issues in Higher Education

2. Course Description (Catalog Description) to include graduate credit and how often course is to be offered.

This course examines the legal context of American higher education and current legal issues of importance to higher education leaders including legal requirements, legal rights, and legal allowances. 3 graduate credit hours. (Offered on Demand)

3. Pre- or Co-requisites

None. Permission granted to doctoral students by the department.

4. Objectives of the course:

This course will expand understanding of the legal context in which higher education has developed and will continue to develop. This requires an understanding of the levels of the legal system and the types of allowances and restraints that are available and how these relationships of levels and types have played out over time. Attention will be given to core issues involving students, faculty, administrators, and other employees.

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

- Understand the constitutional system, which provides the framework for legal rights, responsibilities and requirements in higher education.
- Understand the role of legal cases at various levels, especially decisions by the Supreme Court.
- Understand the role of statutes at various levels in shaping the practice of higher education.
- Understand the different standing under American law of public and private educational institutions.
- Understand a range of contested issues involving students, faculty, other employees, and administrators in higher education and the current legal status of the issues.
- Develop a deeper understand of some particular issue in higher education and the legal and/or policy dimensions shaping it.
- Be able to relate the understanding gained to the learner's aspiration for research and employment in higher education or other levels of education and to the various perspectives of positions one might occupy in higher education.

Course Rationale

An examination of the legal context for the development of American higher education with special attention to issues of continuing concern that have been shaped in part by constitutional, statutory, and common law legal requirements.

Course Relationship with the College of Education Conceptual Framework and Professional Standards

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the knowledge, effectiveness, and commitment necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below.

Core Proficiency: Knowledge. Candidates will demonstrate the Knowledge that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21st century
- K2: Specialty area knowledge
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness
- K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate Effectiveness in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their Commitment to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C2: Ethics
- C3: Leadership
- C4: Collaboration
- C5: Advocacy
- C6: Professional identity and continuous growth

The core proficiencies of knowledge, effectiveness, and commitment are fully aligned with the

North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the following North Carolina standards: North Carolina Standards for School Executives (2006): 1) Strategic leadership, 2) Instructional leadership, 3) Cultural leadership, 4) Human resource leadership, 5) Managerial leadership, 6) External development leadership, 7) Micropolitical leadership.

5. Instructional Method:

The format for the course will be seminar/discussion. This will be a process of shared learning that involves give and take among the instructor and students. The course will involve lectures, student presentations, and ongoing discussions based on course reading materials as well as independent reading. Specific student interests can be integrated into the discussion.

6. Means of student evaluation:

The course is designed to promote exchange of information and ideas among the participants. Course activities will include but not be limited to the following: (1) instructor-led discussions based on required reading, (2) student-led presentations related to course assignments, (3) follow up discussions, and (4) regular sharing of information gathered from outside sources such as journal articles, research and policy reports, and other publications relevant to the conversation about legal issues in higher education. At least two classes will be entirely online and interaction will be based on forum discussions.

Student assignments. There are three main requirements: presentations and participation in the class, a short paper, and an analytical thematic paper.

1. Short Issue Paper and Report. Select one of the legal issues in higher education then characterize what the issue/issues are, bring any relevant data to bear on helping understand the issue, and conclude with an assessment of the current legal status of the issue and direction future developments might take. This paper/report is to be presented to the class and then submitted in written form.

2. Analytical Thematic Paper. This is a focus on a major theme in legal issues in higher education and a critical development of the theme. It could focus on themes such as First Amendment establishment and free expression clauses, student standing and rights in higher education law, integration and diversity, gender-based remedies in the law, academic freedom, role and status of tenure, liberty and property interests of faculty, substantive and procedural due process, denial of tenure, speech right in public employment, access to student records, intellectual property, similarity and differences in the law for public and private institutions, etc. It should be a critical paper that identifies issues to be examined, marshals evidence for and against your arguments and makes a case in support of your key claims. A 1-3 page prospectus is due by the date provided. The prospectus will be returned with comments. Class reports based on this work can be presented on the date indicated on the syllabus. Final written versions are due no later than the date indicated on the syllabus.

3. Participation and Presentation. This is participation in the seminar and two more formal presentations: one based on the short paper and one based on the thematic paper.

The relative weights of the assignments are as follows:

Short Issue Paper	35% (70 points)
Analytical Thematic Paper	50% (100 points)
Participation and Presentation	15% (30 points)

Grading

A	90-100%	180-200 points
B	80-89%	160-179 points
C	70-79%	140-159 points
U	0-69%	0-139 points

7. Specify policies that apply to this course:

Expectations and Course Materials

All written products are expected to conform to the current APA style. Assignments are to be submitted by the due date and late submissions may be penalized. Students are expected to attend all class sessions, arrive on time, complete the required readings, and contribute to discussions. If you have questions, the best way to contact the instructor is through e-mail (amabe3@uncc.edu), and you can expect a response in no more than one business day (M-F). Office hours are listed on the syllabus. Since many of you are working, I am quite willing to meet at times convenient to you.

Code of Academic Integrity

Students have the responsibility to know and observe the requirements of the UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submissions of work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. <http://legal.uncc.edu/policies/ps-105.html>

College of Education Commitment to Diversity

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual

orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

College of Education Technology Statement

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

Religious Accommodations

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

Disability Accommodations

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-686-4355 at the beginning of the semester. Some requests for accommodation cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

Online Student Course Evaluation Process and Confidentiality

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

Credit Hour Statement

This 3-credit course requires three hours of classroom or direct faculty instruction and six hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to required readings, library or internet research, class participation, and written and oral reports and assignment.

Attendance

Students are expected to attend all class sessions, arrive on time, have fully prepared the required readings, and contribute to discussions. When class absences are unavoidable, please notify the instructor in advance.

Students are expected to monitor www.uncc.edu and local media to determine if the university is open during an inclement weather event.

8. Probable textbooks or resources

Alexander, K.W., & Alexander, K. (2011). *Higher education law: Policy and perspectives*. New York and London: Routledge.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Additional resources:

Bickel, R. D. & Lake, P.F. (1999). *The Rights and Responsibilities of the Modern University: Who Assumes the Risk of College Life?* Carolina Academic.

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

Eddy, E. D. (1957). *Colleges for our land and time: The land-grant idea in American education*. New York, NY: Harper.

Geiger, R. L. (1986). *To advance knowledge: The growth of American research universities, 1900-1940*. New York, NY: Oxford University Press.

Graham, H.D. & Diamond, N. (1997). *The rise of American research universities*. Baltimore, Md.: Johns Hopkins University.

Hentschke, G.C., Lechuga, V.M., & Tierney, W.G. (2010). *For-profit colleges and universities: Their markets, regulations, performance, and place in higher education*. Sterling, VA: Stylus Publishing Company.

Hofstader, R., & Smith W. (Eds.). (1961). *American higher education: A documentary history, Vol. 1 & 2*. Chicago, IL: University of Chicago Press.

Hofstadter, R., & Metzger, W. P. (1955). *The development of academic freedom in the United States*. New York, NY: Columbia University Press.

- Levy, L. W. (1999). *Origins of the Bill of Rights*. New Haven: Yale University Press
- Link, W. A. (1995). *William Friday: Power, purpose, and American higher education*. Chapel Hill, NC: University of North Carolina Press.
- O'Neil, R. M. (1997). *Free Speech in the College Community*. Bloomington: Indiana University Press.
- Sanford, K. (1996). *Charlotte and UNC Charlotte growing up together*. Charlotte, NC: University of North Carolina at Charlotte.
- Thelin, J. R. (2004). *A history of American higher education*. Baltimore, MD: Johns Hopkins University Press.
- Williams, R. L. (1996). *The origins of federal support for higher education: George W. Atherton and the land-grant college movement*. University Park, PA: Pennsylvania State University Press.

9. Topical outline of course content

Session 1: Introduction

Topics: Introduction to and Review of the Course; Course Requirements; Use of Moodle2; Research in the Law; Case Study

Session 2: The Nature of Law and the Legal Structure of Higher Education

Topics: Nature of law; American legal system; sources of law; sources of higher education law; law and policy; varieties of statuses and governance in higher education; historical and contemporary developments

Readings: Alexander & Alexander, Chapters 1 and 2

Session 3: Religion and the law of higher education

Topics: Understanding the First Amendment; the Establishment Clause; the role of religion; the 14th Amendment; state role regarding religious institutions; teaching religion in public institutions

Readings: Alexander & Alexander, Chapter 3

Session 4: Student Standing at Public & Private Universities

Topics: State action; tuition and fees, residency, campus residency; resident aliens; debt service fees; students at private universities

Readings: Alexander & Alexander, Chapters 4, 5, & 6

Session 5: Contracts, Due Process, and Student Rights

Topics: Models of student/university relationship; role of contracts and contractual law; procedural due process; substantive due process; liberty and property rights of students

Readings: Alexander & Alexander, Chapters 7, 8, & 9

Session 6: Student Speech, Expression, and Association

Topics: Free expression; clear and present danger; time, place & manner doctrine; forums analysis; unprotected speech; associations and organizations; electronically mediated speech

Readings: Alexander & Alexander, Chapters 10 & 11

Session 7: Racial Integration and Diversity

Topics: Separate but equal doctrine; post-Civil War civil rights acts; Plessy v. Ferguson; erosion of separate but equal; Brown v. Board of Education; diversity in admissions; Bakke, Grutter, and Gratz, (Fisher); strict scrutiny in admissions; private institutions

Readings: Alexander & Alexander, Chapter 18

Session 8: Gender-Based Discrimination and Remedies

Topics: Sources of gender-based law; exceedingly persuasive test; equal pay; Title VII; Title IX; intercollegiate sports; forms of harassment; retaliation

Readings: Alexander & Alexander, Chapter 19

Session 9: Academic Freedom

Topics: Academic freedom; faculty autonomy; institutional autonomy; basis for academic freedom; conflict of institutional and individual academic freedom; shared governance; academic freedom in private and religiously controlled institutions

Readings: Alexander & Alexander, Chapter 20

Session 10: Faculty Contracts, Tenure, and Collective Bargaining

Topics: Common law contract; tenure contracts; forms of contracts; breach of contracts; obligation of contracts; reasons for dismissal; financial exigency; collective bargaining contracts; agency shop; managerial rights

Readings: Alexander & Alexander, Chapter 22

Session 11: Faculty and Due Process of Law; Speech for Public Employees

Topics: Components of due process; faculty liberty interest; faculty property interest; essential elements of procedural due process; balancing test; vagueness doctrine; irrationality and presumption test; speech rights for public employees; issues of public concern; speech related to employment

Readings: Alexander & Alexander, Chapter 23 & 24

Session 12: Tort Liability, Defamation, Student Records, and the Federal Family Educational Rights and Privacy Act (FERPA)

Topics: Tort: Intentional interference, strict liability, and negligence; assault and battery; elements of negligence; defenses to negligence; federal law and student records; FERPA issues

Readings: Alexander & Alexander, Chapters 14 & 15

Session 13: Intellectual Property

Topics: Trade secrets; patents; copyrights; trademarks; fair use doctrine; Bayh-Dole Act

Readings: Alexander & Alexander, Chapter 25

Sessions 14 & 15: Reports, Summary, and Review; Other Topics of Interest

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE (List the names of the faculty members who have developed this basic course outline.)	
Alan Mabe	
APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:	
Approved by the College of Education <i>Undergraduate</i> Curriculum Committee	
Chair:	Date:
Approved by the College of Education <i>Graduate</i> Curriculum Committee	
Chair: Kelly Anderson	Date: 10-13-2015

Appendix B

Course Outline

1. Course Number and Title:

ADMN 8174: Higher Education Finance and Budgeting

2. Course Description (Catalog Description) to include graduate credit and how often course is to be offered.

An examination of issues at the center of contemporary discussions of higher education finance and the challenges facing the financing of higher education. Topics include the economic environment of higher education, tuition and affordability, regulations and compliance, budgets, and policy implications. 3 graduate credit hours (Offered on Demand)

3. Pre- or Co-requisites

None. Permission granted to doctoral students by the department.

4. Objectives of the course:

The primary objective is to broaden and deepen understanding of higher education finance and develop or sharpen skills for analysis of contemporary issues in higher education finance including broader policy issues impacting higher education finance.

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

- Understand the contemporary context for addressing issues in higher education finance.
- Understand the connection between a range of academic, social, and governmental policy issues and higher education finance.
- Identify and critically discuss a range of policy and budgetary issues in higher education finance.
- Demonstrate access to and use of data to help understand issues in higher education finance.
- Demonstrate in depth understanding of one or two contemporary issues in higher education finance.
- Articulate potential new directions in policy and budget development and management.
- Be able to relate the understanding gained to the learner's aspiration for research and employment in higher education either in an academic or management position, in other levels of education, or in business or governmental employment.

Course Rationale

The issues identified for study are at the core of understanding current higher education

finance and its direction and redirection as may be called for. Broadening and deepening one's understanding of these core issues and the broader policy and economic circumstances will enhance one's role as a student, faculty member, researcher, or administrator in higher education as well as roles in other levels of education or outside education.

Course Relationship with the College of Education Conceptual Framework and Professional Standards

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the knowledge, effectiveness, and commitment necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below.

Core Proficiency: Knowledge. Candidates will demonstrate the Knowledge that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21st century
- K2: Specialty area knowledge
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness
- K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate Effectiveness in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their Commitment to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C2: Ethics
- C3: Leadership
- C4: Collaboration
- C5: Advocacy
- C6: Professional identity and continuous growth

The core proficiencies of knowledge, effectiveness, and commitment are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the following North Carolina standards: North Carolina Standards for School Executives (2006): 1) Strategic leadership, 2) Instructional leadership, 3) Cultural leadership, 4) Human resource leadership, 5) Managerial leadership, 6) External development leadership, 7) Micropolitical leadership.

5. Instructional Method:

The format for the course will be seminar/discussion. This is will be a process of shared learning that involves give and take among the instructor and students. The course will involve lectures, student presentations, and ongoing discussions based on course reading materials as well as independent reading. Specific student interests can be integrated into the discussion.

6. Means of student evaluation:

The course is designed to promote exchange of information and ideas among the participants. Course activities will include but not be limited to the following: (1) instructor-led discussions based on required reading, (2) student-led presentations related to course assignments, (3) follow up discussions, and (4) regular sharing of information gathered from outside sources such as journal articles, research and policy reports, and other publications relevant to the conversation about financial issues in higher education.

Student assignments. There are three main requirements: presentations and participation in the class, a short paper and an analytical thematic paper.

1. Short Issue Paper and Report. Select one of the issues in higher education finance then characterize what the issue/issues are, bring any relevant data to bear on helping understand the issue, and conclude with an assessment of options/directions for solving or directing the problem. This report/paper is to be presented to the class and then submitted in written form.

2. Analytical Thematic Paper. This is a focus on a major theme in contemporary higher education finance and a critical development of the theme. It could focus directly on themes in planning, budgeting, and assessment or it could relate policy or contextual themes to higher education finance and budgeting. It should be a critical paper that identifies issues to be examined, marshals evidence for and against your arguments and makes a case in support of your key claims. A 1-3 page prospectus is due by the date provided. The prospectus will be returned with comments. Class reports based on this work can be presented on the date indicated on the syllabus. Final written versions are due no later than the date indicated on the syllabus.

3. Participation and Presentation. This is participation in the seminar and two more

formal presentations: one based on the short paper and one based on the thematic paper.

The relative weights of the assignments are as follows:

Short Issue Paper	35% (70 points)
Analytical Thematic Paper	50% (100 points)
Participation and Presentation	15% (30 points)

Grading

A	90-100%	180-200 points
B	80-89%	160-179 points
C	70-79%	140-159 points
U	0-69%	0-139 points

7. Specify policies that apply to this course:

Expectations and Course Materials

All written products are expected to conform to the current APA style. Assignments are to be submitted by the due date and late submissions may be penalized. Students are expected to attend all class sessions, arrive on time, complete the required readings, and contribute to discussions. If you have questions, the best way to contact the instructor is through e-mail (amabe3@uncc.edu), and you can expect a response in no more than one business day (M-F). Office hours are listed on the syllabus. Since many of you are working, I am quite willing to meet at times convenient to you.

Code of Academic Integrity

Students have the responsibility to know and observe the requirements of the UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submissions of work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. <http://legal.uncc.edu/policies/ps-105.html>

College of Education Commitment to Diversity

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

College of Education Technology Statement

Professional education programs at UNC Charlotte are committed to preparing candidates for

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

Religious Accommodations

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

Disability Accommodations

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-686-4355 at the beginning of the semester. Some requests for accommodation cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

Online Student Course Evaluation Process and Confidentiality

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

Credit Hour Statement

This 3-credit course requires three hours of classroom or direct faculty instruction and six hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to required readings, library or internet research, class participation, and written and oral reports and assignment.

Attendance

Students are expected to attend all class sessions, arrive on time, have fully prepared the required readings, and contribute to discussions. When class absences are unavoidable, please notify the instructor in advance.

Students are expected to monitor www.uncc.edu and local media to determine if the university is open during an inclement weather event.

8. Probable textbooks or resources

Zumeta, William, Breneman, David W., Callan, Patrick M., Finney, Joni E. (2012) **Financing** American Higher Education in the Era of Globalization. Cambridge, MA: Harvard Education Press. [Referenced as "*Financing...*" in syllabus.]

Goldstein, Larry. (2012). A **Guide** to College and University Budgeting: Foundations for Institutional Effectiveness. (4th ed.). Washington: National Association of College and University Business Officers. [Referenced as "*Guide...*" in syllabus.]

Additional resources:

Barr, M.J. & McClellan, G.S. (2011). Budgets and Financial Management in Higher Education. San Francisco: Jossey-Bass.

Chabotar, K.J. (2006). Strategic Finance: Planning and Budgeting for Boards, Chief Executives, and Finance Officers. Washington, Association of Governing Boards of Universities and Colleges.

Cohn, A.M., & Kisker, C.B. (2010). The shaping of American higher education, emergence and growth of the contemporary system. (2nd Ed.) San Francisco, CA: Jossey-Bass.

Dickeson, R.C. (2010). Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance. San Francisco: Jossey-Bass.

Eddy, E. D. (1957). Colleges for our land and time: The land-grant idea in American education. New York, NY: Harper.

Geiger, R. L. (1986). To advance knowledge: The growth of American research universities, 1900-1940. New York, NY: Oxford University Press.

Graham, H.D. & Diamond, N. (1997). The rise of American research universities. Baltimore, Md.: Johns Hopkins University.

Hentschke, G.C., Lechuga, V.M., & Tierney, W.G. (2010). For-profit colleges and universities: Their markets, regulations, performance, and place in higher education. Sterling, VA: Stylus Publishing Company.

Hofstadter, R., & Smith W. (Eds.). (1961). American higher education: A documentary history, Vol. 1 & 2. Chicago, IL: University of Chicago Press.

Johnstone, D.B. & Marcucci, P.N.(2010). Financing Higher Education Worldwide: Who Pays? Who Should Pay? Baltimore, MD: Johns Hopkins University.

Link, W. A. (1995). William Friday: Power, purpose, and American higher education. Chapel Hill, NC: University of North Carolina Press.

Pascarella, E. T., & Terenzini, P. T. (2005). How college affects students: A third decade of research (2nd Ed.). San Francisco, CA: Jossey-Bass.

Sanaghan, P. (2009). Collaborative Strategic Planning in Higher Education. Washington: NACUBO.

Sanford, K. (1996). Charlotte and UNC Charlotte growing up together. Charlotte, NC: University of North Carolina at Charlotte.

SHEEO. (2013). State higher education finance, FY 2012

Thelin, J. R. (2004). A history of American higher education. Baltimore, MD: Johns Hopkins University Press.

Williams, R. L. (1996). The origins of federal support for higher education: George W. Atherton and the land-grant college movement. University Park, PA: Pennsylvania State University Press.

9. Topical outline of course content

Session 1

Topics: Course Overview; Course Requirements; Major Issues in Higher Education Finance; Use of Moodle2

Session 2

Topics: What are the Issues? Policies, Practices, and Budgets
Readings: Financing..., Chapter 1
Guide..., Chapter 1

Session 3

Topics: Recent History of Higher Education Finance
Readings: Financing..., Chapters 3 and 4

Session 4

Topics: How much and What Kinds of Higher Education Do we need?
Readings: Financing..., Chapter 2

Session 5

Topics: Diversity in State Higher Education Systems
Readings: Financing..., Chapter 5

Session 6

Topics: State and National Regulations and the Economic Climate for Higher Education
Readings: Guide..., Chapters 2 and 3

Session 7

Topics: Reserves and Resources; Expenses and Cost
Readings: Guide..., Chapters 4 and 5

Session 8

Topics: Planning and Budgeting
Readings: Guide..., Chapter 6

Session 9

Topics: Budget Models and Factors Affecting the Budget Process
Readings: Guide..., Chapters 7 and 8

Session 10

Topics: Budget Cycles and Budget Flexibility
Readings: Guide..., Chapters 9 and 10

Session 11

Topics: Institutional Policy Impacts on Budgeting and Responding to Extraordinary Circumstances
Readings: Guide..., Chapters 11 and 12

Session 12

Topics: Educational Capacity in Higher Education
Readings: Financing..., Chapter 6

Session 13

Topics: Financing Higher Education in an Era of Global Challenge
Readings: Financing..., Chapter 7

Sessions 14 & 15

Topics: Continuing Discussion, Case Studies /Reports

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE
(List the names of the faculty members who have developed this basic course outline.)

Alan Mabe

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved by the College of Education *Undergraduate* Curriculum Committee

Chair:

Date:

Approved by the College of Education *Graduate* Curriculum Committee

Chair:

K. Andersson

Date:

10-13-15

Appendix C

Course Outline

1. Course Number and Title:

ADMN 8175: Non-Traditional Approaches to Higher Education

2. Course Description (Catalog Description) to include graduate credit and how often course is to be offered.

This course addresses new approaches to higher education that vary from the traditional higher education model. Examples are online, for-profit, competency-based credit, corporate educational institutions, and satellite campuses in other states and countries.. Access, funding, cost, quality, size, performance, and future directions of these non-traditional approaches are examined. 3 graduate credit hours. (Offered on Demand)

3. Pre- or Co-requisites

None. Permission granted to doctoral students by the department.

4. Objectives of the course:

The primary objective is to broaden and deepen the understanding of non-traditional approaches in higher education in the context of the contemporary crosscurrents in higher education. This will allow for the development and sharpening of skills for analysis of contemporary issue, non-traditional and traditional in higher education, the institutions and systems in higher education, as well as the forces shaping them.

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

- Demonstrate an understanding of non-traditional approaches and institutions in higher education.
- Identify and critically discuss a range of contemporary issues in higher education with a focus on non-traditional approaches.
- Demonstrate access to and use of data to help understand these issues.
- Understand core issues such as the financing and cost of higher education, accountability and performance in order to assess the non-traditional approaches.
- Demonstrate in depth understanding of one or two non-traditional issues or approaches.
- Begin articulating views on the likelihood of the non-traditional approaches impacting traditional approaches in higher education.
- Be able to relate the understanding gained to the learner's aspiration for research and employment in higher education or other levels of education.

Course Rationale

The issues identified for study attempt to capture major currents development and trends in contemporary higher education and invite us to attempt to determine where these alternative approaches may take us. Broadening and deepening one's understanding of these alternative developments will enhance one's role as a student, faculty member, researcher, or administrator in higher education as well as roles in other levels and types of education and open up new employment possibilities.

Course Relationship with the College of Education Conceptual Framework and Professional Standards

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the knowledge, effectiveness, and commitment necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below.

Core Proficiency: Knowledge. Candidates will demonstrate the Knowledge that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21st century
- K2: Specialty area knowledge
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness
- K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate Effectiveness in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their Commitment to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C2: Ethics
- C3: Leadership
- C4: Collaboration
- C5: Advocacy

C6: Professional identity and continuous growth

The core proficiencies of knowledge, effectiveness, and commitment are fully aligned with the North Carolina standards for teachers, school executives, and counselors. This course seeks to develop the following North Carolina standards: North Carolina Standards for School Executives (2006): 1) Strategic leadership, 2) Instructional leadership, 3) Cultural leadership, 4) Human resource leadership, 5) Managerial leadership, 6) External development leadership, 7) Micropolitical leadership.

5. Instructional Method:

The format for the course will be seminar/discussion. This is will be a process of shared learning that involves give and take among the instructor and students. The course will involve lectures, student presentations, and ongoing discussions based on course reading materials as well as independent reading. Specific student interests can be integrated into the discussion.

6. Means of student evaluation:

The course is designed to promote exchange of information and ideas among the participants. Course activities will include but not be limited to the following: (1) instructor-led discussions based on required reading, (2) some online discussion forums, (3) student-led presentations related to course assignments, (4) follow up discussions, and (5) regular sharing of information gathered from outside sources such as journal articles, research and policy reports, and other publications relevant to the conversation about contemporary issues in higher education.

Student assignments. There are three main requirements: presentations and participation in the class, a short paper and an analytical thematic paper.

1. Short Issue Paper and Report. Select one of the issues in non-traditional approaches to higher education then characterize what the issue/issues are, bring any relevant data to bear on helping understand the issue, and conclude with an assessment of options/directions for solving or directing the problem. This paper/report is to be presented to the class and then submitted in written form. Presentations may be given on the dates indicated in the syllabus. The written version is due no later than the date indicated in the syllabus.

2. Analytical Thematic Paper. This is a focus on a major theme in non-traditional approaches to higher education and a critical development of the theme. It could focus on themes such as accountability, financing different types of higher education, access, cost to students, economic impact, technology and education, methods of credentialing, performance and outcomes, quality in non-traditional approaches, governance, etc. It should be a critical paper that identifies issues to be examined, marshals evidence for and against your arguments and makes a case in support of your key claims. A 1-3 page prospectus is due on the date indicated in the syllabus. The prospectus will be returned with comments. Class reports based on this work may be presented on the dates indicated in the syllabus. Final written versions are due no later than the date indicated in the syllabus.

3. Participation and Presentation. This is participation in the seminar and two more formal presentations: one based on the short paper and one based on the thematic paper.

The relative weights of the assignments are as follows:

Short Issue Paper	35% (70 points)
Analytical Thematic Paper	50% (100 points)
Participation and Presentation	15% (30 points)

Grading

A	90-100%	180-200 points
B	80-89%	160-179 points
C	70-79%	140-159 points
U	0-69%	0-139 points

7. Specify policies that apply to this course:

Expectations and Course Materials

All written products are expected to conform to the current APA style. Assignments are to be submitted by the due date and late submissions may be penalized. Students are expected to attend all class sessions, arrive on time, complete the required readings, and contribute to discussions. If you have questions, the best way to contact the instructor is through e-mail (amabe3@uncc.edu), and you can expect a response in no more than one business day (M-F). Office hours are listed on the syllabus. Since many of you are working, I am quite willing to meet at times convenient to you.

Code of Academic Integrity

Students have the responsibility to know and observe the requirements of the UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submissions of work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. <http://legal.uncc.edu/policies/ps-105.html>

College of Education Commitment to Diversity

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College of Education Technology Statement

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

Religious Accommodations

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).

Disability Accommodations

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-686-4355 at the beginning of the semester. Some requests for accommodation cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

Online Student Course Evaluation Process and Confidentiality

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

Credit Hour Statement

This 3-credit course requires three hours of classroom or direct faculty instruction and six hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to required readings, library or internet research, class participation, and written and oral reports and assignment.

Attendance

Students are expected to attend all class sessions, arrive on time, have fully prepared the required readings, and contribute to discussions. When class absences are unavoidable, please notify the instructor in advance.

Students are expected to monitor www.uncc.edu and local media to determine if the university is open during an inclement weather event.

8. Probable textbooks or resources

Oblinger, Diana G. ed. (2012) *Game Changers: Education and Information Technologies*. Educause. (Publically available and incorporated into Moodle2)

Hentschke, G.C., Lechuga, V.M., and Tierney, W.G. eds. (2010) *For-Profit Colleges and Universities: Their Markets, Regulations, Performance, and Place in Higher Education*. Sterling, VA. Stylus Publishing.

Additional resources:

Arum, R. & Roksa, J. (2011). *Academically adrift: Limited learning on college campuses*. Chicago, IL: University of Chicago Press.

Bowen, W.G. (2013). *Higher Education in the Digital Age*. Princeton, N.J.: Princeton University Press.

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

Crawley, A. (2012). *Supporting Online Students: A Guide to Planning, Implementing, and Evaluating Services*. San Francisco, CA: Jossey-Bass

Eddy, E. D. (1957). *Colleges for our land and time: The land-grant idea in American education*. New York, NY: Harper.

Geiger, R. L. (1986). *To advance knowledge: The growth of American research universities, 1900-1940*. New York, NY: Oxford University Press.

Goldin, C. & Katz, L.F. (2008). *The race between education and technology*. Cambridge, MA: Harvard University Press.

Graham, H.D. & Diamond, N. (1997). *The rise of American research universities*. Baltimore, Md.: Johns Hopkins University.

- Hentschke, G.C., Lechuga, V.M., & Tierney, W.G. (2010). For-profit colleges and universities: Their markets, regulations, performance, and place in higher education. Sterling, VA: Stylus Publishing Company.
- Hofstadter, R., & Smith W. (Eds.). (1961). American higher education: A documentary history, Vol. 1 & 2. Chicago, IL: University of Chicago Press.
- Hofstadter, R., & Metzger, W. P. (1955). The development of academic freedom in the United States. New York, NY: Columbia University Press.
- Link, W. A. (1995). William Friday: Power, purpose, and American higher education. Chapel Hill, NC: University of North Carolina Press.
- McCluskey, F.B., & Winter, M.L. (2012). The Idea of the Digital University: Ancient Traditions, Disruptive Technologies and the Battle for the Soul of Higher Education. Washington, D.C.: Westphalia Press.
- Moore, M.G. (2011). Distance Education: A Systems View of Online Learning. Wadsworth Publishing
- Pascarella, E. T., & Terenzini, P. T. (2005). How college affects students: A third decade of research (2nd ed.). San Francisco, CA: Jossey-Bass.
- Sanford, K. (1996). Charlotte and UNC Charlotte growing up together. Charlotte, NC: University of North Carolina at Charlotte.
- Swenson, P. & Taylor, N.A. (2012). Online Teaching in the Digital Age. Los Angeles, CA: Sage.
- Thelin, J. R. (2004). A history of American higher education. Baltimore, MD: Johns Hopkins University Press.
- Walsh, T. (2011). Unlocking the Gates: How and Why Leading Universities are Opening up Access to their courses. Princeton: Princeton University Press.
- Williams, R. L. (1996). The origins of federal support for higher education: George W. Atherton and the land-grant college movement. University Park, PA: Pennsylvania State University Press.

9. Topical outline of course content

Session 1

Topics: Course Overview; Course Requirements; Major Issues in Non-Traditional Approaches to Higher Education; Use of Moodle2

Session 2

Topics: What is traditional? What is non-traditional? The role of the Completion Agenda and the Reform Agenda in Driving Change.

Readings: Oblinger, Game Changers: Chapter 1: The Knowledge Economy: Challenges and Opportunities for American Higher Education (Lingenfelter)
Components of a Contemporary Reform Agenda
A Guide to Major College Completion Initiatives (Russell, AASCU)

Session 3

Topics: Is online education a paradigm shift? Where are we in online learning and where are we going with technology and higher education?

Readings: Grade Change: Tracking Online Education in the United States, 2014 (Babson, Pearson, Sloan-C)
The Future Impact of the Internet on Higher Education (Pew Research Center)

Oblinger, Game Changers: Chapter 2: The Questions we Need to Ask First: Setting Priorities for Higher Education in our Technology-Rich World (Humphreys)

Session 4

Topics: Disruptive technology and the types of online institutions

Readings: Disrupting College: How Disruptive Innovation can Deliver Quality and Affordability to Post-Secondary Education (Christensen, Center for American Progress)
Oblinger, Game Changers: Case Study 15: The Saylor.org Model (Shoop)
Saylor University (<http://www.saylor.org>)

Session 5

Topics: American Council of Education, CAEL, Western Governor's University: Competency-based credit, prior learning assessment

Readings: Oblinger, Game Changers: Chapter 9: Western Governors University (Mendenhall)
Oblinger, Game Changes: Chapter 5: IT Innovations and the Nontraditional Learner (Tate & Klein-Collins)
Western Governor's University (<http://www.wgu.edu>)
Prior Learning assessment (CAEL)

Session 6

Topics: Massive Open Online Courses (MOOCs): Their impact and Direction

Readings: What Campus Leaders Need to Know about MOOCs (Educause)
Coursera: <https://www.coursera.org/courses>
edX: <https://www.edx.org/>
Udacity: <http://www.udacity.com/courses>

Session 7

Topics: Assessing online learning, learning management systems, quality issues, faculty and student support, adaptive learning systems

Readings: Barriers to Adoption of Online Learning Systems in U.S. Higher Education (Bacow, Bowen, Guthrie, Lack, Long)
Game Changers: Chapter 4: From Metrics to Analytics, Reporting to Action: Analytics Role in Changing the Learning Environment (Baer & Campbell)

Session 8

Topics: For Profit Colleges and Universities and their evolving markets
Readings: Hentschke, For-Profit: Chapter 1: For Profit Colleges and Universities in a Knowledge Economy (Hentschke, et al)
Hentschke, For-Profit: Chapter 2: Evolving Markets for For-Profit Higher Education (Hentschke)

Session 9

Topics: Who are the non-profits and what do they do? What are the roles of the faculty and staff?

Readings: Hentschke, For-Profit: Chapter 3: Who are they? What do they do? (Lechuga)
Hentschke, For-Profit: Chapter 4: Differences in Academic Work at Traditional and For-Profit Postsecondary Institutions (Tierney & Lechuga)
Oblinger, Game Changer: Chapter 10: University of Phoenix (Pepicello)

Session 10

Topics: The regulatory environment for for-profit colleges and universities—state, regional, professional associations, and federal

Readings: Hentschke, For-Profit: Chapter 5: Markets, Regulation, and Performance in Higher Education

Session 11

Topics: Accreditation, Accountability, performance, and quality in the for-profit educational world

Readings: Hentschke, For-Profit: Chapter 6: Accreditation and Accountability (Scanlon & McComis)
Educational Trust: Subprime Opportunity, the Unfilled Promise of For-Profit Colleges and Universities

Session 12

Topics: Changing funding and cost situation for non-traditional approaches: online, for-profit, competency based

Readings: Tuition Comparisons
Tuition Comparison Worksheet

Session 13

Topics: Satellite campuses, domestic and international; corporate universities
Readings: Corporate Education

Session 14

Topics: Assessment of non-traditional approaches; potential impact on traditional approaches
Readings: Cost of Higher Education
 Survey of Employees: It Takes More than a Major
 Assessing Non-traditional Approaches

Session 15:

Topic: Student Reports

<p>FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE (List the names of the faculty members who have developed this basic course outline.)</p> <p>Alan Mabe</p>	
<p>APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:</p>	
<p>Approved by the College of Education <i>Undergraduate</i> Curriculum Committee</p> <p>Chair: _____ Date: _____</p>	
<p>Approved by the College of Education <i>Graduate</i> Curriculum Committee</p> <p>Chair: <i>H. Andersson</i> Date: <i>10-13-15</i></p>	

Appendix D
Doctor of Education in Educational Leadership
Higher Education Concentration

Students are required to take a minimum of 60 credit hours of doctoral coursework (8000-level courses) beyond the master's degree. Courses for students in the Higher Education Concentration include:

Core Coursework (9 Credit Hours)

ADMN 8160: Introduction to Educational Administration
 ADMN 8110: Organizational Theory and Behavior
 ADMN 8101: Perspectives on Adult Learning Theory

Research Coursework (12 Credit Hours)

Students must take RSCH 8210, before taking RSCH 8110 and RSCH 8111.
 RSCH 8210: Applied Educational Research
 RSCH 8110: Descriptive and Inferential Statistics
 RSCH 8111: Qualitative Research Methods
 RSCH 8120: Advanced Statistics

Higher Education Concentration (15 Credit Hours)

ADMN 8171: The American College Student
 ADMN 8172: Higher Education in the United States
 ADMN 8173: Higher Education Finance and Budgeting
 ADMN 8174: Legal Issues in Higher Education
 ADMN 8175: Nontraditional Approaches to Higher Education

Electives (15 Credit Hours)

Students must take 15 credit hours of elective courses. These courses must be at the 8000 level, approved by the student's advisor, and geared toward one's doctoral dissertation and/or professional pathway. Recommended courses will include adult education, educational research, educational instructional systems technology, and related courses.

Dissertation Proposal Seminar (3 Credit Hours)

ADMN 8699 Dissertation Proposal Seminar *

* Students may take ADMN 8699 only after all coursework above is completed or during the final semester of coursework.

Dissertation Coursework (at least 6 Credit Hours)

ADMN 8999 Dissertation Research **

** Students may take ADMN 8999 only after all other coursework in the program is completed. Students *must* maintain continuous enrollment in ADMN 8999, to include at least one summer session, until degree completion and must be enrolled during the semester in which they graduate. Failure to maintain continuous enrollment in ADMN 8999 will result in dismissal from the program.

Appendix E



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: James Bird, Dept. of Educational Leadership
From: Judy Walker, Education/ Psychology Librarian
Date: 3/16/15
Subject: Legal Issues in Higher Education

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker Date: _____

Please Check One:

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

Comments:

Since this course has been taught for several semesters as a topics course, library resources already support the course. It should be noted the library has recently upgraded its subscription to WestNext which now includes more information and is easier to use. I have also ordered those items listed in the Additional Resources the library did not own.

Evaluator's Signature

3/16/15
Date

Revised 10/29/08
OAA jdp

Appendix F



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: James Bird, Dept. of Educational Leadership
From: Judy Walker, Education/ Psychology Librarian
Date: 3/16/15
Subject: Higher Education Finance

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker Date: _____

Please Check One:

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

Comments:

Since this course has been taught for several semesters as a topics course, library resources already support the course. It should be noted the library also subscribes to a number of databases in the field of finance that will also support this course. I have also ordered those items listed in the Additional Resources the library did not own.

Evaluator's Signature

3/16/15
Date

Revised 10/29/08
OAA jdp

Appendix G



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: James Bird, Dept. of Educational Leadership
From: Judy Walker, Education/ Psychology Librarian
Date: 3/16/15
Subject: Non-traditional Approaches to Higher Education

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker Date: _____

Please Check One:

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

Comments:

Since this course has been taught for several semesters as a topics course, library resources already support the course. I have also ordered those items listed in the Additional Resources the library did not own.

Evaluator's Signature

3/16/15
Date

Revised 10/29/08
OAA jdp

2015-2016 Graduate Catalog: Ed.D. in Educational Leadership

The mission of the [Department of Educational Leadership](#) is to prepare educators as leaders. The Ed.D. in Educational Leadership is designed to prepare educational administrators who can assume mid-level and senior-level leadership positions in [public school and post-secondary pre-collegiate educational or non-public school settings](#). The program includes [three two-concentrations/specializations, a school specialization with superintendent, and curriculum/supervision foci, and a higher education specialization with adult and higher education and educational research foci](#).

Program Objectives

Graduates of the program are prepared to:

1. Exhibit a broad understanding of their roles as educational leaders in the organizations they serve
2. Demonstrate leadership competencies and skills necessary to accomplish the goals of complex organizations
3. Interact successfully with the numerous institutions and interests that influence their organizations
4. Understand theoretical concepts that undergird organizational theory and behavior, leadership, social psychology, policy, educational administration, and research
5. Address issues that face educational leaders, including resource acquisition and management; policy development and analysis; program management; community relations; curriculum development; and personnel selection, development, and evaluation

School Specialization

~~Superintendent Focus~~ and Curriculum/Supervision Concentrations~~Focus~~

The school [programs](#)~~specialization~~ is designed to serve the needs of those interested in the study of issues regarding the administration of PK-12 public and private educational institutions. These students pursue careers as superintendents and senior level administrators. In addition to the program requirements regarding leadership experiences (see below), these prospective students must hold a Master of School Administration, Master of Education in Curriculum Supervision, Master of Education in Instructional Technology, or a comparable degree. These students must already have a valid "M" level certificate in an appropriate field. Appropriate PK-12 North Carolina licensure will be recommended at the completion of the program. A Superintendent Focus or Curriculum / Supervision Focus may be chosen by working with the advisor and selecting the appropriate courses and experiences.

Note to Students in School Specialization: The Department of Educational Leadership follows the North Carolina Standards for Superintendents as approved by the State Board of Education, September 6, 2007. [A complete copy of the standards and guidelines is available online.](#)

Higher Education

~~Community Specialization~~

~~Adult and Higher Education Focus and Educational Research Focus~~

The higher education concentration community specialization is designed for those interested in careers as senior level leaders in post-secondary non-school settings, including higher education, adult education, and research. To ensure the effectiveness and competence of individuals in such positions, coursework within the program is comprised of foundational work in educational leadership, research, and higher education with further a specialization available area in adult and higher education or educational research. Prospective students should already have a Master's degree in an appropriate and related field. They are neither required to hold North Carolina PK-12 licensure nor will any license or certificate be recommended upon graduation.

Additional Admission Requirements

School Specialization

In addition to the general requirements for admission to the Graduate School, applicants must have a master's degree from an accredited institution. Candidates must have an entry-level license in educational administration or supervision; and they must have a minimum of three years of successful leadership experience, which may include the full-time internships. Applicants must also submit a personal essay of purpose; a description of their previous relevant employment, highlighting their leadership experiences in school-settings; and recommendations from school administrators and former university instructors.

Admission decisions are based on a comparison on of applicant profiles and are made by a departmental admissions committee that includes program faculty. Applicants with the highest profile rankings are invited to participate in interviews that are conducted by the Ed.D. Admissions Committee. It is designed to provide evidence of an applicant's academic strength, leadership potential, and personal characteristics. Admission decisions are based not only on the comparative profiles of all applicants, but also on the commitment of the Admissions Committee to achieve diversity among the students admitted in each year's cohort group. Admission decisions are made in the Spring and Fall prior to each semester.

Higher Education Community Specialization

In addition to the general requirements for admission to the Graduate School, applicants must have a master's degree from an accredited institution. Applicants should have a minimum of three years of documented successful work-related experience. The applicant should provide a statement of purpose, description of previous relevant employment, and the nature of previous educational experiences in the essay. Recommendations from employers and former University instructors are required.

Admission decisions are competitive. These decisions are made by a departmental admissions committee that includes program faculty. Applicants with the highest profile rankings are invited to participate in interviews that are conducted by the Ed.D. Admissions Committee. The interview is designed to provide evidence of an applicant's academic strength, leadership potential, and personal characteristics. Decisions are based not only on the comparative profiles of all applicants, but also on the commitment of the Admissions Committee to achieve diversity among the students admitted each year. Admission decisions are made in the Spring and Fall prior to each semester.

Degree Requirements

The Ed.D. program consists of a minimum of 60 credit hours beyond the master's degree:

Superintendent

- ~~12 semester hours in RSCH Prefix Courses:~~

- RSCH 8110 Descriptive and Inferential Statistics (3)
- RSCH 8111 Qualitative Research (3)
- RSCH 8120 Advanced Statistics (3)
- RSCH 8210 Applied Educational Research (3)
- 33 semester hours of foundations and/or specialization coursework which includes one of the following areas of focus: Educational Leadership/Superintendency; Curriculum and Supervision; Adult and Higher Education; or Educational Research. See complete listing of courses for each focus.
- 6 semester hours of electives*
- 3 semester hours of dissertation proposal design
 - ADMN 8699 Dissertation Design Seminar (3)
- 6 semester hours of dissertation credits**

**Elective Courses: An elective course must be at the 8000 level and offered within the University. Permission of the department offering the course and approval by the student's advisor and doctoral coordinator is required.*

***Students continue to enroll in dissertation study until the completion of the degree.*

School and Community Specializations Degree Requirements

School Specialization – Superintendent Focus

Foundations and Specialty (33 hours)

- ADMN 8101 Perspectives on Adult Learning Theory (3)
- ADMN 8110 Organization Theory and Behavior (3)
- ADMN 8120 Advanced School Law (3)
- ADMN 8121 Doctoral Seminar in Curriculum Design (3)
- ADMN 8130 Educational Government and Policy (3)
- ADMN 8140 Advanced School Finance (3)
- ADMN 8150 Human Resources and Development (3)
- ADMN 8160 Introduction to Educational Administration (3)
- ADMN 8410 Advanced Internship in Educational Leadership Part 1 (3)
- ADMN 8420 Advanced Internship in Educational Leadership Part 2 (3)
- ADMN 8610 Interdisciplinary Seminar (3)

Research Courses (12 hours)

- RSCH 8210 Applied Educational Research (3)
- RSCH 8110 Descriptive and Inferential Statistics (3)
- RSCH 8111 Qualitative Research (3)
- RSCH 8120 Advanced Statistics (3)

Proposal Design (3 hours)

- ADMN 8699 Dissertation Design Seminar (3)

Dissertation (6 hours)

- ADMN 8999 Dissertation* (6)

Electives (6 hours)**

**Students continue to enroll in dissertation study (a minimum of 6 hours) until the completion of the degree.*

***An elective course must be at the 8000 level and offered within the University. Permission of the department offering the course and approval by the student's advisor and doctoral coordinator are required.*

School Specialization—Curriculum & Supervision Focus

Foundations (33 hours)

- ADMN 8101 Perspectives on Adult Learning Theory (3)
- ADMN 8110 Organizational Theory and Behavior (3)
- ADMN 8120 Advanced School Law (3)
- ADMN 8121 Doctoral Seminar in Curriculum Design (3)
- ADMN 8122 Advanced Curriculum Theory and Development (3)
- ADMN 8125 Doctoral Seminar in Instruction (3)
- ADMN 8140 Advanced School Finance (3)
- ADMN 8160 Introduction to Educational Administration (3)
- ADMN 8489 Practicum in Staff Development (3)
- ADMN 8610 Interdisciplinary Seminar (3)
- ADMN 8660 Instructional Leadership Seminar (3)

Research Courses (12 hours)

- RSCH 8110 Descriptive and Inferential Statistics (3)
- RSCH 8111 Qualitative Research (3)
- RSCH 8120 Advanced Statistics (3)
- RSCH 8210 Applied Educational Research (3)

Proposal Design (3 hours)

- ADMN 8699 Dissertation Design Seminar (3)

Dissertation (6 hours)

- ADMN 8999 Dissertation* (6)

Electives (6 hours)**

**Students continue to enroll in dissertation study (a minimum of 6 hours) until the completion of the degree.*

***An elective course must be at the 8000 level and offered within the University. Permission of the department offering the course and approval by the student's advisor and doctoral coordinator are required.*

Community Specialization—Adult and Higher Education or Educational Research

Core Foundations Coursework (9-15 hours)

- ADMN 8101 Perspectives on Adult Learning Theory (3)
- ADMN 8110 Organizational Theory and Behavior (3)
- ADMN 8160 Introduction to Educational Administration (3)
- ~~ADMN 8121 Doctoral Seminar in Curriculum Design (3)~~
- ~~ADMN 8660 Instructional Leadership Seminar (3)~~

Specialty Coursework in Adult and Higher Education, or Educational Research (158 hours)

ADMN 8171: The American College Student

ADMN 8172: Higher Education in the United States

ADMN 8173: Legal Issues in Higher Education

ADMN 8174: Higher Education Finance and Budgeting

ADMN 8175: Non-traditional Approaches to Higher Education

Research Courseworks (12 hours)

- ~~RSCH 8110 Descriptive~~ RSCH 8110 Descriptive and Inferential Statistics (3)
- RSCH 8111 Qualitative Research (3)
- RSCH 8120 Advanced Statistics (3)
- RSCH 8210 Applied Educational Research (3)

Electives (15 hours)

- Students must take 15 hours of elective courses. These courses must be at the 8000 level, approved by the student's advisor, and geared toward one's doctoral dissertation and/or professional pathway. Recommended courses will include other higher education, other higher education, adult education, advanced educational research, educational instructional systems technology, and related courses.

Dissertation Proposal Design (3 hours)

- ADMN 8699 Dissertation Proposal ~~Design~~ Seminar (3)

- Students may take ADMN 8699 only after all coursework is completed or during the final semester of coursework.

Dissertation Coursework (at least 6 credit hours)

- ADMN 8999 Dissertation Research

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- Students must take ADMN 8999 only after all other coursework in the program is complete. Students *must* maintain continuous enrollment in ADMN 8999, to include at least one summer session, until degree completion and must be enrolled during the semester in which they graduate. Failure to maintain continuous enrollment in ADMN 8999 will result in dismissal from the program.*

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Electives (6 hours)**

**Students continue to enroll in dissertation study (a minimum of 6 hours) until the completion of the degree.*

***An elective course must be at the 8000 level and offered within the University. Permission of the department offering the course and approval by the student's advisor and doctoral coordinator are required.*

Internships

All students (in the School Specialization) seeking licensure are required to complete an internship or practicum in a K-12 school district. The internship is based upon identified objectives and organizational areas within the school system of the internship assignment. Students are also required to complete a project based upon a current educational leadership topic related to student achievement. [Higher Education Community Specialization](#) students may choose to include a practicum in their course of studies.

Advising

Doctoral students will have the benefit of three phases of advising as they pursue their degree.

Phase 1

The doctoral coordinator or an assigned faculty member serves as the "temporary advisor" when students enter the program. During this phase, the advisor plans a course of study with students during the initial stages of the program. A Program Planning Sheet is used to document tentative plans for projected coursework. The planning sheet should be kept by the student and a copy should be provided to the advisor.

Phase 2

By the end of the first year of the program, students select a "program advisor" to serve as a guide through the completion of the coursework. This person also serves as the coordinator of the process to complete the Qualifying Examination. This advisor also helps the student identify faculty whose research interests and expertise are congruent with the student's probable area of inquiry for the dissertation. This advisor in consultation of the student has the responsibility for creating a "doctoral committee" that is made up of the faculty who prepares and evaluates the written and oral comprehensive qualifying exam. (See Qualifying Examination section of the Handbook.)

The responsibility of the doctoral committee members includes:

1. the approval of the student's course of study;
2. approval of the dissertation proposal; and
3. evaluation of the final dissertation and oral defense.

Phase 3

Upon successful completion of the Qualifying Examinations, students are recommended for admission to candidacy. They may then select a "dissertation advisor" and a dissertation committee and complete a "Change of Advisor Form" if needed. These committee members are appointed to serve on the committee with mutual consent between the student and each faculty member. The committee consists of four members of the Graduate Faculty: the Chairperson and two other members from the Department and one member appointed by the Graduate School from outside the Department of Educational Leadership.

The purpose of this process is to provide students with an opportunity to develop a direct working relationship with several faculty members. At the same time, it provides an individualized and personalized approach to the advising process. For example, some students may choose to keep the same faculty member to serve as both the program advisor and the dissertation advisor. Likewise, the doctoral committee and the dissertation committee could include some or all of the same faculty.

Qualifying Examination

Students are required to successfully pass a written and oral examination. The examination is based upon the core areas of the respective specializations.

Dissertation

Students must complete and defend a dissertation focused on a specific problem or question relevant to their specialization. Students must be continually enrolled in ADMN 8999 (Fall, Spring, and Summer) for dissertation research credit, beginning with the semester following completion of the comprehensive examination and continuing through the semester of their graduation. Defense of their dissertation is conducted in a final oral examination that is open to members of the University community.

Application for Degree and Application for Candidacy

Students may submit an Application for Degree and an Application for Candidacy during the semester in which they successfully defend their dissertation proposal. Adherence to Graduate School deadlines is expected. Degree requirements are completed when a student successfully defends the dissertation and files the final copy of the dissertation in the Graduate School.

Program Certification/Accreditations

- National Council for the Accreditation of Teacher Education (NCATE)
- North Carolina Department of Public Instruction (NCDPI)
- Courses for Course Section:
- ADMN 8173: Legal Issues in Higher Education. This course examines the legal context of American higher education and current legal issues of importance to higher education leaders including legal requirements, legal rights, and legal allowances. 3 graduate credit hours. (Offered on Demand)

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- ADMN 8174: Higher Education Finance and Budgeting. An examination of issues at the center of contemporary discussions of higher education finance and the challenges facing the financing of higher education. Topics include the economic environment of higher education, tuition and affordability, regulations and compliance, budgets, and policy implications. 3 graduate credit hours. (Offered on Demand)
- ADMN 8175: Non-Traditional Approaches to Higher Education. This course addresses new approaches to higher education that vary from the traditional higher education model. Examples are online, for-profit, competency-based credit, corporate educational institutions, and satellite campuses in other states and countries. Access, funding, cost, quality, size, performance, and future directions of these non-traditional approaches are examined. 3 graduate credit hours. (Offered on Demand)

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2015-2016 Graduate Catalog: Ed.D. in Educational Leadership

The mission of the [Department of Educational Leadership](#) is to prepare educators as leaders. The Ed.D. in Educational Leadership is designed to prepare educational administrators who can assume mid-level and senior-level leadership positions in public school and post-secondary settings. The program includes three concentrations: superintendent, curriculum/supervision and higher education.

Program Objectives

Graduates of the program are prepared to:

1. Exhibit a broad understanding of their roles as educational leaders in the organizations they serve
2. Demonstrate leadership competencies and skills necessary to accomplish the goals of complex organizations
3. Interact successfully with the numerous institutions and interests that influence their organizations
4. Understand theoretical concepts that undergird organizational theory and behavior, leadership, social psychology, policy, educational administration, and research
5. Address issues that face educational leaders, including resource acquisition and management; policy development and analysis; program management; community relations; curriculum development; and personnel selection, development, and evaluation

School

Superintendent and Curriculum/Supervision Concentrations

The school program is designed to serve the needs of those interested in the study of issues regarding the administration of PK-12 public and private educational institutions. These students pursue careers as superintendents and senior level administrators. In addition to the program requirements regarding leadership experiences (see below), these prospective students must hold a Master of School Administration, Master of Education in Curriculum Supervision, Master of Education in Instructional Technology, or a comparable degree. These students must already have a valid "M" level certificate in an appropriate field. Appropriate PK-12 North Carolina licensure will be recommended at the completion of the program. A Superintendent Focus or Curriculum / Supervision Focus may be chosen by working with the advisor and selecting the appropriate courses and experiences.

Note to Students in School Specialization: The Department of Educational Leadership follows the North Carolina Standards for Superintendents as approved by the State Board of Education, September 6, 2007. [A complete copy of the standards and guidelines is available online.](#)

Higher Education

The higher education concentration is designed for those interested in careers as senior level leaders in post-secondary settings, including higher education, adult education, and research. To ensure the effectiveness and competence of individuals in such positions, coursework within the program is comprised of foundational work in educational leadership, research, and higher education with further specialization available in adult education or educational research. Prospective students should already have a Master's

degree in an appropriate and related field. They are neither required to hold North Carolina PK-12 licensure nor will any license or certificate be recommended upon graduation.

Additional Admission Requirements

School

In addition to the general requirements for admission to the Graduate School, applicants must have a master's degree from an accredited institution. Candidates must have an entry-level license in educational administration or supervision; and they must have a minimum of three years of successful leadership experience, which may include the full-time internships. Applicants must also submit a personal essay of purpose; a description of their previous relevant employment, highlighting their leadership experiences in school-settings; and recommendations from school administrators and former university instructors.

Admission decisions are based on a comparison on of applicant profiles and are made by a departmental admissions committee that includes program faculty. Applicants with the highest profile rankings are invited to participate in interviews that are conducted by the Ed.D. Admissions Committee. It is designed to provide evidence of an applicant's academic strength, leadership potential, and personal characteristics. Admission decisions are based not only on the comparative profiles of all applicants, but also on the commitment of the Admissions Committee to achieve diversity among the students admitted in each year's cohort group. Admission decisions are made in the Spring and Fall prior to each semester.

Higher Education

In addition to the general requirements for admission to the Graduate School, applicants must have a master's degree from an accredited institution. Applicants should have a minimum of three years of documented successful work-related experience. The applicant should provide a statement of purpose, description of previous relevant employment, and the nature of previous educational experiences in the essay. Recommendations from employers and former University instructors are required.

Admission decisions are competitive. These decisions are made by a departmental admissions committee that includes program faculty. Applicants with the highest profile rankings are invited to participate in interviews that are conducted by the Ed.D. Admissions Committee. The interview is designed to provide evidence of an applicant's academic strength, leadership potential, and personal characteristics. Decisions are based not only on the comparative profiles of all applicants, but also on the commitment of the Admissions Committee to achieve diversity among the students admitted each year. Admission decisions are made in the Spring and Fall prior to each semester.

Degree Requirements

The Ed.D. program consists of a minimum of 60 credit hours beyond the master's degree:

Superintendent

Foundations and Specialty (33 hours)

- ADMN 8101 Perspectives on Adult Learning Theory (3)
- ADMN 8110 Organization Theory and Behavior (3)
- ADMN 8120 Advanced School Law (3)
- ADMN 8121 Doctoral Seminar in Curriculum Design (3)

- ADMN 8130 Educational Government and Policy (3)
- ADMN 8140 Advanced School Finance (3)
- ADMN 8150 Human Resources and Development (3)
- ADMN 8160 Introduction to Educational Administration (3)
- ADMN 8410 Advanced Internship in Educational Leadership Part 1 (3)
- ADMN 8420 Advanced Internship in Educational Leadership Part 2 (3)
- ADMN 8610 Interdisciplinary Seminar (3)

Research Courses (12 hours)

- RSCH 8210 Applied Educational Research (3)
- RSCH 8110 Descriptive and Inferential Statistics (3)
- RSCH 8111 Qualitative Research (3)
- RSCH 8120 Advanced Statistics (3)

Proposal Design (3 hours)

- ADMN 8699 Dissertation Design Seminar (3)

Dissertation (6 hours)

- ADMN 8999 Dissertation* (6)

Electives (6 hours)**

**Students continue to enroll in dissertation study (a minimum of 6 hours) until the completion of the degree.*

***An elective course must be at the 8000 level and offered within the University. Permission of the department offering the course and approval by the student's advisor and doctoral coordinator are required.*

Curriculum & Supervision

Foundations (33 hours)

- ADMN 8101 Perspectives on Adult Learning Theory (3)
- ADMN 8110 Organizational Theory and Behavior (3)
- ADMN 8120 Advanced School Law (3)
- ADMN 8121 Doctoral Seminar in Curriculum Design (3)
- ADMN 8122 Advanced Curriculum Theory and Development (3)
- ADMN 8125 Doctoral Seminar in Instruction (3)
- ADMN 8140 Advanced School Finance (3)
- ADMN 8160 Introduction to Educational Administration (3)
- ADMN 8489 Practicum in Staff Development (3)
- ADMN 8610 Interdisciplinary Seminar (3)
- ADMN 8660 Instructional Leadership Seminar (3)

Research Courses (12 hours)

- RSCH 8110 Descriptive and Inferential Statistics (3)

- RSCH 8111 Qualitative Research (3)
- RSCH 8120 Advanced Statistics (3)
- RSCH 8210 Applied Educational Research (3)

Proposal Design (3 hours)

- ADMN 8699 Dissertation Design Seminar (3)

Dissertation (6 hours)

- ADMN 8999 Dissertation* (6)

Electives (6 hours)**

**Students continue to enroll in dissertation study (a minimum of 6 hours) until the completion of the degree.*

***An elective course must be at the 8000 level and offered within the University. Permission of the department offering the course and approval by the student's advisor and doctoral coordinator are required.*

Higher Education

Core Coursework (9 hours)

- ADMN 8101 Perspectives on Adult Learning Theory (3)
- ADMN 8110 Organizational Theory and Behavior (3)
- ADMN 8160 Introduction to Educational Administration (3)

Specialty Coursework (15 hours)

ADMN 8171: The American College Student

ADMN 8172: Higher Education in the United States

ADMN 8173: Legal Issues in Higher Education

ADMN 8174: Higher Education Finance and Budgeting

ADMN 8175: Non-traditional Approaches to Higher Education

Research Coursework (12 hours)

- RSCH 8110 Descriptive and Inferential Statistics (3)
- RSCH 8111 Qualitative Research (3)
- RSCH 8120 Advanced Statistics (3)
- RSCH 8210 Applied Educational Research (3)

Electives (15 hours)

Students must take 15 hours of elective courses. These courses must be at the 8000 level, approved by the student's advisor, and geared toward one's doctoral dissertation and/or professional pathway. Recommended courses will include other higher education, adult education, advanced educational research, educational instructional systems technology, and related courses.

Dissertation Proposal Design (3 hours)

- ADMN 8699 Dissertation Proposal Seminar (3)

Students may take ADMN 8699 only after all coursework is completed or during the final semester of coursework.

Dissertation Coursework (at least 6 credit hours)

- ADMN 8999 Dissertation Research

Students must take ADMN 8999 only after all other coursework in the program is complete. Students *must* maintain continuous enrollment in ADMN 8999, to include at least one summer session, until degree completion and must be enrolled during the semester in which they graduate. Failure to maintain continuous enrollment in ADMN 8999 will result in dismissal from the program.

Internships

All students (in the School Specialization) seeking licensure are required to complete an internship or practicum in a K-12 school district. The internship is based upon identified objectives and organizational areas within the school system of the internship assignment. Students are also required to complete a project based upon a current educational leadership topic related to student achievement. Higher Education students may choose to include a practicum in their course of studies.

Advising

Doctoral students will have the benefit of three phases of advising as they pursue their degree.

Phase 1

The doctoral coordinator or an assigned faculty member serves as the "temporary advisor" when students enter the program. During this phase, the advisor plans a course of study with students during the initial stages of the program. A Program Planning Sheet is used to document tentative plans for projected coursework. The planning sheet should be kept by the student and a copy should be provided to the advisor.

Phase 2

By the end of the first year of the program, students select a "program advisor" to serve as a guide through the completion of the coursework. This person also serves as the coordinator of the process to complete the Qualifying Examination. This advisor also helps the student identify faculty whose research interests and expertise are congruent with the student's probable area of inquiry for the dissertation. This advisor in consultation of the student has the responsibility for creating a "doctoral committee" that is made up of the faculty who prepares and evaluates the written and oral comprehensive qualifying exam. (See Qualifying Examination section of the Handbook.)

The responsibility of the doctoral committee members includes:

1. the approval of the student's course of study;
2. approval of the dissertation proposal; and
3. evaluation of the final dissertation and oral defense.

Phase 3

Upon successful completion of the Qualifying Examinations, students are recommended for admission to candidacy. They may then select a "dissertation advisor" and a dissertation committee and complete a "Change of Advisor Form" if needed. These committee members are appointed to serve on the committee with mutual consent between the student and each faculty member. The committee consists of four members of the Graduate Faculty: the Chairperson and two other members from the Department and one member appointed by the Graduate School from outside the Department of Educational Leadership.

The purpose of this process is to provide students with an opportunity to develop a direct working relationship with several faculty members. At the same time, it provides an individualized and personalized approach to the advising process. For example, some students may choose to keep the same faculty member to serve as both the program advisor and the dissertation advisor. Likewise, the doctoral committee and the dissertation committee could include some or all of the same faculty.

Qualifying Examination

Students are required to successfully pass a written and oral examination. The examination is based upon the core areas of the respective specializations.

Dissertation

Students must complete and defend a dissertation focused on a specific problem or question relevant to their specialization. Students must be continually enrolled in ADMN 8999 (Fall, Spring, and Summer) for dissertation research credit, beginning with the semester following completion of the comprehensive examination and continuing through the semester of their graduation. Defense of their dissertation is conducted in a final oral examination that is open to members of the University community.

Application for Degree and Application for Candidacy

Students may submit an Application for Degree and an Application for Candidacy during the semester in which they successfully defend their dissertation proposal. Adherence to Graduate School deadlines is expected. Degree requirements are completed when a student successfully defends the dissertation and files the final copy of the dissertation in the Graduate School.

Program Certification/Accreditations

- National Council for the Accreditation of Teacher Education (NCATE)
- North Carolina Department of Public Instruction (NCDPI)

- Courses for Course Section:

- ADMN 8173: Legal Issues in Higher Education. This course examines the legal context of American higher education and current legal issues of importance to higher education leaders including legal requirements, legal rights, and legal allowances. 3 graduate credit hours. (Offered on Demand)
- ADMN 8174: Higher Education Finance and Budgeting. An examination of issues at the center of contemporary discussions of higher education finance and the challenges facing the financing of higher education. Topics include the economic environment of higher education, tuition and affordability, regulations and compliance, budgets, and policy implications. 3 graduate credit hours. (Offered on Demand)
- ADMN 8175: Non-Traditional Approaches to Higher Education. This course addresses new approaches to higher education that vary from the traditional higher education model. Examples are online, for-profit, competency-based credit, corporate educational institutions, and satellite campuses in other states and countries. Access, funding, cost, quality, size, performance, and future directions of these non-traditional approaches are examined. 3 graduate credit hours. (Offered on Demand)



Hancock, Dawson <dhancock@uncc.edu>

Fwd: Return of Proposal EDLD 3-9-15

1 message

Mickey Dunaway <dmdunawa@uncc.edu>
To: Hancock Dawson <dhancock@uncc.edu>
Cc: Mabe Alan <amabe3@uncc.edu>, "D'Amico, Mark" <mmdamico@uncc.edu>

Wed, Oct 14, 2015 at 11:36 AM

Dawson,

I was directly involved in this process throughout the year last year. Mark and the higher education group kept me personally informed, and we reviewed the recommendation at length in the doctoral advisory committee where it was thoroughly discussed, approved and moved forward for departmental approval which it also received.

I fully support the proposal as Director of Doctoral Programs in the Department of Educational Leadership and have already seen the work done by the higher education professors have a positive impact on the work we are doing with the K-12 revisions as well. This proposal will significantly strengthen our Ed.D. program as we move forward.

A handwritten signature in black ink, appearing to be "MD" with a stylized flourish.

Mickey Dunaway, Ed.D.
UNCC Associate Professor of Educational Leadership
Doctoral Program Director
mickeydunaway@uncc.edu

Begin forwarded message:

From: "Mabe, Alan" <amabe3@uncc.edu>
Date: October 14, 2015 at 11:12:06 AM EDT
To: Dawson Hancock <dhancock@uncc.edu>
Cc: "Mark D'Amico" <mmdamico@uncc.edu>, Mickey Dunaway <MickeyDunaway@uncc.edu>
Subject: Return of Proposal EDLD 3-9-15

Dawson,

Mickey was fully involved in this proposal process, managed the voting process for the department, and endorsed it when it was ready to go to the College Committee. I have asked him to send an e-mail directly to you confirming this.

I was involved with this as a member of the higher education faculty working closely with Mark in developing the proposal, helping Mark shepherd it through the department. I worked with Mark in developing the narrative for the long form.

I have reviewed it at every stage of development, understand the content of the proposal and strongly support it.

Each time it was presented to the College Committee after I became chair I signed the letter of conveyance.

We understood that the identification of the proposal (a date) should comport with who was chair at the time who send it up initially. There was not time to complete the process in the spring so Kelly suggest we wait and resubmit the same proposal in the fall.

I have reviewed the proposal thoroughly and I fully support it.

I note that you have returned the original. I will bring this back to your office.

I hope you will do an immediate review of this proposal so it can go on the November Graduate Council Agenda.

Thanks for your consideration.

Alan

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Alan R. Mabe, Ph.D.
Chair and V. Professor / Department of Educational Leadership
Affiliate Faculty in Public Policy
UNC Charlotte / Department of Educational Leadership / 261C COED
9201 University Center Blvd. / Charlotte, NC 28223
Phone: 704 687-8870 / Fax: 704 687-3493 / Cell: 919 451-7413
amabe3@uncc.edu



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